

Chapter 1 : Molecular Expressions Microscopy Primer: Physics of Light and Color - Light: Particle or a Wave

Find helpful customer reviews and review ratings for When I Become a Wave: Living Life and Death to the Fullest at www.nxgvision.com Read honest and unbiased product reviews from our users.

Posted by William A. Not since Wendy Davis have we seen national liberals fall so much in love with a Texan. You remember Wendy, the wannabe Governor of Texas, who with her pink sneakers became a national sensation and fundraising juggernaut after her very public opposition to pro-life legislation. We covered the pensive Wendy. And the bullhorn Wendy: And the awkwardly gun-toting Wendy: Wendy Davis had everything going for her other than voters. She was crushed in the general election. BetoORourke skateboards onto stage at his Corpus Christi stop. He won his past Democratic primaries by outhustling comfortable incumbents. But attracting a crowd of supporters is not that high a bar to clear. Wendy Davis had plenty of well-attended rallies in Texas has 15 million registered voters and almost 4 million of them voted for Hillary Clinton. Big deal, a lot of guys in Generation X did that. The industry of Beto long-form profiles is becoming an internet joke: Like Wendy Davis, Beto has everything except voters, trailing consistently in the polls by high single digits. There was a moment in time when Republicans worried Betomania might overtake Cruz. But Beto has never held a lead in the race, and the gap appears to be widening post-Kavanaugh: National Democrats are not happy. Beto is sucking the life out of the potential blue wave. Every excess dollar donated to McDreamy is a dollar not donated to someone in a competitive House or Senate race. Cruz now leads Mr. It goes beyond siphoning away dollars from other more needy candidates. Beto also is siphoning away free media attention. Beto turns back into a pumpkin on election day. A very well-financed pumpkin who then will be urged to run for president. To the contrary, even coming close will be used to build a narrative that he will sweep the blue states and be competitive in red states. Just like Governor Wendy Davis. Beto Skateboarding at Whataburger].

Chapter 2 : How to Live the Surfer Code: 13 Steps (with Pictures) - wikiHow

Indeed, Wooden's humble ripple became a wave of influence for many people from all walks of life. 'Everything I Want to Be' Sportscaster Bill Walton was touched by one such wave of influence.

A prospective candidate would need to possess proven managerial skills, command respect, and have an ability to get along well with others. The task of convincing McAfee to accept and persuading the Wellesley Board of Trustees to release her was difficult, but successful. I realized there were two letters that had to be in it: W for women and V for volunteer, because the Navy wants to make it clear that this is a voluntary service and not a drafted service. The president called on Knox to reconsider his position, but Knox, who did not favor the WAAC concept, stood his ground. Forrestal, a former naval aviator. Within days Forrestal replied, saying that Secretary Knox had asked the president to reconsider. By 21 July, the bill had passed both houses of Congress and been sent to the president, who signed it on 30 July as Public Law Naval Reserve Act of Women could now serve in the Navy as an officer or at an enlisted level, with a rank or rate consistent with that of the regular Navy. Volunteers could only serve for the duration of the war plus six months, and only in the continental United States. She was commissioned a lieutenant commander on 3 August, and was the first woman officer commissioned in the U. Unfortunately, the decision was not made known to the operating divisions of the bureau. They were drawn to the program by the good standing of McAfee and the Advisory Council. The new officers began their work routine with no grasp of Navy traditions, or training in the operating methods in use, resulting in some difficulties. Soon, McAfee was able to bring together a capable staff, building a sound internal organization. The primary sources of publicity used were the radio, newspapers, posters, brochures, and personal contacts. The focus of their advertising campaign was patriotism and the need for women. McAfee demanded good taste in all the advertising. By 3 July their ranks had risen to 86, which included 8, officers, 73, enlisted, and about 4, in training. The enlistment age requirements were between 20 and 35, with a high school or business diploma, or equivalent experience. United States citizenship was required in each case. Aware that was an election year, Forrestal attempted to compromise by offering segregated living quarters and mess facilities, but Roosevelt decided to hold it up until after the election on 7 November. His opponent, Thomas E. Dewey, made an election issue of it when he criticised the administration for discriminating against black women in a speech in Chicago. Roosevelt immediately issued the order to accept African-American women on 19 October Enlistment of African-American women commenced the following week. The promise of segregated quarters could not be maintained; each recruit company contained women, and there were insufficient black recruits to form an all-black company. It looked like this would become yet another excuse to exclude black women, but McAfee appealed to Forrestal, and he dropped the segregation requirement. While training was integrated, black WAVES were restricted somewhat in specialty assignments and a certain amount of separate quartering within integrated barracks prevailed at some duty stations. Their design services were secured, without cost, through the efforts of Mrs. Forrestal, wife of the Assistant Secretary of the Navy. The jacket was single breasted and unbelted, with a six-gored skirt. Included were black Oxford shoes and cap and plain black pumps; a brimmed hat; black gloves; black leather purse, and rain and winter coats. The summer uniform was the same as the winter uniform, however, it was lighter in weight, made of white material and worn with white shoes. The facility offered much of what the Navy needed, and a college setting provided the proper training ground. Still, the rationale was to teach the fundamental traditions of life and work in the naval service, focusing on administrative procedures. It was the type of work that most officers would eventually be doing. The curriculum did not change much over the life of the training program. The school closed in December, after accepting 10, women and graduating 9, of them. Many of these commissioned officers were sent to specialized schools for training in communications, supply, the Japanese language, meteorology, and engineering. Other officers attended the Naval Technical Training Command School, while others trained to become aviation instructors. Unlike the training on the college campuses, the training offered at these facilities was coeducational. The training for the initial groups of enlisted women began on 9 October It soon became clear, however, these arrangements were unsuitable for

recruit training, because of dispersed training facilities, inexperienced instructors, and the lack of esprit de corps. As a result, the Navy quickly made the decision to establish one recruit-training center on the campus of the Iowa State Teachers College. The specialized training remained at the original locations. Captain Randall Davis was named commanding officer. He arrived on 1 December, two weeks before the first class of 1, enlisted recruits were to start their five-weeks of basic training. The recruit training routine began each weekday with Reveille at 5: This was followed by an hour of free time, dinner, and two hours of study or instruction, lights out at 10: On Sunday, Reveille was at 7: Trainees then attended church services, followed by free time until 7: Recruits received immunization shots and were given a series of job aptitude tests. The first class was to graduate in January. But on 30 December, the Navy announced that recruits in training and all future recruits would be trained at Hunter College in the Bronx, a borough of the City of New York. Iowa State Teachers College would return to training yeomen. On 8 February, the college was commissioned the U. S. Naval Academy in the Navy, Hancock described the training of the recruits in this way: She was instructed in Navy ranks and rates; ships and aircraft of the fleet; naval traditions and customs; and of course, naval history. Physical training and fitness were stressed. As the women marched in platoons to classes, medical examinations, and drills, their approach was signaled by singing, their voices providing the cadence for marching feet. The training in aeronautics took place at naval air stations and training centers; the training for medical technicians was held at the National Medical and Great Lakes Training Centers. Unlike the training on the college campuses, the training at these facilities was coeducational. Initially, they were prohibited from serving in commands afloat and outside of the country. The officers served in many professional capacities, including doctors; attorneys; engineers and mathematicians; and chaplains. Another became the only female nautical engineer in the entire U. S. The enlisted WAVES undertook jobs such as aviation machinist; aviation metalsmith; parachute rigger; control tower operator; radio operator; yeoman; and statistician; as well as working in areas such as administration; personnel, and health care. Some of the problems sprang from contradictory attitudes of the men who supervised the women. Often, the women were underutilized in relation to their training, while others were assigned roles to which they were not physically suited. In some cases the women were utilized only out of dire need. The mission of the WAVES was to replace the men in shore stations for sea duty, which led to some hostility from those who did not wish to be released. With some, it was the lure of adventure, for others it was the professional development, and still others joined for the chance to experience life on college campuses. Some followed family traditions and others yearned for a life other than as a civilian. My sisters thought it was great, but they were not interested. There was too much discipline and routine involved. I felt like it would be a challenge, to step forth and do it, to see what it was all about. It gave a sense of confidence. I know now what war means and my heart goes out to every one of them. Among them I am making, I hope, life long friends, for their experiences mean everything to my self-satisfaction. As long as they fight on, I have no desire to return home, for I feel I belong here. I have learned much in these brief three months about life and living. And I know I have already changed in many ways and many viewpoints. It is truly a most broadening experience and I shall never outlive it. Almost all of the WAVES looked upon their service as beneficial and many said they would serve again under the same situation. These were located in Washington, D. C. By the end of 1945, almost 21,000 more had been discharged. It soon became apparent that more centers were needed and ten additional centers were opened. Most women spent two or three days at the separation centers before being discharged, having physical exams; orientation on rights as veterans; final settlement of pay, and then the price of a ticket home. Further, if Congress approves, we will seek to retain on active duty a reasonable number of WAVES who wish to do so and who may be needed in certain specialties. Even though the WAVES no longer existed, the obsolete acronym continued in popular and official usage until the 1960s. Secretary of the Navy Forrestal wrote, "Your conduct, discharge of military responsibilities, and skillful work are in the highest tradition of the naval service. Fleet Admiral Nimitz went on to say, "they have demonstrated qualities of competence, energy and loyalty". It was written to harmonize with Anchors Aweigh.

Chapter 3 : Waves Quotes (quotes)

Life Is A Wave is the marquee bay area event welcoming and unifying the surf, environmental and entrepreneurial communities in protecting the places we love for generations to come. This unforgettable evening will celebrate the 15th anniversary of Save The Waves Coalition and raise funds for their global environmental programs.

Plot[edit] A school teacher of history, Rainer Wenger, is forced to teach a class on autocracy , despite being an anarchist. When his students, third generation after the Second World War , [2] do not believe that a dictatorship could be established in modern Germany, he starts an experiment to demonstrate how easily the masses can be manipulated. He begins by demanding that all students address him as "Herr Wenger", as opposed to Rainer [3] , and places students with poor grades beside students with good gradesâ€”purportedly so they can learn from one another and become better as a whole. When speaking, they must stand and give short, direct answers. Wenger shows his students the effect of marching together in the same rhythm, motivating them by suggesting that they could really annoy the anarchy class, which is below them. Wenger suggests a uniform, to remove class distinction and further unite the group. Mona argues it will remove individuality, as well. Karo shows up to class without the uniform and is ostracized. The students decide among themselves they need a name, deciding on "Die Welle" The Wave. Karo suggests another name, which ends up with one single vote cast by herself. The group is shown to grow closer and the bully Simon is shown to reform, protecting a classmate from other bullies. He also creates a distinctive salute for the group. Karo and Mona protest the actions of the group, and Mona, disgusted with how her classmates are embracing fascism, leaves the project group. The members of The Wave begin spray-painting their logo around town at night, having parties where only Wave members are allowed to attend, and ostracizing and tormenting anyone not in their group. Tim becomes very attached to the group, having finally become an accepted member of a social group. He burns his brand clothes, after a discussion about how large corporations do not take responsibility for their actions. A pair of punks start a fight with Tim, but he is saved by Bomber and Sinan and starts to bond with them. When Tim and his group of new friends are confronted by a group of angry punks including those that Tim faced previously , Tim pulls a Walther PP pistol, causing them to back down. Tim explains to his shocked friends that the pistol only fires blanks. Wenger declines his offer but invites Tim in for dinner. Wenger finally ejects Tim from his house, only to find in the morning that the boy had slept on his doorstep. Anke is upset upon learning of this, and tells Wenger to stop the experiment immediately. He accuses her of being jealous and insults her dependency on pills to be able to show up to work. Shocked, she leaves him, saying The Wave has made him a bad person. Karo continues her opposition to The Wave, earning the anger of many in the group, who ask her boyfriend, Marco, to do something about it. A water polo competition is due that day, and Wenger asks The Wave to show up in support of the team. Karo and Mona, denied entry to the competition by members of The Wave, sneak in another way to distribute anti-Wave fliers. Members of The Wave notice this and scramble to retrieve the papers before anybody reads them. In the chaos, Sinan starts a fight with an opposing team member, the two almost drowning each other. Members of The Wave in the stands begin to violently shove one another. After the match, Marco confronts Karo and accuses her of causing the fight. She replies that The Wave has brainwashed him completely, and he slaps Karo, causing her to get a nosebleed. Unsettled by his own behavior, Marco approaches Wenger and asks him to stop the project. Once in the meeting, Wenger has the doors locked and begins whipping the students into a fervor. When Marco protests, Wenger calls him a traitor and orders the students to bring him to the stage for punishment. Wenger uses this to force the students to see how extreme the Wave has become. Wenger declares he is disbanding the Wave, but Dennis argues that they should try to salvage the good parts of the movement. Wenger points out that there is no way to remove the negative elements from fascism. Tim draws a gun and refuses to accept the Wave is over, fearing that he will once more be lonely and states that the Wave is his life. When Bomber says the gun only fires blanks, Tim shoots him to prove the pistol has live rounds. Wenger tries to calm Tim, who is now aiming the gun at him. Tim abruptly shoots himself instead, preferring to commit suicide rather than go on living without The Wave. Wenger cradles his corpse and looks helplessly

at his now traumatized students. The film ends with Wenger being arrested by the police and driven away, Bomber being taken away to the hospital, and Marco and Karo being re-united. The final images show Wenger in the back of a police car, staring into the camera overcome with distress. Background[edit] The Wave is not the only movie to convert a social experiment conducted in the United States into a fictionalized plot. Because his students did not understand how something like national socialism could even happen, he founded a totalitarian , strictly-organized "movement" with harsh punishments that was led by him autocratically. The intricate sense of community led to a wave of enthusiasm not only from his own students, but also from students from other classes who joined the program later. Jones later admitted to having enjoyed having his students as followers. To eliminate the upcoming momentum, Jones aborted the project on the fifth day and showed the students the parallels towards the Nazi youth movements. In the same year, Morton Rhue published his book "The Wave", which was published in Germany in and has since enjoyed great success as a school literature text. It has sold a total of over 2. The rights to the story which belonged to Sony were given over to Dennis Gansel for the production of a German movie. The screenplay moves the experiment, which was carried out in California in the s, to present day Germany. The specific location is never mentioned explicitly as it stands for Germany as a whole. He said the movie is not an adaption and that he changed characters, dialogues as well as the beginning and ending of the movie. The major difference, however, concerns the physical violence and the bloody end which became part of the movie. Furthermore, they criticized that the teacher lacked a clear anti-authoritarian position in the submitted script. The entire project was jeopardized and the first film-funding agency to grant financial aid was the Medienboard Berlin-Brandenburg. The overall budget of the movie amounts to 4,5 million euros and the movie was shot within 38 days. His film, however, was made on the premise that people felt immune to the possibility of a repetition of history as a result of the intensive study of National Socialism and its mechanisms. It is an interesting fact that we always believe that what happens to others would never happen to us. We blame others, for example the less educated or the East Germans etc. However, in the Third Reich the house caretaker was just as fascinated by the movement as was the intellectual. Gansel is convinced that the plot gains a broader psychological validity by the choice of such a location. In my opinion this is complete nonsense. He says he does not believe that films are capable of having a greater political impact on the viewers and that a film can only influence people who were already sensitized to the topic presented. In his opinion films can at best stimulate discussions, but to be able to do that they have to be really entertaining. He claims that in between high-brow cinema, as films by Christian Petzold , and the entertaining comedies by Til Schweiger there was a vast gap in Germany, which urgently had to be filled. Gansel, whose grandfather had been a Wehrmacht officer, also announced that this film would be the first and last one concerning the topic of the Third Reich in his career as a director. The film is structured by five days of the project week. At this, the beginning of every new day of the week is marked by an insert. Similar experiences of various characters, for instance, scenes in which students tell their parents about their day at school, are realized as cross-cutting and thus demonstrate the range of different perceptions of the day. An example for this is the scene in which Karo is in the schoolhouse at night, or the scene at the end when Wenger is arrested by the police and driven away. While on the one hand Wenger is filmed in low angle shot and sings rock music in the opening sequence, on the other hand he seems depressed in this last scene. This change is meant to initiate reflections on the part of the audience. So triggering off fascism involves a couple of dead persons. An example for this is the closing speech of Wenger. In this scene the camera is placed close behind him, at the level of his nape, and so offers a view of the geometrically arranged crowd of students. Especially the film clip in which the Wave-supporters spray their logo on buildings, is staged in the style of a music video. There is fast, even rapid camera work and the rock music, that accompanies many of the scenes, is often characterized as impulsive. Solely the opinions on the actors were always the same. The movie was exciting, disturbing and fascinating, [20] and deals with a difficult plot as exciting entertainment, some critics pointed out. Frederick Lau as Tim, an insecure , mentally unstable student who has had problems at school. At the beginning of the film he is pictured as an outsider until The Wave project starts. Then he becomes a committed member and finds new friends. Jennifer Ulrich as Karo, a diligent and intelligent student. She protests against The Wave and because of this, she has intense

rows with Marco and her friends. Cristina do Rego as Lisa, a shy girl who has never had a boyfriend. She is best friends with Karo, but later they have an argument when Karo protests against The Wave. Christiane Paul as Anke Wenger, is the wife of Rainer and teaches in the same school. Maximilian Mauff as Kevin, an upperclass student who clashes with The Wave at first until he joins the group for social reasons as he loses his status. Jacob Matschenz as Dennis, a student who comes from East Germany. He becomes a member of The Wave, like most of his classmates.

Chapter 4 : www.nxgvision.com: Customer reviews: When I Become a Wave: Living Life and Death to the

Becoming the Third Wave by Rebecca Walker. I am not one of the people who sat transfixed before the television, watching the Senate hearings. I had class-ess too to, papers to write, and frankly, the whole thing was too painful.

He was the first lifeguard at Waimea Bay on the island of Oahu. He saved many lives and became well known as a big-wave surfer. Not one life was lost while he served as lifeguard at Waimea Bay. Eddie braved surf that often reached 20 feet high or more to make a rescue. He became very famous for surfing the big Hawaiian surf and won several surfing awards including First Place at the prestigious Duke Kahanamoku Invitational Surfing Championship. The local saying, "Eddie Would Go," refers to his stoke to take on big waves that other surfers would shy away from and his courage to make a rescue in impossible situations. In 1978, a second voyage of the traditional sailing canoe was planned. At 31 years of age, Aikau was selected for this voyage as a crew member. The double-hulled voyaging canoe developed a leak in one of the hulls and later capsized in stormy weather about twelve miles south of the island of Molokai. Aikau was missing at sea. Despite great search efforts "Eddie" was never seen again. For hours airplanes flew overhead between the islands but did not spot them. Whenever I feel down, I look at Eddie and I recall his dream. He was a great teacher. He was a lifeguard Eddie cared about others and took care of others. He had great dreams, he had great passions. He was my spirit. Friday, March 6, 1978, Courtesy of David Bettencourt. THAT Eddie would go was never seriously in doubt. Lanai, he estimated, was only 12 miles away. But the canoe was being battered by choppy waves and gale-force winds, and the capsized hull rode low in the water, making it difficult to accurately gauge distance. Aikau tied the surfboard leash to his ankle and a portable strobe light and some oranges around his neck, and hesitantly tied a life jacket around his waist. Aikau estimated it would take five hours to reach land. As he paddled away, crew members held hands and said a prayer. Some saw Aikau ditch the clumsy life jacket a few hundred feet from the canoe hull. Others saw him on his knees, paddling strongly, the board riding up and over the grumbling whitecaps, peeking into sight, smaller and smaller as he stroked away. No one ever saw Eddie Aikau again. Twenty years later, the sacrifice of Hawaiian surfer and lifeguard Eddie Aikau has reached mythic status. A plaque in his memory is lovingly tended by lifeguards and friends at the bay -- which was stolen for the first time on the same day it was dedicated. This sense of mythology is what drew Wake to the subject, his first play, spurred on by the enthusiasm of former HTY director Peter Brosius. I was six when Aikau disappeared, and for years I was convinced he disappeared while rescuing tourists from a boat in Waimea Bay. Born May 4, 1947, on Maui, the third of six close-knit children, Edward Ryan Aikau discovered the waves of Kahului -- pre-harbor, it regularly broke two- to three-foot -- by helping father Solomon "Pops" Aikau drag a heavy redwood surfboard to the beach. The family moved to Oahu in 1954, where they took care of a Chinese graveyard. In 1978, virtually unknown on the North Shore, he showed up at a huge day at Waimea Bay, free-falling down thundering footers, a smile on his face, and was instantly embraced by the professional surfing fraternity. There are surfers, and there are big-wave surfers. The rest of us are nervous. Eddie belonged there; it was home. Eddie would go, all right. In recognition of his special skills, he became a lifeguard at Waimea Bay despite not having a high school diploma. No one drowned on his watch, dozens were saved, at least the ones we know about, because Aikau rarely bothered to file reports on lifesaving. All the surfers I knew talked about him -- Ricky Grigg, Jose Angel -- but when we met I was amazed at how little he said. During the 1970s, Aikau became more interested in his Hawaiian-ness, expressing it through spirituality and curiosity about the then-new Hawaiian "renaissance. I looked forward to getting to know him The governor was there to see them off, and had brought news crews. We can settle down and be ourselves. The great adventure became a life-and-death struggle. Ironically, only a few hours after Aikau disappeared, the rest of the crew were spotted by chance and rescued. If anyone could make it, Eddie could. But then I got a call saying Eddie had disappeared. We searched in my plane. Pilot Tom Hauptmann put a Hughes helicopter at our disposal and we searched for days. The legend ended there and the myth began. The trick in doing the play was to balance and honor the man, but also to be truthful. Friends and family of Eddie Aikau at a news conference days after the March 17, 1978, death of the big wave surfer and lifeguard. Psychics would call us up and

say Eddie was over here, or over there, just crazy stuff, and we finally had to put a halt to it. He was completely happy to be Hawaiian -- never wished to be anything else -- and he stuck to the basics of behavior and culture, a simple life without a lot of negative impact on others. He had a courage about him that went beyond the physical, it was spiritual as well. He gave his life to save his crew -- what more can you say? He gave his life to save others. But Eddie was in his early 30s. Think about car jackings, people getting beat up on the North Shore. It was a natural thing with him, an urge that overwhelmed him, to help, even at risk to his own life. His decision to go for help was highly emotional, but based on a lifetime of water skill and on the way his family valued life. It killed him, but it also created him.

Chapter 5 : My Life with the Wave | www.nxgvision.com

"My Life with the Wave" is the story of a love affair between a man and an ocean wave. Many qualities the narrator describes in the wave represent those of a woman in love, moved by turbulent passions and ever-changing moods.

The man and the wave have a passionate, turbulent, love affair, in which the wave is both adoring and demanding. Because she is lonely, he brings her a school of fish to swim in her waters; but, when he becomes enraged with jealousy of her attentions to the fish, he tries to attack them, and the wave nearly drowns him. Paz represents the wave as a metaphorical image of a woman in love, associating the feminine with nature, passion, and emotional turbulence. His father, a lawyer, worked for the revolutionary leader Emiliano Zapata. Paz attended the University of Mexico from 1927. Upon graduating, he traveled to Spain where he became a sympathizer with the Republican forces in the Spanish Civil War. Paz joined the Mexican Foreign Service in 1931, serving as the Mexican cultural attache in Paris until 1934. From 1934, he was the Mexican ambassador to India, but resigned this post in protest against the Mexican government firing on student demonstrators at the Summer Olympics in Mexico City. Paz subsequently taught as a professor in Latin American studies and literature at several prestigious universities in England and the United States, including Cambridge and Harvard. In 1939, Paz married Elena Garro, with whom he had a daughter, and later divorced. Throughout the next sixty-five years, he published numerous collections of essays and poetry. *The Labyrinth of Solitude*, considered his masterpiece, is a long essay on Mexican culture and history. Other major works include *The Sun Stone*, a long poem, and *The Monkey Grammarian*, a collection of essays based on his experiences in India. In 1950, he founded the journal *Vuelta*, of which he was the editor throughout the rest of his life. In 1957, Paz received the Nobel Prize for Literature. He died of cancer on April 19, 1972.

Plot Summary The narrator, while at the beach, is seduced by an ocean wave, which begs to be taken home with him. He tries to explain that she would not like life in the city, but she insists. To bring her home on the train, he empties the drinking fountain tank and secretly pours the wave into it. But when a lady takes a drink and discovers that the water is salty, her husband calls the conductor over, accusing the narrator of contaminating the water. The conductor calls in the Inspector, who calls the police, who accuse the narrator of poisoning the water. The police then call in the Captain, who calls three agents. The agents take the narrator away and throw him in jail where he is interrogated and accused of trying to poison the children on the train. After a year in jail, he is tried and, soon after, set free. When the narrator arrives home, the wave is already at his house. When the wave complains that she is lonely, he brings her seashells and toy ships to wreck; but this is not enough, and he brings her a colony of fish to play with. He begins to stay away from home more, to see old friends, and even to meet with an old girlfriend. He tells her of his troubles with the wave, and she wishes to help him, but there is nothing she can do. As their relationship deteriorates, the wave becomes petulant and brooding.

Characters

The Captain The police call the Captain and tell him the narrator is a poisoner. The Captain calls in three agents to arrest the narrator.

The Children On the train, where the narrator has secretly stored the wave in the water fountain tank, some children try to drink from the fountain, but the narrator blocks their way and offers to buy them lemonade instead. He is later accused of trying to poison the children by contaminating the water.

The Conductor After he is told that the narrator has contaminated the water in the fountain, the Conductor of the train calls upon the Inspector.

The Fish When the wave complains of loneliness, the narrator installs a colony of fish in the house.

The Husband After the lady on the train has tasted the water from the fountain and discovered that it is salty, her husband calls on the conductor.

The Inspector He is called upon by the Conductor to investigate the narrator. When she tastes the water, and discovers that it is salty, her husband calls the conductor.

The Magistrate While in jail, the narrator is brought before the Magistrate, who assigns him to a Penal Judge.

The narrator and the wave have a passionate love affair that changes his life, bringing him happiness and joy. When the wave complains of loneliness, he brings her a school of fish to play with. However, he soon becomes jealous of her attentions to the fish, and tries to attack them; but the fish merely slip through his fingers, and the wave almost drowns him. To avoid the company of the wave, he spends more time away from home. Finally, when he can no longer stand the dark, violent moods of the wave, he leaves

home to stay in the wilderness in the mountains. The Police The Inspector on the train calls the police, and tells them that the narrator has poisoned the water in the fountain. The police then call the Captain. Media Adaptations The video recording Octavio Paz includes Paz reading from his work, as well as interview material. This adaptation was recorded on audiocassette by Recorded Books in , narrated by Johnny Heller. Three Agents The Captain of the police calls three agents, who drag the narrator off to jail, on accusation of contaminating the drinking fountain on the train. The narrator first encounters the wave at a beach, and she insists on going home with him to Mexico City. The wave and the narrator have a passionate, though turbulent, love affair. When the wave complains of loneliness, the narrator brings her a school of fish to entertain her; however, she is so affectionate with the fish that he becomes enraged with jealousy. When he starts spending more and more time away from home, the wave becomes angry and miserable. Many qualities the narrator describes in the wave represent those of a woman in love, moved by turbulent passions and ever-changing moods. But, when the wave begins to show a preference for the company of the fish, he becomes a jealous lover. The relationship between the narrator and the wave has taken its course, from love and passion to hatred and cold-hearted spite. Even at the height of love between the man and the wave, images of death lurk within the depths of the relationship. After the narrator begins to spend more time away from home, the love of the wave becomes increasingly life-threatening. The various authorities who confront the narrator about the wave represent the oppressive nature of societal institutions. Yet, once free, he soon becomes oppressed by the smothering love of the wave. As the relationship sours, his own home becomes more and more of a prison to him. Only when he escapes the wave by

Topics for Further Study Paz often addressed themes concerning the impact of the ancient native cultures of Mexico on twentieth-century Mexican culture and society. Learn more about the ancient civilizations of Mexico, such as the Aztecs and the Mayan peoples. Read a poem or story by one of these authors. What central themes does he address, and what stylistic elements does he employ? How would you compare the work of this author to that of Paz? Paz was strongly influenced by the French literary movement of the post- World War I era known as surrealism. What are the basic tenets of surrealism? Can you write a surrealist story or poem, according to the principles put forth by Breton? What elements of the original story did you alter in the course of adaptation? The first person narrative voice in this story represents a love relationship from the perspective of one of the lovers, portraying only one side of the story, which is how most people in real life experience love and relationshipsâ€”from their own perspective. Personification Personification is a literary device by which an animal or inanimate object is given human traits, characteristics, and behaviors. This stylistic choice creates a metaphorical comparison between the emotional ebb and flow of a woman in a relationship, and the turbulent, ever-changing nature of an ocean wave. The school of fish is also personified in this story, as the narrator sees them as rivals for the affection of the wave. Other natural elements, such as the stars and the wind, are also personified within the story. Surrealism was a movement in literature and the arts that developed in France during the post- World War I era. It grew out of, and in reaction to, a movement known as Dadaism, and was influenced by the theories of the unconscious mind put forth by Sigmund Freud. The Mexican Revolution Paz grew up during the period of the Mexican Revolution in a family that sympathized with the revolutionary forces. However, the war continued until as various coups and counter-revolutions were carried out between factions of the revolutionary movement. In , Madero was deposed and assassinated, and Victoriano Huerta assumed the Presidency. In , Huerta was deposed and Venustiano Carranza declared himself president. Anarchy and violence ensued as revolutionary leaders battled over control of the presidency. With the support of the United States , Carranza was once again put in office and oversaw the writing of the Constitution of , which was an attempt to incorporate the demands of many factions that had fought in the Revolution. In , Carranza had the revolutionary leader Emiliano Zapata assassinated; in , Carranza himself was deposed and killed while fleeing the country. While the Mexican Revolution had officially ended, armed conflict between government and rebel forces continued off and on until The Spanish Civil War was fought between the right wing Nationalist rebels, supported by Nazi Germany and fascist Italy, and the left wing Republican government, supported by the Soviet Union. Paz, at that time an ardent socialist, sympathized with the Republican cause, which was comprised of the urban working class, the rural agrarian workers, and much of

the educated middle class of Spain. The Nationalist rebels were comprised of the military, the Roman Catholic Church, the landowners, and the business owners. The Nationalists won the war in 1939, and the military leader Francisco Franco was made dictator of Spain from that time until his death in 1975. After World War II, Mexico enjoyed a period of economic growth and prosperity, as well as a population boom. Many reforms were initiated by the Mexican government during this period, including granting women the right to vote in 1930. A student demonstration took place ten days before the start of the games to protest the expenditure of government resources on the Olympics, rather than for social welfare. The Mexican army, however, surrounded the protestors and fired shots into the crowd, killing people and wounding and arresting thousands of others. For years afterward, he remained a heroic figure in the eyes of student activists in Mexico. His outstanding accomplishments in the writing of both essays and poetry were acknowledged when in 1921, he was the first Mexican to be awarded the Nobel Prize for Literature. Paz also received the Miguel de Cervantes prize, the most prestigious literary award in Latin America. In 1910, Porfirio Diaz leads a revolt against the Mexican government, and assumes the post of President. The Diaz regime, which dominates Mexican politics for the next thirty-five years, is known as the Porfiriato. The Mexican Revolution deposes Diaz in 1911 and institutes the Constitution of 1917, which calls for many reforms.

Chapter 6 : New analysis rescues quantum wave-particle duality | Science News

Read When I Become a Wave - Living Life and Death to the Fullest by Mike Anderson by Mike Anderson by Mike Anderson for free with a 30 day free trial. Read eBook on the web, iPad, iPhone and Android.

Sheila Johnston reports It is the ultimate classroom mind-game. A charismatic teacher suddenly introduces strict discipline into his lessons and, far from rebelling, the students embrace it with gusto. Within a week, they have devised a uniform, insignia, salute and banners, and eagerly spy on and intimidate schoolmates. The movement swells to more than members who, on the last day, flock to a rally. Dennis Gansel, whose new film, *The Wave*, tells this story, has a colourful, very German family history. Christmas dinner at our house was always explosive," says the year-old director. His two last features dealt with Nazis and the Red Army Faction. *The Wave* is another typical - even stereotypical - German subject, with an improbable, highly melodramatic premise. Ron Jones, the teacher, had arrived there straight from training college. He soon became famed for his unorthodox methods: Former students describe Jones as brilliant, by far the most popular teacher in school. So at first we thought *The Wave* was him doing something funny. Only then is the hoax revealed. The Sixties were in full swing, the anti-Vietnam and Civil Rights movements were gathering speed, and the Summer of Love was dawning up in San Francisco. Neel and Hancock believe that anxiety about the draft and the failure of both major political parties to grasp the nettle of Vietnam made a fresh force in politics so appealing. We were in between emerging from the Fifties and becoming full-fledged radicals. And I became intrigued by it myself. I discovered I liked the order and the control. You should never place kids in that danger. It was not always easy to get people talking. And their memories were often contradictory. A scattering of websites even claim that the whole episode has been grossly exaggerated. For some of us, the real part got very real. Others may have been just going along to stay out of trouble. Certainly we have not found anybody yet who will admit to being one of the aggressive zealots. But none of those details change what happened. It was very emotional, a milestone event in our lives. Every youngster feels good in a group, though afterwards we felt strange about it. One actor said that a dictatorship on a film shoot is the only one in the world that really works. There is a strong urge today for a big idea that is bigger than yourself. Not necessarily fascism; it could be, say, the Green movement.

Chapter 7 : WAVES - Wikipedia

The Wave Questions and Answers. The Question and Answer section for The Wave is a great resource to ask questions, find answers, and discuss the novel.

Particle or a Wave? The exact nature of visible light is a mystery that has puzzled man for centuries. Greek scientists from the ancient Pythagorean discipline postulated that every visible object emits a steady stream of particles, while Aristotle concluded that light travels in a manner similar to waves in the ocean. Even though these ideas have undergone numerous modifications and a significant degree of evolution over the past 20 centuries, the essence of the dispute established by the Greek philosophers remains to this day. One point of view envisions light as wave-like in nature, producing energy that traverses through space in a manner similar to the ripples spreading across the surface of a still pond after being disturbed by a dropped rock. The opposing view holds that light is composed of a steady stream of particles, much like tiny droplets of water sprayed from a garden hose nozzle. During the past few centuries, the consensus of opinion has wavered with one view prevailing for a period of time, only to be overturned by evidence for the other. In the early eighteenth century, the argument about the nature of light had turned the scientific community into divided camps that fought vigorously over the validity of their favorite theories. One group of scientists, who subscribed to the wave theory, centered their arguments on the discoveries of Dutchman Christiaan Huygens. Although Newton, himself, appeared to have some doubt about his corpuscular theory on the nature of light, his prestige in the scientific community held so much weight that his advocates ignored all other evidence during their ferocious battles. In other words, Huygens postulated that the more light was "bent" or refracted by a substance, the slower it would move while traversing across that substance. His followers concluded that if light were composed of a stream of particles, then the opposite effect would occur because light entering a denser medium would be attracted by molecules in the medium and experience an increase, rather than a decrease, in speed. Although the perfect solution to this argument would be to measure the speed of light in different substances, air and glass for example, the devices of the period were not up to the task. Light appeared to move at the same speed regardless of the material through which it passed. Over years passed before the speed of light could be measured with a high enough accuracy to prove that the Huygens theory was correct. Despite the highly regarded reputation of Sir Isaac Newton, a number of prominent scientists in the early 1800s did not agree with his corpuscular theory. Some argued that if light consisted of particles, then when two beams are crossed, some of the particles would collide with each other to produce a deviation in the light beams. Obviously, this is not the case, so they concluded that light must not be composed of individual particles. Interactive Tutorial Particle and Wave Refraction When a beam of light travels between two media having differing refractive indices, the beam undergoes refraction, and changes direction when it passes from the first medium into the second. This interactive tutorial explores how particles and waves behave when refracted through a transparent surface. The search for ether consumed a significant amount of resources during the nineteenth century before finally being laid to rest. Huygens believed that ether vibrated in the same direction as light, and formed a wave itself as it carried the light waves. Huygens employed this idea to produce a detailed theory for the refraction phenomenon, and also to explain why light rays do not crash into each other when they cross paths. When a beam of light travels between two media having different refractive indices, the beam undergoes refraction, and changes direction when it passes from the first medium into the second. To determine whether the light beam is composed of waves or particles, a model for each can be devised to explain the phenomenon Figure 3. This portion will start to move through the second medium while the rest of the wave is still traveling in the first medium, but will move more slowly due to the higher refractive index of the second medium. Because the wavefront is now traveling at two different speeds, it will bend into the second medium, thus changing the angle of propagation. In contrast, particle theory has a rather difficult time explaining why particles of light should change direction when they pass from one medium into another. Proponents of the theory suggest that a special force, directed perpendicular to the interface, acts to change the speed of the particles as they enter the second medium. The exact nature of this force was left to

speculation, and no evidence has ever been collected to prove the theory. Another excellent comparison of the two theories involves the differences that occur when light is reflected from a smooth, specular surface, such as a mirror. Wave theory speculates that a light source emits light waves that spread in all directions. Upon impacting a mirror, the waves are reflected according to the arrival angles, but with each wave turned back to front to produce a reversed image Figure 4. The shape of arriving waves is strongly dependent upon how far the light source is from the mirror. Light originating from a close source still maintains a spherical, highly curved wavefront, while light emitted from a distance source will spread more and impact the mirror with wavefronts that are almost planar. The case for a particle nature for light is far stronger with regards to the reflection phenomenon than it is for refraction. Light emitted by a source, whether near or far, arrives at the mirror surface as a stream of particles, which bounce away or are reflected from the smooth surface. Because the particles are very tiny, a huge number are involved in a propagating light beam, where they travel side by side very close together. Upon impacting the mirror, the particles bounce from different points, so their order in the light beam is reversed upon reflection to produce a reversed image, as demonstrated in Figure 4. Both the particle and wave theories adequately explain reflection from a smooth surface. However, the particle theory also suggests that if the surface is very rough, the particles bounce away at a variety of angles, scattering the light. This theory fits very closely to experimental observation. Interactive Tutorial Particle and Wave Reflection An excellent comparison of the wave and particle theories involves the differences that occur when light is reflected from a smooth, specular surface, such as a mirror. This interactive tutorial explores how particles and waves behave when reflected from a smooth surface. Particles and waves should also behave differently when they encounter the edge of an object and form a shadow Figure 5. Newton was quick to point out in his book *Opticks*, that "Light is never known to follow crooked passages nor to bend into the shadow". This concept is consistent with the particle theory, which proposes that light particles must always travel in straight lines. If the particles encounter the edge of a barrier, then they will cast a shadow because the particles not blocked by the barrier continue on in a straight line and cannot spread out behind the edge. On a macroscopic scale, this observation is almost correct, but it does not agree with the results obtained from light diffraction experiments on a much smaller scale. When light is passed through a narrow slit, the beam spreads and becomes wider than expected. This fundamentally important observation lends a significant amount of credibility to the wave theory of light. Like waves in water, light waves encountering the edge of an object appear to bend around the edge and into its geometric shadow, which is a region that is not directly illuminated by the light beam. This behavior is analogous to water waves that wrap around the end of a raft, instead of reflecting away. Almost a hundred years after Newton and Huygens proposed their theories, an English physicist named Thomas Young performed an experiment that strongly supported the wave-like nature of light. Because he believed that light was composed of waves, Young reasoned that some type of interaction would occur when two light waves met. In order to test this hypothesis, he used a screen containing a single, narrow slit to produce a coherent light beam containing waves that propagate in phase from ordinary sunlight. If this front is allowed to illuminate a second screen having two closely spaced slits, two additional sources of coherent light, perfectly in step with each other are produced see Figure 6. Light from each slit traveling to a single point halfway between the two slits should arrive perfectly in step. The resulting waves should reinforce each other to produce a much larger wave. However, if a point on either side of the central point is considered, then light from one slit must travel much farther to reach a second point on the opposite side of the central point. Light from the slit closer to this second point would arrive before light from the distant slit, so the two waves would be out of step with each other, and might cancel each other to produce darkness. Interactive Tutorial Particle and Wave Diffraction Particles and waves should behave differently when they encounter the edge of an object and form a shadow. This interactive tutorial explores how particles and waves behave when diffracted by an opaque surface. As he suspected, Young discovered that when the light waves from the second set of slits are spread or diffracted, they meet each other and overlap. In some cases, the overlap combines the two waves exactly in step. However, in other cases, the light waves are combined either slightly or completely out of step with each other. Young found that when the waves met in step, they added together by a process that has come to be termed constructive interference. Waves that meet

out of step will cancel each other out, a phenomenon known as destructive interference. In between these two extremes, various degrees of constructive and destructive interference occur to produce waves having a wide spectrum of amplitudes. Young was able to observe the effects of interference on a screen placed at a set distance behind the two slits. After being diffracted, the light that is recombined by interference produces a series of bright and dark fringes along the length of the screen. In addition to his observations on light interference, Young postulated that light of different colors was composed of waves having different lengths, a fundamental concept that is widely accepted today. In contrast, the particle theory advocated envisioned that various colors were derived from particles having either different masses or traveling at different speeds. The interference effect is not restricted to light. Waves produced on the surface of a pool or pond will spread in all directions and undergo an identical behavior. Where two waves meet in step, they will add together to make a larger wave by constructive interference. Colliding waves that are out of step will cancel each other via destructive interference and produce a level surface on the water. Even more evidence for a wave-like nature of light was uncovered when the behavior of a light beam between crossed polarizers was carefully examined Figure 7. Polarizing filters have a unique molecular structure that allows only light having a single orientation to pass through. In other words, a polarizer can be considered a specialized type of molecular Venetian blind having tiny rows of slats that are oriented in a single direction within the polarizing material. If a beam of light is allowed to impact a polarizer, only light rays oriented parallel to the polarizing direction are able to pass through the polarizer. If a second polarizer is positioned behind the first and oriented in the same direction, then light passing through the first polarizer will also pass through the second. Interactive Tutorial The Double Slit Experiment Explore how light waves diffracted by a twin-slit apparatus can recombine through interference to produce a series of dark and light fringes on a reflective screen. The tutorial enables visitors to adjust the slit distances and alter the resulting interference patterns. However, if the second polarizer is rotated at a small angle, the amount of light passing through will be decreased. When the second polarizer is rotated so the orientation is perpendicular to that of the first polarizer, then none of the light passing through the first polarizer will pass through the second. This effect is easily explained with the wave theory, but no manipulation of the particle theory can explain how light is blocked by the second polarizer. In fact, the particle theory is also not adequate to explain interference and diffraction, effects that would be later found to be manifestations of the same phenomenon. The effects observed with polarized light were critical to the development of the concept that light consists of transverse waves having components that are perpendicular to the direction of propagation. Each of the transverse components must have a specific orientation direction that enables it to either pass through or to be blocked by a polarizer. Only those waves with a transverse component parallel to the polarizing filter will pass through, and all others will be blocked. By the middle of the 19th century, scientists were becoming increasingly convinced of the wave-like character of light, but there remained one overbearing problem. Exactly what is light? A breakthrough was made when it was discovered by English physicist James Clerk Maxwell that all forms of electromagnetic radiation represent a continuous spectrum, and travel through a vacuum at the same speed: A major blow to the wave theory occurred behind the scenes in the late 19th century when scientists first discovered that, under certain conditions, light could dislodge electrons from the atoms of several metals Figure 8. Although at first only a curious and unexplainable phenomenon, it was quickly discovered that ultraviolet light could relieve atoms of electrons in a wide variety of metals to produce a positive electrical charge. German physicist Philipp Lenard became interested in these observations, which he termed the photoelectric effect. Lenard used a prism to split white light into its component colors, and then selectively focused each color onto a metal plate to expel electrons. What Lenard discovered confused and amazed him.

Chapter 8 : Chicago Tribune - We are currently unavailable in your region

Die Welle (The Wave) is a German sociopolitical thriller film directed by Dennis Gansel and starring JÃ¼rgen Vogel, Frederick Lau, Jennifer Ulrich and Max Riemelt in the leads.

Chapter 9 : Take Every Wave: The Life of Laird Hamilton | Netflix

The beatles never set out to be this larger than life band. They were just like any other band in the period that they appeared in. Rooted in skiffle, and rock n roll, the band started as a cover band, playing covers of famous artists at the time.