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新世纪
大学英语系列教材
阅读大观
第1册

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南京大学出版社

ENCYCLOPEDIA
READING
IN ENGLISH

总 序

新世纪大学英语系列教材是一套面向大学英语学生的综合性系列教材。本教材以江苏省高校外国语教学研究会为依托，由南京大学、东南大学、南京航空航天大学 and 南京师范大学等多所著名高校联合开发。本套教材以现代应用语言学理论为指导，融入了各主编高校所承担的教育部和江苏省大学英语教学改革以及其他科研项目研究成果，同时也反映了国内其他高校在大学英语教学改革中所取得的最新成果。

本套教材由《读写教程》、《听说教程》、《阅读大观》和《综合训练》四个系列组成，它们分别由南京大学、东南大学、南京航空航天大学 and 南京师范大学主编。

为适应新世纪对大学英语所提出的更新、更高的要求，本套教材在编写思路和编写体系方面力图有所创新。这主要体现在以下几个方面：

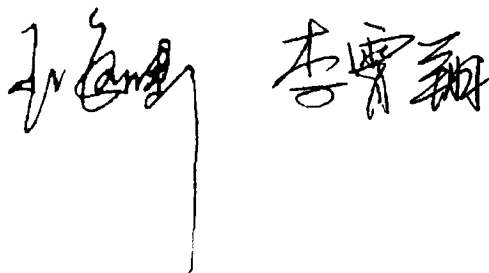
一、强调基础知识学习、基本技能训练与语言应用能力培养的有机结合。大学英语教学的目的是培养学生语言应用能力，然而应用能力的培养必须建立在扎实的语言基础之上。因此，从英语教学的实际需要出发，本套教材注重在帮助学生打好语言基本功的同时，为学生提供大量的旨在提高语言应用能力的教学指导与练习，以帮助学生将课本知识与课堂学习内容有效地转化为语言能力。在知识与技能的介绍上力争系统、全面，在练习的设计上重视交际性、趣味性与科学性的统一。在具体安排上，《读写教程》、《听说教程》和《阅读大观》将学习与练习并重，《综合练习》则侧重基本功训练。

二、强调语言学习与文化素质培养的有机结合。英语学习是大学生综合素质教育的一个重要组成部分。同时，文化知识的学习也是有效提高语言能力的-一个重要前提。因此，本套教材从综合素质培养的角度出发，将大量与英语学习相关的文化知识贯穿于教学的全过程。这尤其体现在《听说教程》和《阅读大观》这两个系列中。这两个系列以与学生生活密切相关的话题为主线，广泛选择不同题材的文章，帮助学生了解英语国家的各种文化背景、风俗习惯、礼仪人情等种种知识内容的学习和了解。通过培养学生良好

的文化素养和综合的语言运用能力，为其以后适应现代社会的各种复杂要求打下良好的语言基础。

三、强调读、听、写、说、译等语言技能的协调发展。为适应现代社会对人才培养的需要，本系列教材在学生的语言技能培养上，除了传统的阅读技巧外，注重读、听、写、说、译的结合。这尤其是体现在《读写教程》和《听说教程》这两个系列上。这两个系列的教材分别从阅读和听音入手，一方面训练读和听的能力，另一方面引入话题与相关信息。然后在此基础上展开写、说和译等技能的训练，使学生言之有物。

教学改革，贵在探索。无论从哪个角度来说，我们都深知本系列教材还存在许多的不足。它的价值，也许更多地体现在外语界各位同仁探索大学英语教学改革的决心和勇气。因此，我们期待着更多的批评、建议以及积极的参与，在解决目前存在的各种教学问题的同时，完善我们的教材，完善新的教学体系。在探索大学教育现代化的道路上，留下我们共同的足迹。



2000年6月

编写说明

一、编写目的

当前,我国高校正处于前所未有的大发展的历史阶段,教育的重心正从应试教育逐步向素质教育过渡;与此同时,各校的招生规模也在不断扩大,高等教育正从精英教育向大众教育转变。为了适应大学英语教育发展的新形势,江苏高校外语教学研究会组织编写了新世纪大学英语系列教材,包括《读写教程》、《听说教程》、《综合练习》和本书。

作为系列教材的一个组成部分,本教材《阅读大观》专供“泛读”课使用。希望学生通过题材多样的阅读,既能提高英语水平,又能同时增长其他学科知识,从而提高科学文化诸方面的全面素养。

二、本书的特点

1. 百科全书式的题材。本书取材广泛,注重内容的经典性与时代性相结合,尽量贴近大学生的实际需要。
2. 注意东西方文化对比。本书在任何话题内容的选择上都尽可能选取同一题材的东西方两方面的,特别是中华文化的内容。以帮助学习者学会用英语表达本民族的文化,从而加强英语的双向交流能力。
3. 兼顾不同起点的学生。本书的第一至第九单元每个单元分为三个板块,前两个板块各有三篇文章,第三板块有四篇文章。考虑到学生入学时的英语水平存在差异,本书在同一单元内的每个板块中都安排初、中、高三种水平的文章,供不同起点的学习者选用。
4. 考虑 CET 考试的要求。本书的练习形式大多与四六级考试所采用的题型相同。如:四项选择题、简短回答问题、翻译等。

三、使用本书的建议

本书内容量大,话题面广,没有足够的课内学时可能难以教完全部内容。因此,教师在使用本书时不要逐字逐句地解释,而是要从语篇上宏观把握文章,引导学生获取文章中的信息。有些文章可以给学生进行内容上的提示,鼓励学生课后自己阅读。对于低起点的学生,难度较大的文章可以留做日后阅读。对于高起点的同学,教师可以要求他们读完全部文章,以便对话题有完整的了解。总之,本书给教学提供了丰富的素材,各校可根据课时安排和学生的实际水平进行取舍。

本书在编写过程中,沈骑老师提供了部分材料。美籍外教 Jonathan Edmund、Jennifer Wang 和 Orinkirshmer Kirshner 校阅了全书。在此表示感谢。

编 者

2000 年 5 月

致教师

语言是载体，好比是一辆车。如果用它运载垃圾，路人会掩鼻而走；如果用它运载普通的货物，那也引不起路人的兴趣；然而，如果用它运载鲜花，路人会引颈观望。本书试图以英语为载体，运载古今中外文化科学知识的鲜花，以期激发学习者的兴趣，使他们在吮吸知识芳香的时刻，也汲取着英语的营养。

英语教科书一般是以语言知识和规则作为编排主线，以帮助学习者系统地学习和掌握英语；这套教材则试图以百科知识为主线，用英语向学生传授文化科学知识，希冀学生在大量地泛读百科知识之际，忘掉“痛苦的”英语学习，在不知不觉中提高英语水平。

新世纪的大学生应该是具备综合知识的复合型人才。文科学生要增加科学技术知识，理工科学生要增加人文社科知识。这套教材兼顾了两者的需要，教师在教学过程中可以根据情况做出取舍。这套教材不仅可以提高学生的全面素养，也能使教师进一步丰富自己的知识，从而更好地引导学生们接触新事物，掌握新信息，推动素质教育的开展。

当前，大学英语教学既要对学生进行素质教育，又要帮助他们通过 CET 考试。因此，本套在练习形式采用了 CET 考试的题型，以兼顾两方面的需要。

考虑到学生的英语水平参差不齐，本书在编写时，采取了以下特定的编排方式：（1）每个单元分成三个板块，第一板块“基础阅读”（Fundamental Reading）是话题（topic）的基本知识；第二板块“提高阅读”（Further Reading）是话题知识的展开；第三板块“阅读测试”（Test Reading）是话题的相关知识。（2）每个板块内的文章在语言上从易到难，形成坡度。一般来说，第一篇文章难度较低，第二篇文章难度居中，第三（四）篇文章难度较高。换句话说，每部分的第一篇适合于起点较低的学生，第二篇文章适合于中等程度的学生，第三篇文章适合于起点较高的学生。教师可以把每部分的相同编号的文章合成一组，用于相应水平的学生。

英语是交际的工具，交际的内容蕴涵着文化的双向交流，交际的双方要“互通有无”才能使交际顺利进行。对于中国学生而言，英语运用能力较差的一个重要原因是对自己本民族文化知识了解不够，或不会用英语进行表达。因此，本书在每一个话题的选材中尽可能做到中外文化，或东西方文化对比，以增加学习者双方面知识，提高用英语进行双向交流的能力。

随着改革开放的进一步深入，社会对人才的英语能力要求越来越高；随着教育发展速度的加快，学生的英语水平也在逐年提高。因此，本教材在词汇量的控制上有一定的超前意识，一些文章的词汇可能越出了大纲要求，但却保持了“原汁原味”。对于这些生词书中已经做了详细的脚注，相信不会给学习者造成太大的困难。从句子长度和复杂程度上看，这些文章的难度都比较适中。

我国大学生和发达国家的大学生相比，知识面偏窄，外语词汇量偏小。本教材试图为扭转这个现状尽一份力。编者相信，本教材如果和同一系列的其他教材配套使用，一定会相得益彰。再加上外语界同仁们齐心奋斗，大学英语教育一定会取得更大的成效。

致同学

学习英语既要靠“学习”(learning)又要靠“习得”(acquisition)。前一种是指有意识的、正规的、认真其事的学习；后一种是指潜意识的、非正规的学习。“习得”英语就是通过在日常生活大量接触英语，如听广播、读报纸、看电视等活动，在不知不觉中提高英语水平。就像学唱歌那样，只要你爱好，有兴趣，愿意多听多唱，久而久之，耳熟能详，在不知不觉中就学会了。如果说，兴趣是最好的老师，大量的接触就是最好的学习方式。“从量变到质变，从量的积累到质的飞跃”这是人们认识客观世界的一般规律，也是学习英语所要遵循的规律。

本教材是为“大学英语泛读”课而编写的。所谓“泛读”一是指阅读不仅要量大，而且要内容题材广泛，在扩大知识面的同时，拓展词汇量；二是指阅读时不要死抠单词、难句和细节，而是要从宏观上理解和把握文章，争取最大限度地获取文章中的信息。这样做，可以逐步培养自己对语言的“习得”能力，在不知不觉中提高英语水平。

本教材话题的选材原则是：与现代人生活密切相关，同时又不失历史意义，以期激发起大家的阅读兴趣。通过对这些材料的接触，大家不仅能学到英语，还可以增长其他学科的知识。材料主要选自于各种百科全书、国内外各种英语新闻媒介，特别是人人都可以接触到的大众媒介，如“中国日报”、“21 世纪报”、“北京周报”、“今日中国”、中央电视台第四套中的英语节目等。希望通过这些教材内容的引导，最终使大家能在离开校园之后仍然能依靠这些媒介不断接触英语，保持和提高自己的英语水平，使英语能成为帮助您不断更新知识，获取信息的毕生朋友。

本教材的每一个单元达数十页之多。课堂教学时间有限，老师不可能在课堂上逐篇讲解，需要同学们课前预习，课后自己阅读。每单元的“基础阅读”(Fundamental Reading)反映出本单元话题的基础知识和英语的基本词汇。“提高阅读”(Further Reading)是对话题内容的扩展，词汇量也随之增大，文章中的生词和难点都加了脚注或注释，便于同学们自己阅读。希望阅读之后有所思考，并利用这些素材动手动口用英语发表自己的看法，通过表达您的真情实感来学会使用英语。如果大家平时多注意中文的相应材料，增强背景知识，不仅有助于理解其中内容，还可以帮助您学会与中国人最相关的英语表达法。

有人认为英语是“学会”的，不是“教会”的。这话虽然不完全正确，但却道出了学生自学的重要性。英语的确是通过自学来掌握的，这方面的例子并不鲜见。但是如果能在老师的指导下，加上自身的努力就能学得更快更好。就像学习游泳那样，没有人教也能学会，但要多“呛几口水”，动作也难以规范。如果有教练的指导，再加上自己的勤奋，就会迅速掌握动作要领，取得长足的进步。学习英语也是如此，惟有在老师的引导下，学生自己投入到语言的长河中积极实践，才能真正学会“游泳”。

这本教材好比是一个“游泳池”，水量不小且有深有浅，是同学们学习和练习的好场所。相信您在老师的指导和帮助下，通过自身的努力能迅速提高自己的英语水平和运用能力，并在不久的将来，靠着自己的实力在英语的海洋中搏风击浪，到达理想的彼岸。

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Unit 1

Universities and colleges

Fundamental Reading

1. Entering Universities 上大学 (246 words)
2. School Organization 大学的组织结构 (535 words)
3. Harvard University 哈佛大学 (818 words)

Further Reading

1. College Costs and Financial Help 上大学的费用和经济资助 (277 words)
2. Selecting Courses 选择课程 (471 words)
3. Peking University and Tsinghua University 北大和清华 (313 words)

Test Reading

1. The Open University 开放大学 (254 words)
2. The College System at Oxford and Cambridge 牛津、剑桥大学的体制 (256 words)
3. Educational Resources at MIT 麻省理工学院的教学资源 (350 words)
4. How to Select the Course 怎样选课 (365 words)

Fundamental Reading

1. Entering Universities

Universities and colleges are schools that continue a person's education beyond high school. A university or college education helps men and women enjoy richer, more meaningful lives. It prepares many people for professional careers¹ as doctors, engineers, lawyers, or teachers. It also gives a person a better appreciation² of such fields as art, literature, history, human relations, and science. In doing so, a university or college education enables individuals to participate with greater understanding in community affairs³.

Colleges and universities state their entrance requirements in their catalogs. They nearly always require a transcript⁴ (copy) of an applicant's⁵ high school credits⁶, as well as letters of recommendation. Entrance examinations are generally given several months before the school term begins. Freshmen⁷ usually take the intelligence and aptitude tests⁸ during an orientation period, frequently called freshman week at colleges and universities in the United States.

People without a high school diploma should not assume⁹ that higher education is closed to them. Many colleges and universities admit men and women who have not completed high school. This procedure¹⁰ allows the schools to serve an increasing number of adults seeking continuing education. It also helps extend educational opportunities to such people as military veterans¹¹ and members of minority groups¹². Before enrolling such applicants, the university or college evaluates¹³ their work experience and reviews their scores on special tests. These tests are designed to measure whether a person's knowledge is equivalent¹⁴ to that of an average high school graduate.

¹ professional career: 专业的生涯

² appreciation: 欣赏, 鉴识

³ community affairs: 社区事务

⁴ transcript (of credits): 成绩单

⁵ applicant: 申请者

⁶ credit: 学分

⁷ freshman: 大学一年级学生

⁸ the intelligence and aptitude test: 智力潜能测试

⁹ assume: 认为, 假定

¹⁰ procedure: 过程, 手续, 程序

¹¹ veteran: 退伍军人, 老手

¹² minority group: 少数民族

¹³ evaluate: 评估, 评价

¹⁴ equivalent: 等于, 相当于, 与……同意义

I. Find out the English equivalents of the following Chinese terms from the passage.

- | | |
|-----------------|-------------|
| 1. 入学条件 (要求) | 5. 毕业证书, 文凭 |
| 2. 招生简章, 大学概况手册 | 6. 录取 |
| 3. 推荐信 | 7. 高中毕业生 |
| 4. 入学考试 | 8. 得分 |

**II. Answer the following questions briefly.**

1. How does a university or college help students? (par. 1)
2. What is an applicant required to do in order to enter a university or college? (par. 2)
3. What are freshmen usually asked to do after entering university? (par. 2)
4. Apart from those with high school diplomas, what kinds of applicants does a university or college also admit? (par.3)
5. How does a university or college enroll the students without a high school diploma? (par.3)

2. School Organization

(1) **The campus** is the land on which a college or university stands. The main buildings on a campus usually include classroom buildings, an administration building, a library, laboratories, a gymnasium, an athletic field and stadium, and dormitories. Many institutions have a building, often called a student union¹, where social gatherings, plays, and dances may be held. Many of today's universities and colleges have more than one campus.

(2) **Administration.** The organization of state, province, and city-supported institutions² is generally about the same as that of other universities and colleges. They usually offer about the same courses of study, although state institutions often emphasize³ technical and professional education more than private schools.

(3) In most cases, a **president or chancellor**⁴ is the chief administrator of a university or college. Other officials handle educational programs, registration, management of funds, and collection of tuition. A dean of students⁵ helps direct discipline⁶ and advise students.

(4) Each college or separate school⁷ of a university generally has an academic⁸ dean or

¹ union: 大学生俱乐部

² institution: 机构 (本文指高等学校)

³ emphasize: 强调

⁴ chancellor: (大学的名誉) 校长, 事务长; (德国、奥地利等的) 总理

⁵ a dean of students: 学监, 训导主任

⁶ discipline: 训练方法

⁷ school: (此处指) 大学里的学院

⁸ academic: 学术的

director. He or she leads the faculty in preparing the course of study for the college or school, and takes part in university planning.

(5) **Faculty** includes the teachers of a college or university. A college's faculty is divided into departments. Each department deals with one general course of study, such as English, mathematics, or physics. Each department has a chairman, who is usually a professor. Under the chairman are other professors, associate professors, assistant professors¹, and instructors. Some departments also have teaching fellows or research fellows². These are graduate students who teach or do research part-time. Some faculties include scientists or other workers whose main activity is research, not teaching. Their research is supported by the institution or by funds granted the institution by individuals³ or groups having specific research interests. The institutions do much research under contract⁴ with the federal government.

(6) **The student body** of a university or college is divided into graduates and undergraduates. Graduates have already received their bachelor's degree and are working more or less independently for a master's or doctor's degree. Undergraduates are studying for their bachelor's degree. The undergraduates belong to one of four classes—freshman, sophomore, junior, and senior—according to year of study. Most schools also admit special students. These students take a number of courses, but do not work toward a degree.

(7) **The calendar** is the program of a school year. It is divided according to one of three systems. The most common system divides the calendar into two semesters of about 16 weeks each. The first semester begins in August or September. The second semester begins in January or early February. The school year ends in May or June with commencement⁵, or graduation exercises. Many schools also hold a six- to eight-week summer session⁶. By attending school all year, students may graduate in three years instead of four.

(8) In the quarter system, the year is divided into four quarters of 10, 11, or 12 weeks each. The first quarter begins in the fall. Winter holidays come between the first and second quarters, and spring holidays between the second and third. Many students do not attend the fourth, or summer, quarter. The trimester system⁷ divides the year into three trimesters of about 15 weeks each.

¹ **assistant professor**: 助理教授 (其职位低于副教授高于讲师)

² **teaching fellow or research fellow**: 教学人员或研究人员

³ **individual**: 个人

⁴ **contract**: 合约

⁵ **commencement**: 毕业典礼

⁶ **summer session**: 暑期学期

⁷ **trimester system**: 三学期制

I. Find out the English equivalents of the following Chinese terms from the passage.

- | | |
|-------------|----------------|
| 1. 校园 | 15. 大学生 (本科生) |
| 2. 行政办公大楼 | 16. 学士学位 |
| 3. 实验室, 研究室 | 17. 硕士学位 |
| 4. 体育馆 | 18. 博士学位 |
| 5. 运动场 | 19. 大学一年级学生 |
| 6. 宿舍 | 20. 大学二年级学生 |
| 7. 大学校长 | 21. 大学三年级学生 |
| 8. 学费 | 22. 大学四年级学生 |
| 9. (全体) 教师 | 23. 校历 |
| 10. 系主任 | 24. 学期 |
| 11. 副教授 | 25. 学年 |
| 12. 助理教授 | 26. 暑期学期 |
| 13. 教师, 讲师 | 27. (一学年) 四学期制 |
| 14. 研究生 | 28. (一学年) 三学期制 |

II. Answer the following questions briefly.

1. What is the difference between state institutions and private schools in terms of courses offered? (par. 2)
2. What are the responsibilities of an academic dean? (par. 4)
3. How is the faculty in a department usually organized? (par. 5)
4. Who grants funds for scientific research of the faculty? (par. 5)
5. What are the three systems of a school calendar? (par. 7—par. 8)

III. Discussion.

What are the similarities and differences between an American university or college and yours in China?

3. Harvard University

A Brief Introduction

(1) Harvard University is a private, coeducational¹ institution of higher education in Cambridge, Massachusetts, and is the oldest college in the United States.

(2) Harvard was founded in 1636 by the Great and General Court of the Massachusetts Bay Colony². It was opened for instruction two years later and named in

¹ coeducational: 男女合校制的

² Massachusetts Bay Colony: 马萨诸塞海湾殖民地

1639 for¹ English clergyman² John Harvard, its first benefactor³. The college at first lacked substantial endowments⁴ and existed on gifts from individuals and the General Court. Harvard gradually acquired considerable autonomy⁵ and private financial support, becoming a chartered⁶ university in 1780. Today it has the largest private endowment of any university in the world.

(3) Sponsored⁷ by Henry Rosovsky, former dean of the faculty of arts and sciences (1973—1984), the undergraduate elective system, or General Education Program, was replaced in 1979 by a Core Curriculum⁸ intended to prepare well-educated men and women for the challenges of modern life. Students are now required to take courses for the equivalent of an academic year in each of five areas: literature and arts, history, social analysis and moral reasoning, science, and foreign cultures. In addition to the new curriculum, students must spend roughly the equivalent of two years on courses in a field of concentration and one year on elective courses. Students must also demonstrate competence in writing, mathematics, and a foreign language.

(4) From its earliest days Harvard established and maintained a tradition of academic excellence and the training of citizens for national public service. Among many notable alumni⁹ are the religious leaders Increase Mather and Cotton Mather; the philosopher and psychologist William James; and men of letters¹⁰ such as Ralph Waldo Emerson, Henry David Thoreau, James Russell Lowell, Oliver Wendell Holmes, Robert Frost, and T. S. Eliot. More U.S. presidents have attended Harvard than any other college: John Adams, John Quincy Adams, Theodore Roosevelt, Franklin D. Roosevelt, and John F. Kennedy. A sixth, Rutherford B. Hayes, was a graduate of Harvard Law School, which also counts¹¹ the jurist¹² Oliver Wendell Holmes, Jr., and Felix Frankfurter among its alumni.

Undergraduate Activities

(5) During their freshman year, students live in halls¹³ within Harvard yard, a walled enclosure containing several structures from the early 18th century now used as dormitories, dining facilities, libraries, and classrooms. Sophomores, juniors, and seniors

¹ name for (name after): 以……的名字命名

² clergyman: 牧师

³ benefactor: 捐助者

⁴ substantial endowment: 实质上的捐助

⁵ autonomy: 自治, 自主权

⁶ chartered: 受特许的, 被官方批准的

⁷ sponsor: 资助, 赞助, 发起

⁸ Core Curriculum: (为各专业学生共修的) 基础课程

⁹ alumni: (复数) 校友

¹⁰ men of letters: 作家, 文字工作者 (letters: 文字)

¹¹ count: 视为

¹² jurist: 法学家

¹³ hall: 美国大学的校舍