

ENGLISH READING

挑战大学英语考试辅导丛书

# 六级-考研时文阅读 教育广角镜

北京大学

郑开  
张慧丽

编

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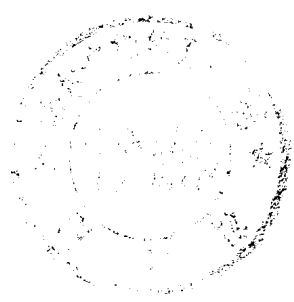
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# Campus Computer for the Dawn of 2000

## 校园网里的“千年虫”

2000年日益临近,新的一年将给计算机和计算机程序提出挑战。对此,有人态度乐观,说:不必大惊小怪;有人则认为,“千年虫”会以人们意想不到的方式作怪。美国高校计算机管理人员以及计算机系统专家们相信,通过采取一定的措施,计算机系统能够避免全面崩溃,但个别问题仍会产生。有些高校宣称,他们已经做好了迎接2000年到来的准备。

With just over six months left until January 1, 2000, administrators and computer-system specialists throughout academe say that thanks to repairs and replacements, campus computer systems will probably avoid wholesale (adv. 大规模) meltdowns (n. 崩溃) when they encounter a year that ends in “00”.

Nevertheless, officials say that isolated Y2K problems are likely to arise across the spectrum (n. 范围) of campus computers, from mainframes to computer chips embedded (v. 埋入) in laboratory instruments. Many campus computer staff members are scheduled to be working, or on call, on New Year's Day. Moreover, some problems may not crop up (v. 无意中出现) for weeks after the turn of the year, officials say.

Faced with such uncertainties, both on campus and elsewhere, some colleges and universities are hedging (v. 规避) their bets: Ohio

University announced this month that it would delay the start of classes for several days in 2000; the University of Dayton plans to disconnect its network from the Internet for several hours on New Year's Eve and New Year's Day; and Alfred University is recommending that students and faculty and staff members avoid air travel on New Year's Eve and elective surgery around the start of 2000.

The new year will pose (v. 提出) a problem for older computers and computer programs that were designed to save memory space by representing each year with only its last two digits, on the assumption that the first two digits were always "19."<sup>[1]</sup> But after December 31, that shortcut may cause programs to produce incorrect information or to fail altogether. Changing the way in which the date is represented in millions and millions of lines of affected computer code is a time-consuming and costly project.<sup>[2]</sup> In some systems, it is impossible.

And because of the ever-expanding use of computer chips in all kinds of devices, Y2K problems could show up in the least likely campus locations-telephone networks, heating systems, even elevators. "There's not an area of campus that's not touched by technology," says Michael Zastrocky, research director for academic strategies at the Gartner Group, a consulting organization in Stamford, Conn.

He predicts that three-fourths of U. S. universities will suffer at least one breakdown in "mission-critical applications." Of the breakdowns that happen on January 1, 85 per cent will be fixed within three days, but the remaining 15 per cent will take more time to repair, he estimates.

Most campus computer officials "are reasonably confident that there will be no major collapse in mission-critical systems," says Richard Katz, vice-president of EDUCAUSE, the campus-computing association. "They're reporting to me a reasonable sense of comfort." Mr. Katz predicts that academe's computers will suffer only

“glitches and incidents.”(n. 小故障)

Many in academe say they're ready-or will be.<sup>[3]</sup> “I don't think it's going to be anywhere near as bad as the people who are making money off it make it sound,” says Diane Ward, who heads Y2K-readiness efforts at John Carroll University.

“I plan to wake up on January 1 and find everything working,” says Richard W. Bratcher, vice-president for information and technology services at Longwood College.

Although news-media attention will focus on January 1, Y2K problems could show up from time to time after New Year's Day. Longwood will have no problem issuing payroll (n. 工资表) checks on schedule for January 1, Mr. Bratcher notes, because those checks will be processed in late December, before the calendar rollover.<sup>[4]</sup> The next month's payroll will be the first processed in 2000—and thus the first that could suffer a Y2K problem. “The February 1 payroll could be a little tricky for us,” he says. “Who knows?”

“You can expect to have some lumps and bumps throughout 2000 and maybe even on the 2000—2001 rollover,” says Jenny Cobb, director of the year-2000 office at Vanderbilt University.

Now many administrators are busy checking whether key campus suppliers, such as local electric utilities, are ready for the date change-and colleges are preparing contingency (n. 意外) plans in case the suppliers are not.

The costs at some institutions have been substantial. For example, the Georgia Institute of Technology has requested \$ 11 million from the state for Y2K repairs, says Kenneth R. Edwards, the university's year-2000 program director. At other institutions, the expenses are difficult to estimate, because they include time spent on the issue by computer-support personnel who already are on the staff.

In an unusual step, Dayton will disconnect its network from the Internet at 5 p.m. December 31 and reconnect at 10 a.m. on Jan-



uary 1, says Mr. Weber, the administrative-computing director. "We're just not sure what outside influences there would be," he says. The campus will be deserted, so no one will miss the Internet, he adds. "Who's going to be on the Internet that night that we can't take it down?" Although the university has tested the individual computers that operate the campus network, he adds, it proved impractical to perform a Y2K test on the network as a whole, because that would require taking it out of service.

Some observers warn that the start of 2000 could temporarily distract universities from maintaining computer security. "We're going to be increasingly vulnerable to hackers(n. 黑客), because our attention will be elsewhere," says Ms. Griffiths

Other experts say university officials should not come to believe that they have solved all of their year-2000 problems. Gloria Hauck Thiele, year-2000 manager at Michigan, argues that universities have devoted relatively little attention to making sure that computer systems that have been cleared of year-2000 problems will remain so.<sup>[5]</sup> "We've been so busy getting there. How do we be sure we maintain it?"

Another concern is that many repairs to computer software are only temporary. For example, a program may be rewritten so that when it encounters a two-digit year from "00" to "35," it assumes that the year starts with "20." But if the program encounters a year greater than "35," it assumes that the year starts with "19."<sup>[6]</sup>

Consequently, universities taking that approach will again have to revise their software by 2035. It may seem like a safe bet that today's computer systems and software will be out of service by 2035. But the Y2K (n. 计算机系统有关 2000 年的诸问题) problem itself arose because computer designers in the 1960s and '70s felt certain that the systems they were designing would no longer be in use in 2000.

"People are relying on these systems longer than you might

think,” says John Carroll’s Ms. Ward. “It’s going to be somebody’s headache if these systems are still in use.”

“If there’s a lesson to be learned,” says Longwood’s Mr. Bratcher, “its ‘don’t put off until tomorrow what you need to do today.’”

[From *The Chronicle of Higher Education*; Washington;  
Jun 25, 1999; by Vincent Kiernan]

### Translations for Reference 参考译句

- [1] 新的一年将会给旧计算机和计算机系统带来一个问题,那就是:这些系统的设置都是假定每年的前两位数字总是“19”,因此计算机系统在存储信息的时候,只用两个数字来代替当时的年份。
- [2] 在数以万计的、受影响的计算机中改变这种表示日期的模式将是一件旷日持久、耗资巨大的工作。
- [3] 一些学校说,他们准备就绪或是将要准备就绪。
- [4] Longwood 学院 1 月份的工资表的核查工作如期进行,Bratcher 先生提醒说,这些核查将在更换日历之前,12 月份的晚些时候进行。
- [5] 密歇根大学 2000 年问题主管 Thiele 反驳说,大学无须投入太多的精力就能够保证那些解决 2000 年问题的计算机的正常运行。
- [6] 例如,一个程序可能会被重写,于是当它碰到一个从“00”到“35”的年份时,它会认为这一年是以“20”打头,但当它碰到一个大于“35”的数字时,它会认定这一年是以“19”打头。

### Reading Comprehension 阅读理解

1. Which of the following statements is not true? \_\_\_\_\_
- A. Repairs and replacement have been done to reduce the loss for the descent of 2000.
  - B. Wholesale destruction will probably be avoided.
  - C. Some isolated Y2K problems will still likely to rise.

- D. The Y2K problems will attack only on New Year's Day.
2. Faced with the probable Y2K problems, some universities will take some measures except(that) \_\_\_\_\_  
 A. delaying the start of classes for days.  
 B. disconnecting its network from the Internet.  
 C. avoiding air travel.  
 D. many computer staff members are scheduled to be working on New Year's Day.
3. Changing the way in which the date is represented in million of lines \_\_\_\_\_  
 A. is a long time and expensive job.      B. is impossible.  
 C. is incorrect.      D. will fail altogether.
4. According to the passage, which will be not influenced as the dawn of 2000? \_\_\_\_\_  
 A. Elevator.      B. Men who are older than 100.  
 C. Heating systems.      D. Telephone networks.
5. Of the breakdowns that happen on January 1, how many percent will be repaired within several days? \_\_\_\_\_  
 A. 1.85.      B. 15.      C. 75.      D. 100.
6. Which one is more optimistic to the Y2K? \_\_\_\_\_  
 A. Richard W. Bratcher.      B. Diane Ward.  
 C. Michael Iastrocky.      D. Mr. Weber.
7. Which month's payroll will probably be a little tricky, according to Mr. Bratcher? \_\_\_\_\_  
 A. January.      B. February.  
 C. Late December.      D. March.
8. The author think fixing older computer systems is \_\_\_\_\_  
 A. a headache.      B. impractical.  
 C. temporary.      D. vulnerable to hackers.

### Keys for Reading Comprehension 阅读理解答案

1.D 2.D 3.A 4.B 5.A 6.A 7.B 8.A

# Public Colleges Compete for Students

## 新的财政政策与大学间的竞争

一些美国大学正采用新的收费和预算政策,使得激励机制更为合理,以此来争取更多的学生并增加学校的收入。显然,这种举措必将加剧校际之间的竞争,也必将置一些弱小学校于不利地位,甚至有些学校会不择手段以求达到自己的目的,从而导致教育质量的下降。然而,正如一位教授所言:“优胜劣汰,在校园内也必将成为法则。”

Several public-university systems are using new budget and tuition policies to force campuses to compete more aggressively in the market for students.

Starting July 1, the Oregon University System plans to use a new budget model that will allow each of its eight institutions to retain its own tuition revenue, rather than hand it over for system officials to pool for redistribution.

“How do you gain new revenue? You serve more students,” says the system’s chancellor, Joseph W. Cox, articulating a belief shared by many college administrators. “You serve people who weren’t previously served, and you do it efficiently and effectively,” he says.

The State University of New York, one of the nation’s largest public systems with about 400,000 students, has had a marketori-

ented formula in place for the past fiscal year, and officials at the University of Hawa System are working to devise one.

Meanwhile, the University of Maine System plans next month to begin indexing the amount of tuition and tax dollars received by its seven campuses to enrollment.

Other states and college systems are taking enrollment figures into account and offering financial rewards for increases, as part of new performance-based formulas. (The Oregon and SUNY formulas also have separate incentives for performance.)

Although each of the financing systems is different, they all seek to hold public colleges more accountable for recruiting and retaining students. Rather than continue protecting campuses from enrollment turbulence, officials are insuring that any rise or decline in an institution's popularity has a direct impact on its bottom line.<sup>[1]</sup>

Mr. Cox says the Oregon University System, which has a total operating budget of \$ 1.1 billion, is essentially sending its campuses messages: "No one can protect you from the market," and "no one owns territory anymore."

Under his system's old financing policies, tuition revenues were centrally pooled and redistributed according to a complex formula. It could take up to two years for a change in enrollment to affect an institution's budget. Under the new policy, Mr. Cox says, "the reward and incentive are immediate."

Stanley Kardonsky, vice-president for finance and management at SUNY College at Buffalo, agrees. "The well-being of our students becomes more critical to us," he says. "If we lose a student, he money gets taken out of our pocket that year."

In most states, the new college-financing policies have been at least somewhat controversial. One explanation may lie in the fact that the states with the most enthusiasm for those approaches—Hawaii, Maine, New York, and Oregon—are among those that

have given colleges the least new financial support in recent years.<sup>[2]</sup>

As a result, some faculty and student leaders suspect that the new financing methods may represent an excuse to continue denying public colleges new money.

Officials of the university systems involved contend that the market-oriented policies will allow public colleges to raise more revenue on their own while also proving themselves worthy of additional state support.<sup>[3]</sup> Peter D. Salins, provost (n. 主管) of the SUNY system, last fall told state lawmakers that the new financing method would “enable us to make the case for additional resources far more effectively and creditably than in the past.”

But faculty unions and senates have bitterly resisted the formula being applied to the SUNY system's 34 four-year colleges. They warn that it will eventually force some campuses to close, or at least hurt educational quality by pressuring campuses to hire part-time instructors and take other steps to cut costs.

The new formula “pits(v. 使相斗) one campus against another to get students,” says William E. Scheuerman, president of United University Professions, a union of about 23,000 SUNY faculty and staff members. “They have institutionalized Darwinism (n. 达尔文主义、进化论) in this,” he says.

Mr. Salins declined to be interviewed for this article. Last fall, he assured legislators that the new financing method had safeguards—including provisions that pump additional dollars into small or struggling campuses—to help insure that no institutions are disadvantaged.<sup>[4]</sup> He also denied that any campuses would be closed. But some high-ranking SUNY officials have suggested privately that the system may have more campuses than it needs.

SUNY officials say that their four-year colleges—which receive a total of about \$1.4-billion annually in tuition, fees, and state revenues—saw their bottom lines rise by an average of 4.3 per cent

under the new formula. The university system's leaders also credit the formula's incentives for increasing enrollments as partly responsible for a 5.4-per-cent rise in the number of applications to system campuses for this fall.

The union contends, however, that two campuses—the College of Agriculture and Technology at Cobleskill and the College of Technology at Delhi—received less money under the new method than they had the prior year. What's more, union officials say, more than half of the SUNY campuses would have received larger increases under the old formula than they did under the new one.

Each side accuses the other of distorting and “spinning” (v. 降低) budget figures. Among the institutions that clearly fared the worst this year was the State University of New York at Farmingdale. Its total budget grew by just 1 per cent; the faculty union estimates that the old formula would have generated 5.6 per cent more money. George P. La Rosa, Farmingdale's vice-president for administration and finance, says his institution was hurt by the fact that the new formula does not fully count part-time students, who make up about 45 per cent of his campus's enrollment—a much larger share than at other SUNY campuses.

Nevertheless, Mr. La Rosa says he is confident his campus's allocation will grow substantially once its efforts to attract more students—mainly by becoming more comprehensive—pay off.

Among the leaders of those campuses that fared especially well, Lois B. De Fleur, president of SUNY's Binghamton campus, says the new methodology does a much better job than the old one in accounting for her institution's rapid enrollment growth. She estimates that her campus's budget for the fiscal year is about 3 per cent larger than it would have been under the old financing method.

[From *The Chronicle of Higher Education*; Washington;

Jun 25, 1999; by Peter Schmidt]

### Translations for Reference 参考译句

- [1] 官员们不是去继续保护学校在注册时不出乱子,而是去保护一个学院的声望,它的升降将直接影响到学校的利益。
- [2] 这一种解释或许源于这样的事实:最热衷于那些提议的州(例如夏威夷、马里兰、纽约和俄勒冈)往往就是在过去几年里向学校提供最少财政支持的州。
- [3] 卷入争议的大学官员坚称,以市场为导向的政策将会使学校筹集到更多的资金,与此同时也证明了他们值得政府向他们追加投资。
- [4] 去年秋天,他向立法委员们保证,新的财政安全措施(包括向一些小的或是竞争力差的学校注入资金)确保没有任何学校将受到侵害。

### Reading Comprehension 阅读理解

- 1. Which is not the final goal of the new tuition and budget policies of the public colleges? \_\_\_\_\_
  - A. To serve students.
  - B. To gain new revenue.
  - C. To compete in the market for students.
  - D. To develop themselves.
- 2. According to the passage, the following statements are true except that \_\_\_\_\_
  - A. the State University of New York is one of the largest public university in U. S. A.
  - B. in Oregon University System every institution need not hand over its tuition revenue.
  - C. previously students had not been served well.
  - D. the financing systems of many universities are similar.
- 3. In most States, the new financing policies have been somewhat controversial in that \_\_\_\_\_
  - A. these State have granted the colleges financial support in recent years.
  - B. the reward and incentive are immediate.
  - C. the well-being of students is critical.



- D. these States denies supporting new money.
4. The faculty unions and senates resisted the new policies for \_\_\_\_\_.
- A. some campuses would hire part-time instructors.
  - B. public colleges are not worthy of state support.
  - C. some campuses will close.
  - D. they have institutionalized Darwinism.
5. Mr. Salins believes that \_\_\_\_\_.
- A. under the new formula, no institution is disadvantaged.
  - B. some colleges would be closed.
  - C. the system may have more campuses than it needs.
  - D. new method will not help the institutions.
6. Under the new formula, what phenomena happened except \_\_\_\_\_?
- A. increasing enrollments.
  - B. bottom lines rising.
  - C. all the colleges receiving larger increases.
  - D. some colleges receiving less money.
7. Which is the author's attitude to the new formula? \_\_\_\_\_
- A. Favourable.
  - B. Resistant.
  - C. Worried.
  - D. Dissatisfied.

### Keys for Reading Comprehension 阅读理解答案

1.A 2.D 3.D 4.C 5.A 6.C 7.A