



教育部高职高专规划教材（非英语专业用）

第二版获全国普通高等学校优秀教材一等奖

Practical English

Extensive Course

(Third Edition)

实用英语 泛读教程

3

教育部《实用英语》教材编写组 编

(第三版)



高等教育出版社

Higher Education Press

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内容提要

《实用英语》系列教材是一套专科层次的公共英语教材,是教育部规划的高职高专英语教材。本套教材1995年正式出版发行,1999年至2000年进行了第一次修订。为了更加有利于学生英语应用能力的培养,结合这几年《实用英语》的教学使用反馈,修订组以教育部2000年颁发的《高职高专教育英语课程教学基本要求(试行)》为依据,对《实用英语》进行了第二次修订。

本书是《实用英语泛读教程3》第三版,全书共有8个单元,每单元分A、B、C三篇文章。文章A为重点泛读材料,供课堂上使用;文章B为快速限时阅读材料,既可在课堂上使用,也可在课后由学生独立完成;文章C为课外阅读材料。

本书第二版曾获2002年全国高等学校优秀教材一等奖。

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第三版修订说明

《实用英语》系列教材是一套供高职高专英语课程使用的教材。自1995年正式出版发行以来,它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时,他们本着爱护和培育这块英语教学园地的精神,希望《实用英语》在发扬其优点的同时,能及时对其存在的不足进行适当的修订,使之更加完善,更加符合当前高职高专层次英语教学的需要。为此,我们根据近年来广大师生提出的改进意见,再次对《实用英语》的《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》进行了修订。同时,我们还把原《实用英语》的接续篇《实用业务英语》纳入《实用英语》的体系,作为《实用英语》的第四册,从而使这次修订的《实用英语》成为一套既含基础英语又含业务英语的实用英语教程。

修订后的《实用英语》仍然分为《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》。根据当前高职高专英语教学的实际情况,各册教程均由原来的10个单元修订为8个单元,对技能训练部分的项目作了少量调整,并调换了部分单元的课文。

《实用英语泛读教程3》(第三版)保留了第1、3单元。第2单元和第5单元采用了原第二版第二册的第9单元和第5单元。第4、6、7、8单元采用了原5、7、8、9单元。删除了第二版的第2、4、6、10单元。本书的修订工作由广东公安高等专科学校向前进同志负责。

《实用英语》(第二版)系列教材曾获2002年全国高等学校优秀教材一等奖。为了使《实用英语》不断完善,编者希望使用本书的教师和学生在使用过程中继续提出宝贵意见。

编者

2004年6月

第二版修订说明

《实用英语》自1995年正式出版发行以来，它所坚持的内容的实用性、教学的针对性和教材编写的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善，更加符合当前专科层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，对《实用英语》的《综合教程》、《教师参考书》、《综合训练与自测》和《泛读教程》进行了如下调整和修订：

一、《综合教程》

1. 对每单元的结构进行了如下调整：

调整前

课文A (Text A)

课文B (Text B)

● 阅读技能实践 (Reading Skills)

综合练习 (Comprehensive Practice)

● 写作实践 (Guided Writing)

● 翻译实践 (Translation Practice)

● 听与说 (Listening and Speaking)

调整后

课文A (Text A)

课文B (Text B)

技能训练 (Skills Development and Practice)

● 阅读技能实践 (Reading Skills)

● 翻译实践 (Translation Practice)

● 写作实践 (Guided Writing)

● 听与说 (Listening and Speaking)

2. 对听说训练部分进行了较大的调整：

1) 听力训练：适当降低了难度，主要是Listening Passage部分。修订后的听力训练文章短小精悍，生动有趣，且尽可能与Conversation Practice所涉及的话题相关，使听与说的训练更紧密结合；

2) 会话练习按功能和情景两大类进行了局部调整，第一、二册以功能为主线，第三册以情景为依托，并把话题情景加以具体化，使之尽可能适合中国学生在国内可能会遇到的涉外交际场景，以增强会话训练的针对性和实用性。

3. 对写作练习部分进行了局部调整：

原书的写作部分分为“基础训练”和“实用英语写作”两个小模块，这是本书的特色之一，受到师生们的好评。但基础训练部分有的练习偏长偏难，这次作了适当简化或更新。对部分应用文进行了删换，删除了部分内容偏专的商业信函，增补了传真件、求学信、成绩单和公证书等专科学生可能会实际使用的涉外应用文。

4. 把《综合教程》中的部分综合练习与《综合训练与自测》中的相关内容合并统一编排，使练习更加紧凑合理。

5. 调整了个别课文与相应练习。

二、《教师参考书》

依照《综合教程》的调整和修订，《教师参考书》也相应调整和修订了练习答案、录音脚本、课文译文等内容。

三、《综合训练与自测》

增加了构词法的示例，修订了词汇练习部分。

四、《泛读教程》

更换了部分阅读文章和练习；为了便于学生自学，书后附有所有练习的参考答案。

修订工作由孔庆炎教授总负责，《综合教程》和《教师参考书》中的听说部分由姜怡、姜欣修订编写，应用文部分由安晓灿、刘然修订编写，课文部分由向前进修订编写，《综合训练与自测》由余渭深、刘寅齐、安晓灿修订编写，《泛读教程》由安晓灿、向前进、刘锋修订编写。

本修订版承蒙《实用英语》第一版总主编吴银庚教授和华南理工大学郭杰克教授审阅，在此谨表示衷心的感谢。

修订后的《实用英语》在保持了第一版注重基础、强调实用特点的同时，练习更加紧凑，结构更加合理。它不仅适用于高等专科学校的学生，也适用于高等职业教育的学生。希望广大师生在使用过程中继续提出宝贵意见。

编者

1999年11月

第一版前言

《实用英语》是一套供高等专科学校使用的英语教材。本教材的编写以国家教育委员会1993年颁发的《普通高等专科学校英语课程教学基本要求》为依据。《基本要求》规定：普通高等专科学校英语课程教学的目的是，培养学生掌握必需的、实用的英语语言知识和技能，具有阅读和翻译与本专业有关的英文资料的初步能力，并为进一步提高英语的应用能力打下一定的基础。

为了实现上述教学目的，在编写《实用英语》过程中我们既注意吸收现代外语教学理论中适合我国英语教学实际的某些观点，又采纳传统外语教学的某些合理部分，结合我国外语教学中行之有效的理论和方法及现状，力求正确处理好语言基础和语言应用的关系，突出加强语言能力的培养和实际运用，最终达到使学生通过两年的学习，具有阅读和翻译与本专业有关的英文资料的初步能力，并为今后进一步提高英语的应用能力打下一定的基础。

《基本要求》将专科英语课程教学分为两个阶段：第一阶段应重视语言共核教学，培养基本的语言技能；第二阶段应结合专业，强调基本的阅读和翻译技能在本专业的实际应用。为了体现这一教学安排，本套教材也分成两个阶段。第一阶段包括《综合教程》和《泛读教程》各3册，第二阶段包括《实用业务英语》1册。《综合教程》和《泛读教程》是《实用业务英语》的基础，并在教学内容、技能培养方面逐渐向《实用业务英语》过渡；《实用业务英语》是《综合教程》和《泛读教程》的总结和提高，并结合学生毕业后使用英语的需要，侧重于实用文体的阅读和翻译、实用英语口语的训练和实用文体模拟写作方面的训练。

本书为《泛读教程》第一册，供第一学期与《综合教程》配套使用。本册共有10个单元，每个单元由3篇文章组成。文章A (Passage A) 为重点泛读材料，供课堂上使用；文章B (Passage B) 为快速限时阅

读材料,既可在课堂上使用,也可在课后由学生独立完成。每篇文章均标出词数和建议阅读时间,学生完成后,教师只需在课堂上核对一下答案,学生就可以知道自己的阅读成绩;文章C (Passage C) 为课外阅读材料。全书选文既注意了与《综合教程》的配合,又体现了多样化,内容包括外国风情、生活趣事、科普知识、金融贸易、学习策略等。我们认为有趣的文章才能激发学生的学习兴趣,注意趣味性 with 知识性的结合,兼顾文理工各专业是我们选材的标准。本书书末附有阅读文章中出现的所有生词,用中英文注释。为了培养学生查阅字典的能力,在词汇表的编排中,我们给予多种词义,供学生查阅、选择、判断词汇在文章中的具体含义。

我们相信,这样安排有利于扩大学生的阅读量,有利于学生实际阅读能力的提高,还有利于课堂组织教学。

《实用英语》总主编为吴银庚。

《泛读教程》第一册主编为长春建筑高等专科学校安晓灿,沈阳工业高等专科学校翟志明。

沈阳工业高等专科学校刘坤完成全书文字的输入工作,立信会计高等专科学校俞敏参加了本书的部分编排工作。

本书由专科英语教材编审组顾问大连理工大学孔庆炎教授和上海交通大学刘鸿章教授审阅。对于这两位专家的宝贵意见和贡献,编者在此表示衷心感谢。

本书在高等教育出版社出版前,曾在部分省市试用。为了使《实用英语》不断完善,编者希望使用本书的教师和学生在使用过程中继续提出宝贵的意见。

编者

1995年2月

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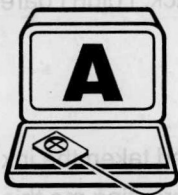
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UNIT 1

PASSAGES

- A *Passport to the Universe*
- B *Mahalo to Donald Kim from a Grateful Alma Mater*
(Speed Reading)
- C *How to Talk to Anyone About Anything*



Passport to the Universe

1 The town where I grew up was so small and safe that from a very early age children were allowed to wander by themselves from one end to the other. Free to explore, I would go to the lumberyard in search of scraps for basement carpentry projects, to the telephone company to watch the operators at work and to the office-supply store where, in the summer before second grade, I had my eye on a fake alligator book bag. Green with red trim, it was so fine it made me ache. But I seemed to be the only one in the family who thought it worth \$3.98. Desperate to raise the money, I regularly dropped into the post office to study the “**Most Wanted**” posters¹. If I seized one of these wicked men, I would collect a reward from the **FBI**².

2 That summer, most of my friends had learned to ride bicycles, an art that still escaped from me. While they pedaled around town together, I spent a lot of time on my own. One hot, quiet afternoon, as I walked along the main street, I stopped in front of a store I had never noticed before. Through the windows I saw people sitting in **knotty-pine**³ armchairs with big cushions. Everyone was reading. I supposed they were waiting to be waited on, like diners in a restaurant. I went inside to look around. I had

1 “Most Wanted” posters: 要犯通缉令。

2 **FBI**: Federal Bureau of Investigation (美国) 联邦调查局的简称。

3 **knotty-pine**: (美) (作室内板壁、天花板或家具用的) 带装饰性节疤的松木。

never seen so many books — shelf after shelf rising higher than I could reach. Were there hundreds? Thousands?

3

A lady at a desk asked me if I would like some help. When I asked what kind of store this was, she said it wasn't a store, it was a library. Nothing was for sale, but everything could be borrowed. All I needed was a library card. Would I like one?

4

Would I? Who wouldn't?

5

On a small orange card she inscribed my name and a number, 1221. She wrote with a fountain pen, and in the eternity it took for the ink to dry, my feelings zigzagged between amazement and fear. The very idea of a library seemed too wonderful to be true — like free candy. There must be a hitch. Maybe you would borrow books without money but had to pay when you brought them back. I didn't dare ask.

6

The librarian pointed out the children's section. I browsed for less time than it had taken the ink on the card to dry, checked out a book, and left before she could change her mind about granting me this astonishing privilege.

7

There were more astonishments to come. I discovered that children could borrow books from the adult section. Imagine! The librarian showed me how to find my way around: fiction was arranged alphabetically by author, nonfiction by **the Dewey Decimal System**¹. Years later, when I discovered the regular decimal system, it seemed very boring compared with the magic of Mr. Dewey, who had invested every number with meaning.

8

In the first weeks after discovering the library, I went twice a day, always checking out a single book until the librarian mentioned that a person could borrow several at once. Think of it!

9

At home I began to talk about how handy it would be to have a book bag, and by the end of the summer my parents yielded. There was another conquest too — the bicycle. It happened shortly after I figured out how easily a pile of books could be carried in the basket.

1 the Dewey Decimal System: 杜威十进制图书分类法。

10

Over the next few years I read voraciously and indiscriminately: biographies of everyone from **Amelia Earhart**¹ to **Herbert Hoover**², history and things of little significance. I also read, over and over, certain fairy tales. In "The Ugly Duckling" was the comforting hope that someday I, too, might be graceful as a swan. "The Emperor's New Clothes" confirmed my hunch that adults were not all-knowing and all-powerful, despite what some of them said.

11

The little orange card was my passport to the universe. With it I was introduced to uncountable people and ideas I could not otherwise have known in my little town. **Louis Armstrong**³ was the first black I ever met, in a biography that also made me aware of the horrible fact of prejudice. There was no major art museum for 200 miles in any direction, so until I went to college, the only paintings I saw were in the library's art books. Through the wonder of the inner-library loan, I was furnished with stacks of books on whatever sank a hook into my curiosity.

12

I never stopped going to libraries. Every time I opened one of the heavy doors of my college library, I was filled with awe. This was a sacred place. Here under one roof were millions of books — an infinity of wisdom and beauty.

13

I now travel with several passports — community library cards, permission to use rare-book collections, and privileges at one of the largest university libraries in the world. The idea that libraries exist still fills me with wonder, and I seize every chance to spread this joy.

14

If, as often happens, children stop to watch while I'm using a library microfilm reader, I ask their birthdays and fish out the appropriate reels of *the New York Times*. Once they start reading a birthday issue, they don't want to stop. I tell them about Dewey and his decimals. I encourage them to load up their book bags. And I hope — oh, how I hope — that their first passports carry them to as many worlds as mine did.

PRACTICE

A-1 Choose the best answer according to the passage.

1. Little children in the town were allowed to wander by themselves from one end to the other because _____.

1 **Amelia Earhart**: 阿米莉娅·埃尔哈特 (1898-1937), 第一位单独飞越大西洋的美国女飞行家。

2 **Herbert Hoover**: 赫伯特·胡佛 (1874-1964), 美国第31任总统。

3 **Louis Armstrong**: 路易斯·阿姆斯特朗 (1900-1971), 美国爵士乐小号演奏家, 爵士歌曲作者、歌唱家。

- a. their parents were not strict with them
 - b. the town was small and safe
 - c. it was not far from one end to the other
 - d. both a and b
2. The author went to the telephone company to _____.
 - a. watch the operators working
 - b. make telephone calls
 - c. watch the operators sitting at their desk
 - d. watch the workers operating
 3. The author often went to the post office to _____.
 - a. earn some money
 - b. find a chance to get some money
 - c. study the posters
 - d. none of the above
 4. At first, the author thought she had to pay when _____.
 - a. she brought the books home
 - b. she returned the books
 - c. the librarian took the books back
 - d. she returned the card
 5. "My feelings zigzagged between amazement and fear" means _____.
 - a. I felt both amazed and fearful
 - b. I felt either amazed or fearful
 - c. I was hurt emotionally
 - d. my feelings moved toward amazement and fear
 6. _____ comforted and encouraged the author with hope and confirmation.
 - a. Stories
 - b. Fairy tales
 - c. Paintings
 - d. History books
 7. "I now travel with several passports" means _____.
 - a. I travel with passports of several countries
 - b. I travel in several countries with their passports
 - c. I travel with several passports of my country
 - d. I have several library cards and can borrow books from these libraries with them
 8. The main idea of this passage is that _____.
 - a. children should be given library cards
 - b. libraries house all kinds of books
 - c. libraries serve as wonderful means of knowing the world
 - d. library cards are great means of knowing the world

A-2 Provide subjects, objects, or (aux.) verbs for the following sentences according to the passage.

1. _____ thought the fake alligator book bag is not worth \$3.98.
2. The author _____ good at riding a bicycle.
3. The author pressed _____ to buy a _____ and a _____ for her.
4. The author _____ read the biography of every famous person.
5. “_____” and “_____” are used to express the author’s excitement in finding the astonishing privileges in the library.

A-3 Choose the best answer to explain each of the following underlined parts; base your choices on the context.

1. I would go to the office-supply store.
 - a. the store which sells office buildings
 - b. the store which supplies offices
 - c. the store which sells things needed in offices
 - d. the store where offices can be found
2. It was so fine it made me ache.
 - a. suffer pain
 - b. eager to get it
 - c. hurt emotionally
 - d. eager to damage it
3. I was desperate to raise the money.
 - a. develop
 - b. manage to get
 - c. increase
 - d. make
4. I would collect a reward from the FBI.
 - a. ask and receive
 - b. ask for
 - c. put together
 - d. find
5. On a small orange card she inscribed my name.
 - a. cut
 - b. wrote
 - c. designed
 - d. described
6. There must be a hitch.
 - a. obstacle
 - b. trap



1

2

3

- c. difficulty
d. big charge
7. How handy it would be to have a book bag.

- a. skillful
b. handsome
c. convenient
d. stupid

8. "The Emperor's Clothes" confirmed my hunch that adults were not all-knowing.

- a. a suspicion that the author didn't know the reason for
b. a feeling that the author knew the reason for
c. angry feelings
d. a reasonable conclusion



Mahalo¹ to Donald Kim from a Grateful Alma Mater²

NUMBER OF WORDS: 532

SUGGESTED READING TIME: 10 MINUTES

1

Earlier **this month**³, we had yet another occasion to celebrate success at the University of Hawaii Manoa campus. It's no ordinary success story, and certainly one worth passing on.

2

In telling the events leading up to our celebration, an alumnus who earned an engineering degree in 1958 told the assembled audience about how his parents were among the first immigrants to arrive in Hawaii from Korea in the early part of this century. They came to work in the islands as laborers for the sugar plantations and in search of a better life.

3

In the words of our guest of honor: "My father worked very hard under conditions that would

1 **Mahalo:** 夏威夷方言，意为“Thank you”。

2 **Alma Mater:** 母校；(美) 校歌。

3 **this month:** It refers to November, 1999.

today make a **civil rights or labor attorney**¹ come running. He struggled to support his family, and through his persistence and sacrifice, he instilled in his children the values of hard work, diligence, taking pride in your work and doing the best job possible.”

4 The speaker added, “My mother was our spirit, our conscience, our sense of right and wrong. From her, I learned the meaning of family and the values of truth, integrity and compassion for others. She taught us never to forget those who helped us along the way, and the value of giving from the heart. ‘No journey,’ she said, ‘is traveled alone.’”

5 In the 40 years since his graduation from the University of Hawaii, the speaker — and our successful alumnus Donald C. W. Kim — never forgot that UH trained his skills and reinforced his values, and so he has shared his success with the university and the College of Engineering.

6 The occasion for our Nov. 3 celebration was the dedication of the Donald C. W. Kim Multimedia Computer Laboratory in the Pacific Ocean Science and Technology Building. The lab has been equipped using a quarter of Don Kim’s \$1 million gift, with what remains set aside in an endowment fund to assure that the lab’s technology will always be state-of-the-art.

7 Don Kim has been a UH benefactor in many other ways. He heads the Honolulu engineering firm R. M. Towill and has hired many UH engineering graduates. He has served on the board and as president of the UH Alumni Association. He is now chairman of the **Board of Regents**², he has guaranteed financial support for scholarships and has helped to raise funds for the distinguished Center for Korean Studies. We are grateful for his commitment of time, energy and a share of his resources.

8 We have always maintained that private support for public education provides the extra amount of quality for our programs throughout the University of Hawaii system. Such support is even more important in the face of decreasing state resources.

9 Don Kim’s remarks speak to another matter as well. The story of hardworking immigrant parents and about being the first of a generation to obtain a college education mirrors the personal experiences of many of our graduates even to the present day.

1 **civil rights or labor attorney:** 民权或劳工律师。

2 **Board of Regents:** (美国州立大学) 校务委员会。