Brave New World is a dystopian novel by Aldous Huxley, first published in 1932. Set in London in 2540, the novel anticipates developments in reproductive technology, biological engineering, and sleep-learning that combine to change society.

History and context

Aldous Huxley wrote Brave New World in 1932 while he was living in France and England (a British writer, he moved to California in 1937). By this time, Huxley had already established himself as a writer and social satirist. He was a contributor to Vanity Fair and Vogue magazines, had published a collection of his poetry entitled The Burning Wheel in 1916 and published four successful satirical novels. Brave New World was Huxley’s fifth novel and first attempt at a utopian novel.

The work was inspired by the H.G. Wells’ utopian novel Men Like Gods. Wells’ optimistic vision of the future gave Huxley the idea to begin writing a parody of the novel, which became Brave New World. Contrary to the most popular optimist utopian novels of the time, Huxley sought to provide a frightening vision of the future. Huxley referred to Brave New World as a “negative utopia”, somewhat influenced by Wells’ own The Sleeper Awakes and the works of D.H. Lawrence.

Although the novel is set in the future, it contains contemporary issues of the early 20th century. The Industrial Revolution was bringing about massive changes to the world. Mass production had made cars, telephones, and radios relatively cheap and widely available throughout the developed world. The horrific events of the Russian Revolution of 1917 and the first World War (1914-1918) were resonating throughout the world.

Novel Elements

The novel begins in London in the “year of our Ford 632” (AD 2540 in the Gregorian Calendar). The planet is united as The World State under a peaceful world government established in the aftermath of an apocalyptic global war in the 21st century; a government which has eliminated war, poverty, crime and unhappiness by creating a homogeneous high-tech society across Earth, based on the industrial principles of Henry Ford. Fordism forms the bedrock of the new society, gaining a quasi-religious status and forming the backbone of political and economic ideologies. You will learn more about these societal elements as you read, but some unique facets of the new World State are described below:

* Society is rigidly divided into five classes - Alpha, Beta, Gamma, Delta, and Epsilon which can be sub-divided even further into categories such as plus, minus and semi-moron.
* Recreational drug use has become a pillar of society and all citizens regularly swallow tablets of soma, a narcotic-tranquilizer that makes users mindlessly happy.
* A significant aspect of the society is the mechanization of reproduction. Citizens of the World state do not reproduce naturally; people are taught to view natural reproduction as a primitive act.
* The World State is built around the principles of Henry Ford, who has become a Messianic figure revered by society. The world has embraced a cult of consumerism, and Ford’s famous phrase “History is bunk” has become The World State’s approach to the past.
Major Characters
Most of the characters in this utopian novel exist to voice ideas in words or to embody them in their behavior. John, Bernard, Helmholtz, and the Controller express ideas through real personalities, but you will appreciate most of the others more if you see them as exaggerations or caricatures rather than as fully-developed characters:

THE DIRECTOR OF HATCHERIES AND CONDITIONING
The Director opens the novel by explaining the reproductive system of the brave new world, with genetically engineered babies growing in bottles. He loves to pretend he is a “know-it-all”, but he actually knows less and is less important than the Controller. The Director, whose name is Thomas, makes a startling confession to Bernard Marx that later comes back to haunt him.

HENRY FOSTER
Henry is a scientist in the London Hatchery, an ideal citizen of the world state: efficient and intelligent at work, filling his leisure time with sports and casual sex. He is not an important character but helps Huxley explain the workings of the Hatchery, show Lenina’s passionless sex life, and explore the gulf between Bernard and the “normal” citizens of Utopia.

LENINA CROWNE
Lenina is young and pretty. She is, like Henry Foster, a happy, shallow citizen. One notable idiosyncrasy is the fact that she sometimes spends more time than society approves dating one man exclusively.

THE CONTROLLER, MUSTAPHA MOND
Mond is one of the ten people who control the World State. He is good-natured, dedicated to his work, and extremely intelligent; he understands people and ideas that are different, which most Utopians cannot do. Indeed, he resembles the Oxford professors that Huxley knew, and his discussion of happiness with the Savage resembles a tutorial between an Oxford don and his most challenging student. Mond is one of the few Utopians who can choose, who has free will. As you learn more about him, you will have to decide whether he is a “servant” of the World State or perhaps the most dangerous person in this Brave New World.

BERNARD MARX
A specialist in sleep-teaching, Bernard does not fit the uniformity that usually characterizes all members of the same caste. He is an Alpha of high intelligence and therefore a member of the elite, but he is small and therefore regarded as deformed. Notice how his personality changes as the novel progresses.

HELMHOLTZ WATSON
Helmholtz, like Bernard, is different from the average Alpha-plus intellectual. A mental giant who is also successful in sports and sex, he’s almost too good to be true. Helmholtz’s interaction with John complicates his life considerably.

JOHN THE SAVAGE
John grew up absorbing three cultures: the Utopia he heard about from his mother; the Indian culture in which he lived, but which rejected him as an outsider; and the plays of Shakespeare, which he read in a book that survived from pre-Utopian days. John, in short, is different from the other Savages and from the Utopians. Consider how Huxley uses this character to explore some intriguing moral and philosophical questions.

LINDA
Linda is John’s mother, a Beta minus who is also rejected by both the Native community and the World State. Notice the effects of her self-destructive behavior, and its effects on her son.
Themes
This is a novel about ideas, and its themes are as important as its plot. As you find the themes, try to think not only about what they say about Huxley’s Utopia, but also about Huxley’s real world—and our own.

1. COMMUNITY, IDENTITY, STABILITY- VERSUS INDIVIDUAL FREEDOM
How does the motto of the World State, and the ideals contained within, conflict with individual liberties?

2. SCIENCE AS A MEANS OF CONTROL
Although nuclear and genetic concerns are conspicuously absent in the novel, Huxley was more worried about dangers that appeared more obvious at that time—the possible misuse of biology, physiology, and psychology for questionable goals.

3. THE THREAT OF GENETIC ENGINEERING
Huxley didn’t use this phrase, but he describes genetic engineering when he explains how his new world breeds prescribed numbers of humans artificially for specified qualities.

4. THE MISUSE OF PSYCHOLOGICAL CONDITIONING
Note how, at every stage—from decanting bottle to dying hospital, this society brainwashes its citizens.

5. THE PURSUIT OF HAPPINESS CARRIED TO AN EXTREME
A society can achieve stability only when everyone is happy, and the brave new world tries hard to ensure that every person is happy—at all times.

6. THE CHEAPENING OF SEXUAL PLEASURE
The brave new world makes promiscuity a virtue and perceives sex as a purely physical act.

7. THE PURSUIT OF HAPPINESS THROUGH DRUGS
Huxley believed in the possibility of a drug that would enable people to escape from themselves and help them achieve knowledge of God, but he made soma a parody and degradation of that possibility.

8. THE THREAT OF MINDLESS CONSUMPTION AND MINDLESS DIVERSIONS
This society offers its members distractions that they must enjoy in common—never alone—because solitude breeds instability.

9. THE DESTRUCTION OF THE FAMILY
The combination of genetic engineering, bottle-birth, and sexual promiscuity means there is no monogamy, marriage, or family.

10. THE DENIAL OF DEATH
The brave new world insists that death is a natural and not unpleasant process. There is no old age or visible senility. Society eliminates the painful emotions of grief and loss, and the spiritual significance of death, which Huxley made increasingly important in his later novels.

11. THE OPPRESSION OF INDIVIDUAL DIFFERENCES
What does the attempt to stifle individuality say about Huxley’s Utopia?

12. WHAT DOES SUCH A SYSTEM COST?
This Utopia has a good side: there is no war or poverty, little disease or social unrest. But Huxley keeps asking, what does society have to pay for these benefits? The price, he makes clear, is high.
Point of View
Huxley’s point of view in Brave New World is third person, omniscient (all-knowing). The narrator is not one of the characters and therefore has the ability to tell us what is going on within any of the characters’ minds. This ability is particularly useful in showing us a cross section of this strange society of the future. We’re able to be with the Director of Hatcheries and Conditioning in the Central London Conditioning and Hatchery Centre, with Lenina Crowne at the Westminster Abbey Cabaret, with Bernard Marx at the Fordson Community Singery.
Standards Focus: Allusions and Unique Terms

In his fictional novel *Brave New World*, Huxley makes many allusions, or references to real-life people, places or concepts. But he also invents his own terminology, and there are many new terms and concepts with which you should become familiar before reading and for reference as you read the novel.

<table>
<thead>
<tr>
<th>Allusions</th>
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<tr>
<td><strong>Character/Concept</strong></td>
<td><strong>Allusion to</strong></td>
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<tr>
<td>Bernard Marx</td>
<td>Karl Marx, founder of Marxism, Socialism</td>
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<td>Lenina Crowne</td>
<td>Russian revolutionary and founder of the communist party Vladimir Lenin</td>
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<td>Benito Hoover</td>
<td>Italian dictator Benito Mussolini and 31 at U.S. President Herbert Hoover</td>
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<td>Malthusian belt, Malthusian Drill</td>
<td>Political economist Thomas Malthus, an early proponent of birth control for population regulation</td>
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<td>conditioning and Neo-Pavlovian</td>
<td>Russian scientist Ivan Pavlov and his conditioning experiments (Pavlov’s dogs)</td>
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<tr>
<td>Ford</td>
<td>Henry Ford, creator of Model T Ford and modern assembly-line work</td>
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<td>George Bernard Shaw</td>
<td>Irish writer and socialist George Bernard Shaw</td>
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<td>Freud</td>
<td>Austrian psychiatrist and founder of psychoanalysis Sigmund Freud</td>
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<tr>
<td>Helmholtz Watson</td>
<td>John B. Watson, American psychologist, founder of behaviorism, together with Rosalie Rayner conducted controversial “Little Albert” experiment</td>
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<tr>
<td>Mustapha Mond</td>
<td>Founder of modern Turkey, Mustapha Kemal Ataturk</td>
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<tr>
<td>Mond</td>
<td>rnonde-&quot;world&quot; or &quot;people&quot; in French</td>
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<tr>
<td>Brave New World</td>
<td>From Shakespeare’s <em>The Tempest</em>, Miranda says:</td>
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<td></td>
<td>“O, wonder How many goodly creatures are there here! How beauteous mankind is! O brave new world, That has such people in’t!”</td>
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*Brave New World*
<table>
<thead>
<tr>
<th>Terms</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A.F.</td>
<td>Annum Ford, After Ford</td>
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<tr>
<td>Bokanovsky Group</td>
<td>identical twins which have been created by a single egg divided numerous times through Bokanovsky's Process</td>
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<td>Bottling</td>
<td>process by which embryos are grown</td>
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<td>Centrifugal Bumble-Puppy</td>
<td>a game in which children throw a ball onto a rotating disk that throws the ball back in a random direction, and is meant to be caught</td>
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<tr>
<td>D.H.C.</td>
<td>The Director of Hatcheries and Conditioning</td>
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<tr>
<td>decanting room</td>
<td>a room where the babies are removed from the bottles</td>
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<tr>
<td>ectogenesis</td>
<td>a process by which embryos are grown outside of a womb, in this case, they are grown in bottles</td>
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<tr>
<td>feelies</td>
<td>similar to modern movie-theaters; viewers are able to feel the emotion and smell the smells of the movie in front of them</td>
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<tr>
<td>hypnopaedia</td>
<td>one step of the conditioning process by which while sleeping, babies and children listen to repeated messages about morals and their place in society, and are completely conditioned to live and breathe these messages</td>
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<tr>
<td>Malthusian belt</td>
<td>a belt that dispenses contraceptives</td>
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<tr>
<td>Neo-Pavlovian Conditioning</td>
<td>loud noises, flashing lights and electric shock used on babies to condition their likes and dislikes</td>
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<td>Nine Years’ War</td>
<td>the war that enabled the Ten World Controllers to take over power</td>
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<td>orgy-porgy</td>
<td>a chant and dance of a Solidarity Service; sexual in nature</td>
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<td>phosphorus recovery</td>
<td>the process in which phosphorus is recovered from cremated bodies to be used in fertilizer</td>
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<tr>
<td>pneumatic</td>
<td>&quot;air filled&quot; or well-endowed</td>
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<tr>
<td>Podsnap’s technique</td>
<td>a process of ripening thousands of eggs at the same time so that they can be born when needed</td>
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<tr>
<td>pregnancy substitute</td>
<td>an injection that tricks the body into thinking it is pregnant, controlling hormones</td>
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Savage Reservation  a dumping ground for savages, or people who were naturally born
Solidarity Service  a religious service with a strong sexual content
soma  a legal drug without side- or after-effects; makes people "happy" when needed
soma holiday  to be drugged up with soma for a long period of time
viviparous  bearing live young rather than eggs

The Caste System

Alphas  Top of the caste system; top intellects; tall; wear grey
          (very few Alphas; all are men)
Betas  Managers; above average intelligence; wear blues, reds and mulberry
Gammas  Workers; low intelligence; wear green
Deltas  Low workers; very low intelligence; wear khaki
Epsilon  Near brainless workers; short; wear black
Chapter One: A SQUAT grey building of only thirty-four stories. Over the main entrance the words, CENTRAL LONDON HATCHERY AND CONDITIONING CENTRE, and, in a shield, the World State’s motto, COMMUNITY, IDENTITY, STABILITY.

The enormous room on the ground floor faced towards the north. Cold for all the summer beyond the panes, for all the tropical heat of the room itself, a harsh thin light glared through the windows, hungrily seeking some draped lay figure, some pallid shape of academic goose-flesh, but finding only the glass and nickel and bleakly shining porcelain of a laboratory. Wintriness responded to wintriness. The overall of the workers were white, their hands gloved with a pale corpse-coloured rubber. The light was frozen, dead, a ghost. Only from the yellow barrels of the microscopes did it borrow a certain rich and living substance, living along the polished tubes like butter, streak after luscious streak in long recession down the worktables.

"And this," said the Director opening the door, "is the Fertilizing Room."

Bent over their instruments, three hundred Fertilizers were plunged, as the Director of Hatcheries and Conditioning entered the room, in the scarcely breathing silence, the absent-minded, soliloquizing hum or whistle, of absorbed concentration. A troop of newly arrived students, very young, pink and callow, followed nervously, rather abjectly, at the Director’s heels. Each of them carried a notebook, in which, whenever the great man spoke, he desperately scribbled. Straight from the horse’s mouth. It was a me privilege. The D. H. C. for Central London always made a point of personally conducting his new students round the various departments.

"Just to give you a general idea," he would explain to them. For of course some sort of general idea they must have, if they were to do their work intelligently—though as little of one, if they were to be good and happy members of society, as possible. For particulars, as every one knows, make for virtue and happiness; generalities are intellectually necessary evils. Not philosophers but fret-sawyers and stamp collectors compose the backbone of society. "To-morrow," he would add, smiling at them with a slightly menacing geniality, "you’ll be settling down to serious work. You won’t have time for generalities. Meanwhile...

Meanwhile, it was a privilege. Straight down from the horse’s mouth into the notebook. The boys scribbled like mad.

Tall and rather thin but upright, the Director advanced into the room. He had a long chin and big rather prominent teeth, just covered, when he was not talking, by his full, floridly curved lips. Old, young? Thirty? Fifty? Fifty-five? It was hard to say. And anyhow the question didn’t arise; in this year of stability, A. F. 632, it didn’t occur to you to ask it.

"I shall begin at the beginning," said the D. H. C. and the more zealous students recorded his intention in their notebooks: Begin at the beginning. "These," he waved his hand, "are the incubators." And opening an insulated door he showed them racks upon racks of numbered test-tubes; "The week’s supply of ova. Kept," he explained, "at blood heat; whereas the male gametes," and here he opened another door, "they have to be kept at thirty-five instead of thirty-seven. Full blood heat sterilizes." Rams wrapped in theremogene beget no lambs.

Still leaning against the incubators he gave them, while the pencils scurried illegibly across the pages, a brief description of the modern fertilizing process; spoke first, of course, of its surgical introduction—lithe operation undergone voluntarily for the good of Society, not to mention the fact that it carries a bonus amounting to six months’ salary; continued with some account of the technique for preserving the excised ovary alive and actively developing; passed on to a consideration of optimum temperature, salinity, viscosity; referred to the liquor in which the detached and ripened eggs were kept; and, leading his charges to the work tables, actually showed them how this liquor was drawn off from the test-tubes; how it was let out drop by drop onto the specially warmed slides of the microscopes; how the eggs which it contained were inspected for abnormalities, counted and transferred to a porous receptacle; how (and he now took them to watch the operation) this receptacle was immersed in a warm bouillon containing free-swimming spermatozoa—at a minimum concentration of one hundred thousand per cubic centimetre, he insisted; and how, after ten minutes, the container was lifted out of the liquor and its contents re-examined; how, if any of the eggs remained unfertilized, it was again immersed, and, if necessary, yet again; how the fertilized ova went back to the incubators; where the Alphas and Betas remained until definitely bottled; while the Gammas, Deltas and Epsilons were brought out again, after only thirty-six hours, to undergo Bokanovsky’s Process.

"Bokanovsky’s Process," repeated the Director, and the students underlined the words in their little notebooks. One egg, one embryo, one adult-normality. But a bokanovskified egg will bud, will proliferate, will divide. From eight to ninety-six buds, and every bud will grow into a perfectly formed embryo, and every embryo into a full-sized adult. Making ninety-six human beings grow where only one grew before. Progress.

Brave New World Reading Log

**Objective**: You will not be answering discussion questions about Brave New World by Aldous Huxley; instead, you will be: evaluating the themes of the novel. You will be writing down your observation and analysis in a log. Your log needs prove you read the novel accurately and carefully. Trust yourself! Use original ideas! Pulling information not in your own words from Sparknotes and the like will not be accepted and will result in a zero. This is also your own evaluation of the novel. Copying other people’s prose or thoughts is also unethical and will result in a zero. Your entries must be typed and presented in some way. The first part of your log is due after Chapter 6 on the day of your Chapter 1-6 test. The second part of your log will be due when the novel is over.

**Themes**
2. Science as a means of Control
3. The Threat of Genetic Engineering
4. The Misuse of Psychological Conditioning
5. The Pursuit of Happiness Carried to an Extreme
6. The Cheapening of Sexual Pleasure
7. The Pursuit of Happiness Through Drugs
8. The Threat of Mindless Consumption and Mindless Diversions
9. The Destruction of the Family
10. The Denial of Death
11. The Oppression of Individual Differences

**Format of log**: Each entry is probably around a page. This is an estimate.

**Label: Chapter _________________**

In each entry, you must identify and explain how the chapter connects to one of the themes above in order to prove that the theme is present. You must quote a passage from the chapter. The passage must be quoted “word for word.” Once the passage has been quoted and cited correctly ex (Huxley 52), please explain the passage and how it exemplifies the theme you have selected.

**Label: Huxley’s England.** Since this is a novel of cautionary predictions and fears, Huxley is saying something greater about technology and progress through his characters and their actions. What is Huxley criticizing? What about England in the 1930s bothered him? This does not require you to do research. Make predictions based on what you read. The story represents larger issues going on in the world.

**Label: America 2013.** What has come/is coming true in America that Huxley may have predicted? What technological progress in America is similar to the novel. Are these changes in how America functions good for the country or bad for America? Explain your reasoning.
A
Superior reflection full completeness
Student commitment to log writing process is impressive
Thoughtful evidence from every chapter is given, evaluated, and cited appropriately
Strong technological connection to Huxley and connection to America is made.

B
Good reflection/adequate completeness
Student commitment to log writing process is satisfactory
Good evidence from every chapter is given, evaluated, and cited appropriately
An acceptable technological connection to Huxley and connection to America is made.
Log meets requirements but is not as strong as an A

C
Some reflection/some completeness
Student is minimally committed to the log writing process
Some evidence that the student has participated but few quotes, commentary and citations exist.
Some connection to Huxley and America is made, but reflection is simple and brief.

D
Inferior reflection
Infrequent reflection/completeness is flawed
Student does not seem committed to the log or reading process
Little evidence that the student has read the novel or understood the assignment.
The student did not quote, cite, evaluate or discuss Huxley's worries about technology or
America's potential fear.

E
Little reflection/Lack of completeness
Student is clearly not committed to the log or the reading process.
No evidence that the student read the novel or assignment.
No evidence is listed, analysis is missing, citations are missing,
reflection on the technological world is missing

- Log is appropriately labeled
- Presentation is neat
- There is proof that the log has been edited. The log does not read as a rough draft.
- Log is typed (no handwritten logs accepted)
Comprehension Check: Chapters 1-3

Directions: Use the following questions to help guide your reading and understanding of Chapters 1-3. As you read the novel, answer the questions using complete sentences.

Chapter 1
1. What is the World State's motto?
2. Where does the story begin? In what year?
3. What is Bokanovsky's Process? What is the result?
4. In what conditions are the bottles stored? Why?
5. What are freemartins? What symbol are they given?
6. What is the point of conditioning, according to the D.H.C?

Chapter 2
1. What happens to the Delta babies after they were lured to the books and flowers?
2. Why were they conditioned to hate flowers?
3. In a short paragraph, describe how the idea of hypnopædia was discovered. Why were the first experimenters on the “wrong track” according to the D.H.C? What does this society teach?
4. What word or words are “Our Ford” and “his fordship” replacing in this society?

Chapter 3
(Be careful to keep track of the different scenes going on at the same time in this chapter. Huxley jumps from one conversation to another between Mustapha and the students, Henry and Bernard, and Lenina and Fanny-look for the extra line space for the shifts)
1. What unusual behavior is encouraged in the childrens' play?
2. What does Mond mean when he says “History is bunk”?
3. What are a few of the “smutty” or “vulgar” words in their language?
4. Why does Fanny chastise Lenina for going out with Hemy again?
5. Lenina wears green for her date, but of what class is she?
6. Why does Bernard dislike Henry Foster?
7. What is soma?
Comprehension Questions: Chapters 4-6

Directions: Use the following questions to help guide your reading and understanding of Chapters 4-6. As you read the novel, answer the questions using complete sentences.

Chapter 4
1. Of what class is the elevator operator? Describe him.
2. How is Bernard different from other Alphas? What is rumored to have caused his differences?
3. Why do Bernard and Helmholtz Watson feel out of place?
4. What thoughts have been recently plaguing Helmholtz?

Chapter 5
1. What is the crematorium and for what is it used? What is the point of this process?
2. What is unusual about the “Bottle of Mine” song?
3. Why is Lenina able to remember her birth control precautions despite the fact she took too much soma?
4. From what age did she begin training for this experience?
5. In one or two paragraphs, describe the events of the Solidarity Service?
6. What does Bernard do that makes him feel even more out of place at the Solidarity Service?

Chapter 6
1. What does Bernard want to do on his date with Lettina that she finds odd?
2. What did Bernard regret doing after his first date with Lenina?
3. What happened to the D.H.C and his Beta-Minus date when he visited the New Mexico Reservation 25 years ago?
4. To where does the D.H.C warn Bernard he will send him if he continues his current behavior?
5. Rather than the soap, hand lotion and shampoo that we are used to, what do Bernard and Lenina find waiting for them in their hotel room?
6. What did Bernard remember that he left running back at home?
Comprehension Questions: Chapters 7-9

Directions: Use the following questions to help guide your reading and understanding of Chapters 4-6. As you read the novel, answer the questions using complete sentences.

Chapter 7
1. How does Lenina react to the environment and people at the Reservation?
2. How does Lenina react to Linda? Why?
3. What about Linda is different from the other savages?

Chapter 8
1. Why do the other women hate and therefore, whip Linda?
2. What substance satisfies Linda's craving for soma?
3. What do we learn John can do that the others cannot?
4. What gift did Pope bring John when he was nearly twelve?
5. Who did John stab? Why?
6. What does Bernard say that he has in common with John?
7. What does Bernard propose to John? Why does he do this?
8. What is John's reaction to this proposal?

Chapter 9
1. What does Lenina do immediately upon returning to the rest-house?
2. How does Bernard get permission to bring John and Linda back to the civilized world?
3. What does John do when he finds Lenina's personal belongings and then finds Lenina sleeping?
Comprehension Check: Chapters 10-12

**Directions:** Use the following questions to help guide your reading and understanding of Chapters 10-12. As you read the novel, answer the questions using complete sentences.

**Chapter 10**
1. Why does the D.H.C. dislike Bernard? What does the D.H.C. do to humiliate Bernard?
2. How does Bernard turn the tables to humiliate the D.H.C.?
3. What causes an uproar of laughter from the workers in the Fertilizing Room?
4. How does the D.H.C. react to this news?

**Chapter 11**
1. What happens to the D.H.C.?
2. Why do the people not want to see Linda? What is the plan for her?
3. How does Bernard become such an important and popular figure?
4. What word does Bernard omit in his letters to Mond? Why?
5. How has Bernard's attitude toward women changed, as evidenced in his tour with John?
6. What was the plot of the feely that John and Lenina attended? Describe the feely experience.
7. What does Lenina expect from John after their date? What happens?

**Chapter 12**
1. How do Bernard's party guests react to John's refusal to make an appearance?
2. What happens to Bernard as a result?
3. Why was Helmholtz in trouble with the authorities?
4. Why is Bernard jealous? What does he do out of vengeance?
Comprehension Check: Chapters 13-15

Directions: Use the following questions to help guide your reading and understanding of Chapters 13-15. As you read the novel, answer the questions using complete sentences.

Chapter 13
1. What does Henry suggest Lenina do for her bad mood?
2. What is Lenina thinking about when she makes a mistake at work? What is the result of her mistake years later?
3. What does John try to tell Lenina? What is her reaction?
4. How does John respond to Lenina's reaction?
5. What "saves" Lenina from being trapped in the bathroom?

Chapter 14
1. To where has John been summoned by the phone call?
2. While John is by his mother's bedside, who interrupts his visit? Why? What is John's reaction?
3. Who does Linda think is actually there? What is John's reaction to this?
4. What axe the children given to reinforce their death conditioning?

Chapter 15
1. What does John see in the hospital vestibule? To what does he compare the khaki mob?
2. Why do you think John keeps repeating the phrase "0 brave new world"? How is his tone different now from when he first arrived in the new world and quoted the phrase?
3. Who arrives at the hospital? What does Helmholtz do? What does Bernard do?
4. How do the police suppress the riot?
Comprehension Check: Chapters 16-18

Directions: Use the following questions to help guide your reading and understanding of Chapters 16-18. As you read the novel, answer the questions using complete sentences.

Chapter 16
1. How does Mond justify the banishment of Shakespeare and other beautiful things?
2. What does Mond say has taken the place of high art?
3. Why can’t everyone be Alpha-decanted and conditioned, according to Mond? What does he assert would be the result?
4. What was the Cyprus Experiment? What was the result? Why?
5. What does Mond say is a “menace to stability”? Why?
6. What does Mond say is a “possible enemy”? Do you agree or disagree?
7. What is a “cookery book” according to Mond? What nearly happened to him as a result of his “cooking”?
8. What is Bernard’s reaction to the hint that they were to be sent to an island? What do you think about his reaction?
9. To where does Helmholtz prefer to be sent? Why?

Chapter 17
1. What does Mond call the old books about religion, including the Bible?
2. Explain what a VPS does. What does it attempt to replace?
3. What rights does John claim? What exactly does this mean for him?

Chapter 18
1. What does John say metaphorically made him ill? What literally made him ill?
2. Why does he do this?
3. To where does John go to be left alone?
4. What does John do to himself in order to purify and rid himself of his feelings of guilt and disgust?
5. What interrupts John’s independence?
6. Why does John kill himself? Besides the uproar and breach of his privacy, what factors do you think lead to this decision?