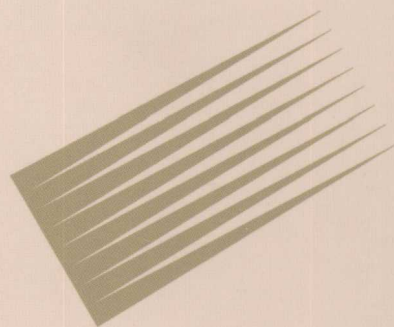


研究生英语系列教材



研究生英语阅读教程

An English Reading Course for Postgraduates

◎ 赵景绥 主编

研究生英语阅读教程

An English Reading Course for Postgraduates

主 编	赵景绥		
编 者	李丙午	王子信	任如意
	胡春萍	尹立颖	张海琳

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前 言

《当代研究生英语综合教程》是根据新形势下对研究生英语教学的要求编写的教材。进入 21 世纪以来,我国英语教学改革步伐加快了,国家教育部于 2004 年 1 月对高校的大学英语教学提出了新的目标和要求,明确指出要培养学生英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。这一目标对研究生英语教学提出了新的挑战。一个突出的问题是研究生英语教学如何与大学英语相衔接好,在授课内容和方法上体现出阶梯性,避免重复和雷同,使研究生学有所获。针对这一问题,河南省研究生英语教学协会组织了一些有多年教学经验的教师经多方调查论证决定编写这部教材,尽量从教学内容和方法上满足研究生的需要。

本教程由 20 个单元组成。每单元围绕一个主题展开,包括课文、讨论题、词汇练习、阅读练习、翻译练习、写作及补充阅读材料。这样,听、说、读、写、译各项技能的培养与训练都可以围绕同一主题展开。这五种语言技能在同一主题下通过不同的练习形式反复循环、不断深化而得到迅速提高。课文中的单词注释及练习的形式是在征求研究生的意见和愿望的基础上编排的。考虑到他们英语学时少,其他课程任务重的实际情况,合理地利用有限的时间显得十分重要。课文里的生词用中文注释可使学生在短时间内掌握其大概意义,而它们的准确意义和用法则要靠学生在上下文中去体会理解。一些重点词的学习可以通过做词汇练习来完成。阅读理解、翻译练习形式及写作与现在英语考试中通常采用的形式相吻合,这在一定程度上解决了英语教学中所学与所考脱节的问题。

教材所选用的材料题材新颖,语言规范地道,其内容涉及文化教育、人口环境、媒体娱乐、科技历史等方面,在一定程度上体现了这些领域中最新动态和发展,具有时代性、实用性和趣味性,符合研究生的心理特征、认知水平和个性特点,容易引起他们思想上的共鸣。教材的信息量大,研究生阶段的阅读训练重点应放在理解语言所表达的内容上。只有通过阅读大量的语言材料才有可能提高阅读水平达到能轻松地 from 英文报纸、杂志、网络等获取所需的信息。英语阅读理解能力提高的前提是扩大词汇量。词汇是构成语言的基本元素。如果掌握的词汇量不足,在读文章时,会碰到许多生词,直接影响阅读速度和对文章的理解。因此,本教材把英语词汇作为学习的一个重点。

好的教材应紧跟时代步伐,体现时代精神,特别是在目前的国情下,我国经济迅猛发

展,国际事务交往和学术交流活动的日益频繁,社会对研究生的英语实用能力提出了更新、更高的要求。研究生英语教学需要一套内容材料新、起点较高、形式结构合理、练习的实用性较强的教材。正是在这种思想的指导下,我们编写了这本教材并希望它能加强研究生实用性英语教学,让学生体验当代英语的特点,激发他们的学习兴趣,全面提高他们的英语素质。

编 者

2006 年 3 月

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Unit 1

How to Become a Good Graduate Student?

by Marie desJardins

Why go to graduate school at all? The usual reasons given are that a master's degree or a doctor's degree is required or preferred for some jobs, especially research and academic positions; that it gives you a chance to learn a great deal about a specific area; and that it provides an opportunity to develop ideas and perform original research. Wanting to delay your job hunt is probably not a good enough reason. Graduate school is a lot of work and requires strong motivation and focus. You have to really want to be there to make it through.

It helps to have a good idea of what area you want to specialize in, and preferably a couple of particular research projects you might like to work on. Look for books and current journals and conference proceedings in your area, and read through them to get an idea of who's doing what where. (You'll be doing a lot of reading once you start graduate school, so you might as well get used to it.) This is where advisors first enter the scene; faculty members ought to be willing to talk to undergraduates and help them find out more about research areas and graduate schools. Try to get involved in research; ask professors and TAs whether they need someone to work on an ongoing project, or start an independent research project, with guidance from a faculty member.

Graduate school is a very unstructured environment in most cases. Graduate students typically take fewer hours of coursework per semester than undergraduate students, especially after the second year. For many, the third year—after coursework is largely finished and preliminary exams have been completed—is a very difficult and stressful period. This is when you're supposed to find a thesis topic, if you're not one of the lucky few who have already found one. Once you do find a topic, you can expect two or more years until completion, with very few landmarks or milestones in sight.

Being a good researcher involves more than “merely” coming up with brilliant ideas and implementing them. Most researchers spend the majority of their time reading papers, discussing ideas with colleagues, writing and revising papers, staring blankly into space—and, of course, having brilliant ideas and implementing them. Keeping a journal of your research activities and ideas is very useful. Write down speculations, interesting problems, possible solutions, random ideas, references to look up, notes on papers you've read, outlines of papers to write, and interesting quotes. Read back through it periodically. You'll notice that the bits of

random thoughts start to come together and form a pattern, often turning into a research project or even a thesis topic. You'll have to read a lot of technical papers to become familiar with any field, and to stay current once you've caught up. You may find yourself spending over half of your time reading, especially at the beginning. This is normal. It's also normal to be overwhelmed by the amount of reading you think you "should" do. Try to remember that it's impossible to read everything that might be relevant; instead, read selectively. When you first start reading up on a new field, ask your advisor or a fellow student what the most useful journals and conference proceedings are in your field, and ask for a list of seminal or "classic" papers that you should definitely read.

Before bothering to read any paper, make sure it's worth it. Scan the title, then the abstract, then—if you haven't completely lost interest already—glance at the introduction and conclusions. (Of course, if your advisor tells you that this is an important paper, skip this preliminary step and jump right in!) Before you try to get all of the nitty-gritty details of the paper, skim the whole thing, and try to get a feel for the most important points. If it still seems worthwhile and relevant, go back and read the whole thing. Many people find it useful to take notes while they read. Even if you don't go back later and reread them, it helps to focus your attention and forces you to summarize as you read. And if you do need to refresh your memory later, rereading your notes is much easier and faster than reading the whole paper.

Keep the papers you read filed away so you can find them again later, and set up an online bibliography. I find it useful to add extra fields for keywords, the location of the paper (if you borrowed the reference from the library or a friend), and a short summary of particularly interesting papers. This bibliography will be useful for later reference, for writing your dissertation, and for sharing with other graduate students (and eventually, perhaps, advisees).

At times, particularly in the "middle years", it can be very hard to maintain a positive attitude and stay motivated. Many graduate students suffer from insecurity, anxiety, and even boredom. First of all, realize that these are normal feelings. Try to find a sympathetic ear—another graduate student, your advisor, or a friend outside of school. Next, try to identify why you're having trouble and identify concrete steps that you can take to improve the situation. To stay focused and motivated, it often helps to have organized activities to force you to manage your time and to do something every day. Setting up regular meetings with your advisor, attending seminars, or even extracurricular activities such as sports or music can help you to maintain a regular schedule. Be realistic about what you can accomplish, and try to concentrate on giving yourself positive feedback for tasks you do complete, instead of negative feedback for those you don't.

Setting daily, weekly, and monthly goals is a good idea, and works even better if you use a "buddy system" where you and another student meet at regular intervals to review your progress. Try to find people to work with; doing research is much easier if you have someone to bounce ideas off and to give you feedback.

Working and talking with other people will help you to realize which aspects of your research are truly different and innovative, how your work fits into the current state of your field and where it's going, and which aspects of your work are harder to sell (and, therefore, which aspects you need to think more about justifying).

Breaking down any project into smaller pieces is always a good tactic when things seem unmanageable. At the highest level, doing a master's project before diving into a Ph. D. dissertation is generally a good idea (and is mandatory at some schools). A master's gives you a chance to learn more about an area, do a smaller research project, and establish working relationships with your advisor and fellow students.

In order to do original research, you must be aware of ongoing research in your field. Most students spend up to a year reading and studying current research to identify important open problems. However, you'll never be able to read everything that might be relevant—and new work is always being published. Try to become aware and stay aware of directly related research—but if you see new work that seems to be doing exactly what you're working on, don't panic. It's common for graduate students to see a related piece of work and think that their topic is ruined. If this happens to you, reread the paper several times to get a good understanding of what they've really been accomplished. Show the paper to your advisor or someone else who's familiar with your topic and whose opinions you respect. Introduce yourself to the author at a conference or by e-mail, and tell them about your work. By starting a dialogue, you will usually find that their work isn't quite the same, and that there are still directions open to you. You may even end up collaborating with them. Good researchers welcome the opportunity to interact and collaborate with someone who's interested in the same problems they are. To be successful at research, it is essential that you learn to cope with criticism, and even that you actively seek it out. Learn to listen to valid, constructive criticism and to ignore destructive, pointless criticism (after finding any pearls of wisdom that may be buried in it).

When writing a thesis, or any technical paper, realize that your audience is almost guaranteed to be less familiar with your subject than you are. Explain your motivations, goals, and methodology clearly. Be repetitive without being boring, by presenting your ideas at several levels of abstraction, and by using examples to convey the ideas in a different way. It also helps to start writing at a coarse granularity and successively refine your thesis. Don't sit down and try to start writing the entire thesis from beginning to end. First, jot down notes on what you want to cover, then organize these into an outline (which will probably change as you progress in your research and writing). Start drafting sections, beginning with those you're most confident about. Don't feel obligated to write it perfectly the first time; if you can't get a paragraph or phrase right, just write something (a rough cut, a note to yourself, a list of bulleted points) and move on. You can always come back to the hard parts later; the important thing is to make steady progress.

You will probably have to take an oral exam in which you present and/or answer questions about your proposal. Be sure that your committee members are as familiar as possible with your work beforehand. Give them copies of the proposal, and talk to them about it. During the exam, don't panic if you don't know the answer to a question. Simply say, "I'm not sure" and then do your best to analyze the question and present possible answers. Your examining committee wants to see your analytical skills, not just hear canned answers to questions you were expecting. Give a practice talk to other students and faculty members. Remember: you know more about your thesis topic than your committee; you're teaching them something for a change.

New Words and Phrases

motivation [ˌməʊti'veiʃən] *n.* 动机
TA (teaching assistant) 助教
unstructured [ʌn'strʌktʃəd] *adj.* 无系统的
preliminary [pri'liminəri] *adj.* 初步的
milestone ['maɪlstəʊn] *n.* 里程碑
landmark ['lændmɑ:k] *n.* 陆标; 目标
implement ['implɪmənt] *vt.* 执行
speculation [ˌspekju'leɪʃən] *n.* 思考
random ['rændəm] *adj.* 无目的的
overwhelm [ˌəʊvə'welɪn] *vt.* 压倒; 击败
relevant ['relɪvənt] *adj.* 有关联的, 贴切的
seminal ['si:minl; 'seminl] *adj.* 种子的; 对以后发展有巨大影响的
nitty-gritty [ˌnɪti'grɪti] *n.* 本质; 实情
refresh [ri'freʃ] *vt.* 使清新
file away 分类整理
bibliography [ˌbɪbli'ɒɡrəfi] *n.* 参考文献目录
dissertation [ˌdɪsə(ɪ)'teɪʃən] *n.* 论文
motivate ['məʊtɪveɪt] *vt.* 引起动机
insecurity [ˌɪnsɪ'kjʊərɪti] *n.* 不安
sympathetic [ˌsɪmpə'θetɪk] *adj.* 有同情心的
seminar ['seminɑ:] *n.* 研讨会

feedback ['fi:dbæk] *n.* 反馈
buddy ['bʌdi] *n.* 好朋友; 伙伴
interval ['ɪntəvəl] *n.* 间隔
bounce [baʊns] *vt.* 弹起
innovative [ˌɪnəʊveɪtɪv] *adj.* 革新的
tactic ['tæktɪk] *n.* 战术
mandatory ['mændətəri] *adj.* 强制的; 必须的
collaborate [kə'læbəreɪt] *vi.* 合作
thesis ['θi:sis] *n.* 论文
guarantee [ˌɡærən'ti:] *vt.* 保证
methodology [ˌmeθə'dɒlədʒi] *n.* 方法
abstraction [æb'strækʃən] *n.* 抽象
coarse [kɔ:s] *adj.* 粗的; 粗糙的
granularity [ˌɡrænju'lærɪti] *n.* 颗粒性
refine [ri'faɪn] *vt.* 精炼
jot down 草草记下
bulleted ['bulɪtɪd] *adj.* 加着重号的
valid ['vælɪd] *adj.* 有根据的
pointless ['pɔɪntlɪs] *adj.* 无意义的
pearl [pɜ:l] *n.* 珍珠
canned [kænd] *adj.* 千篇一律的

Exercises

I . Answer the following questions.

1. Why do you want to go to graduate school?
2. Do you have a good idea of what area you want to specialize in?
3. What do you think being a good researcher involves?
4. How do you know that a paper is worth reading?
5. Have you ever suffered from insecurity, anxiety or boredom? How do you overcome these feelings?
6. Do you often take part in extracurricular activities? What are the benefits of extracurricular activities?
7. Is it important to establish working relationships with your advisor and fellow students?
8. Could you describe how to write a thesis?

II . Choose the best word from the list given for each blank. Use each word once only and make changes where necessary.

motivation	collaborate	speculation	sympathetic	valid	random
guarantee	relevant	seminar	implement	overwhelm	pointless

1. The scientist corresponds with colleagues in order to learn about matters _____ to his own research.
2. Chancellor John Wiley is asking the university community to help _____ a new strategic plan meant to guide the university to a new level of greatness.
3. In order to develop collaborations, do not wait to be asked by others; show initiative. Invite yourself along to other institutions in order to _____ with people there.
4. In statistical terms a _____ sample is a set of items that have been drawn from a population in such a way that each time an item was selected, every item in the population had an equal opportunity to appear in the sample.
5. Some people think that manned space flights to Mars are _____ because they are too costly and too dangerous.
6. The University of Pittsburgh's Annual _____ on Jazz is an experience that combines the best in scholarship, performance, community involvement, cultural diversity, and musicianship.
7. We _____ a quality service at the best possible prices. If the goods are faulty, please return them within 7 days for an immediate refund or exchange.
8. The habit of meditation is the basis for all real knowledge. I think that only daring _____ can lead us further and not accumulation of facts.
9. Is there any way you can avoid being alone? Is there a _____ friend nearby who you

could go visit or invite over to keep you company?

10. A study conducted by the Families and Work Institute a few years ago showed that one third of employees in the United States feel overworked, or _____ by the amount of work they have to do.
11. An assessment of a learning outcome is _____ to the extent that scores truly measure that outcome and are not affected by anything irrelevant to the outcome.
12. _____ is the combination of desire, values, and beliefs that drives you to take action.

III. Word Building.

The prefix in the English language that starts with the letter “i” and makes words negative is “in-”. It has three inflected forms: “il-”, “im-”, and “ir-”. The form “il-” is used with words starting with the letter “l”, as in “illogical”. The “im-” form prefixes words beginning with the letters “b”, “m”, or “p”— “imbalance”, “immoral”, and “impractical”, for example. The “ir-” inflection is used to prefix words that begin with the consonant “r”— “irreducible”, “irreconcilable”, “irresponsible”, and so on. We use the basic prefix “in-” before all other letters, as in the words “inconclusive” and “inapplicable”.

Link the word before each sentence to the appropriate prefix and fill in the blank with the word. The first two are done for you.

1. perfect; The goods were imperfect and had to be returned to the store we bought them from.
2. literate; The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.
3. adequate; Sometimes even those top students who excel at grammar and writing skills find their English _____ to express their thoughts freely when speaking.
4. mature; Poor morale is partially caused by _____ upper management who make decisions aimed at short-term gains.
5. possible; It was quite _____ for us to drive all the way from Paris to Madrid in one day.
6. passable; Many mountain roads are _____ in winter because they are blocked by snow.
7. legal; There is no doubt that cannabis will remain an _____ drug for the foreseeable future.
8. responsible; To take the boat out with four children under the age of ten and with no life jackets on board was quite _____ of him.
9. appropriate; The dress she was wearing was quite _____ for the occasion.
10. polite; It was very _____ of him to insult his mother in front of his aunt.
11. religious; They were a completely _____ family and he never thought that one day he would marry one of the daughters.
12. legible; My brother’s handwriting is terrible. It’s so _____ that his teacher refused to mark his English composition!

13. replaceable: Anna was very upset when she lost her necklace because she would never find another one like it. It is _____.
14. convenient: "Is this an _____ time to call you?" "Not at all. I'm not busy at the moment."
15. relevant: Amidst the economic development of the country, literature was considered _____ to the market economy and the curriculum tended to be more practical, skill-based and business oriented.

IV. Translate the following into English.

不管从哪个角度来看,研究生都已算是社会的知识分子阶层,写作能力则是这一阶层最主要的标志。写作首先是一种创造性的实践活动,它是个人才华的一种展示,更是个人能力的一种释放;其次,写作是一种吐故纳新。它是从知识、信息的被动输入到观点、理论的主动输出的一种突破,是思维向更高层次发展中的一种质变。写作的过程还是一个自我发现的过程,是一个促进认识深化,促使观察力、辨识力、判断力迅速提高的过程。从认识某一问题到运用规范流畅的文字将它清晰地表达出来,这不仅仅是一个简单的文字运作过程,更是一次思维的飞跃。

V. Translate the following into Chinese.

Graduate students often think that the thesis happens in two distinct phases: doing the research, and writing the dissertation. This may be the case for some students, but more often, these phases overlap and interact with one another. Sometimes it's difficult to formalize an idea well enough to test and prove it until you've written it up; the results of your tests often require you to make changes that mean that you have to go back and rewrite parts of the thesis; and the process of developing and testing your ideas is almost never complete (there's always more that you could do) so that many graduate students end up "doing research" right up until the day or two before the thesis is turned in.

VI. Reading Comprehension.

Passage 1

One of the most important skills you should be learning in graduate school is how to "network". Breaking into the research community requires attending conferences, meeting established researchers, and making yourself known. Networking is a learned skill, so you shouldn't expect to be an expert at it immediately; but it is also a skill that you can, and should, learn in order to be a successful member of the research community.

Just going to conferences and standing in the corner isn't enough. Especially if you're not normally an outgoing person, you have to make a conscious effort to meet and build relationships with other researchers. Presenting papers is a good way to do this, since people will often approach you to discuss your presentation. Introducing yourself to people whose presentations you found interesting, and asking a relevant question or describing related

research you're doing, is also a good way to meet people.

Have summaries of your work of various lengths and levels of detail mentally prepared, so that you can answer the inevitable "So what are you working on?" intelligently and clearly. If someone expresses an interest in your work, follow up! Send them e-mail talking about new ideas or asking questions; send them drafts of papers; ask them for drafts of their papers and send them comments. Bring business cards with your e-mail address to conferences to help new acquaintances jog their memory. Maintain the relationships you form via e-mail, and by re-establishing contact at each workshop or conference you attend. If you work at it, and use your initial acquaintances to meet new people, you'll find that your "network" grows rapidly.

Sometimes these contacts will grow into opportunities to do collaborative research. Seize these opportunities; you will meet more people, often become exposed to new methods of doing research or new subfields within your research area, and the responsibility you feel towards your collaborator may give you more of an incentive to stay motivated and keep accomplishing something.

Other professional activities can bring you into the research network as well; volunteer for program committees, send your résumé to a book review editor, offer to give seminars at other universities, write conference and workshop papers and send them to people you've met or would like to meet, or organize a workshop on your subfield at a larger conference. Mentoring junior graduate students and undergraduates is a good investment in the long run (besides providing them a valuable service and making you feel useful and knowledgeable).

Finding specific mentors can be very useful. Especially if you feel that you are isolated at your institution, having a colleague at another institution who can give you advice, feedback on drafts of papers, and suggestions for research directions can be extremely valuable.

Choose the best answer for each of the following.

1. In the first paragraph, how to "network" means _____.
 - A. how to learn a skill
 - B. how to break into the research community
 - C. how to build relationships
 - D. how to be a successful member of the research community
2. The writer of this essay suggests that you should _____.
 - A. persuade other scholars to accept your idea by discussing your presentation with them
 - B. establish contact with people who attend the conference
 - C. form relationships with people who express an interest in your work
 - D. send established researchers e-mail talking about your new ideas
3. Which of the following is not true?
 - A. Your initial acquaintances can help you meet new people.
 - B. Opportunities to do collaborative research usually come from the contacts.
 - C. By meeting more researchers you will become more exposed to new methods of doing

research.

D. If you work with another researcher, you may stay motivated.

4. Which one do you think is the best title for the passage?

A. Professional Activities.

B. Finding Specific Mentors.

C. Networking.

D. Going to Conferences.

Passage 2

Because individuals are often unable to get things done without encouragement, society has devised many forms of encouragement. There are rewards of money, fame, acclaim, recognition, status, or love. Prizes, status, certificates, medals, and honorary titles are some of the adult equivalents of the gold stars we got as children for good work. Large offices, with carpets, maybe with windows, and with or without a flag or fancy plants in them are also symbols of status. There are also punishments for inaction. Often we formalize such rewards and punishments in the form of written or unwritten contracts.

Contracts often contain deadlines. Deadlines help inspire us to extra effort because the task must be done on time. In some research, deadlines are absolute: a space mission to study Halley's Comet must be launched on time, but softer, self-imposed deadlines are also useful for raising the urgency of tasks. An architect friend of mine taught me the word "charette", meaning the feverish activity immediately preceding a deadline. The term comes from the French name for the horsedrawn carts in Paris that carried architectural students with their architectural models from their workshops to their examinations, still feverishly finishing the model "en charette". In the vernacular English we can speak of "having a charette", and, of course, there is a verb form: "charetting it up". Without a deadline there can be no charette. A designer friend of mine is completely unable to function without a deadline to work against. Several times I have asked him to do simple tasks for me, designing a letterhead, for example, "when he had time". Until I figured out that he works only against a deadline, I got no result at all. Now I ask him for something by a particular date and he usually delivers on time. Evidently, he can work only "en charette".

The fellowship of people in groups offers encouragement. Groups of people will even do things that single individuals wouldn't do; lynchings and riots are an extreme form of this. Group activities seem easier. Boards and committees share not only knowledge, but also responsibility, and thus increase their participants' willingness to undertake risk. Moreover, the fellowship of such groups makes working more fun. Is this because man is a social animal, or is this why we call man a social animal?

I always thought that working with a partner or with a few colleagues was better than working alone, in part because I can rarely think about difficult subjects without verbalizing them to someone else. I like to collaborate with someone to whom I can express my ideas, even poorly formed ones, and from whom I can draw a fresh look at them. The names of my

companies bear witness to my need to collaborate; the Evans and Sutherland Computer Company and Sutherland, Sproull, and Associates, Inc. I owe much to my partners in these enterprises.

Choose the best answer for each of the following.

1. Society has devised many forms of encouragement because _____.
 - A. people do not want to work
 - B. they can often help people finish their work
 - C. they are symbols of status
 - D. they are also punishments for inaction
2. According to this essay, deadlines _____.
 - A. should be mentioned in all contracts
 - B. should be absolute
 - C. can make us work hard
 - D. should be used to finish an urgent task
3. The writer's friend can work only "en charette". This means that _____.
 - A. he is very busy
 - B. he does not know what a deadline is
 - C. he can finish a task only against a deadline
 - D. he can only design a horsedrawn cart
4. Which of the following is NOT true?
 - A. Lynchings and riots are usually done by groups of people.
 - B. The fellowship of people in groups encourages an individual to do something he has never done before.
 - C. When people work together in an organization, their willingness to undertake risk is increased.
 - D. When the writer deals with difficult subjects, he often discusses them with his friends.

VII. Supplementary Reading.

A Letter to Prospective Graduate Students

Rob Toonen

Hawaii Institute of Marine Biology

School of Ocean & Earth Science & Technology,

University of Hawaii

Before you can even be considered for acceptance to the lab, you have to qualify to be accepted to graduate school by the University. In terms of additional specific considerations for