MOSAIC
A Reading Skills Book

I

Brenda Wegmann
Miki Prijic Kbezevic

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Brenda Wegmann **Miki Prijic Knezevic**

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PREFACE

MOSAIC: THE PROGRAM

Mosaic consists of eight texts plus two instructor's manuals for in-college or college-bound nonnative English students. *Mosaic* /is for intermediate to high-intermediate students, while *Mosaic II* is for high-intermediate to low-advanced students. Within each level, I and II, the books are carefully coordinated by theme, vocabulary, grammar structure, and, where possible, language functions. A chapter in one book corresponds to and reinforces material taught in the same chapter of the other three books at that level for a truly integrated, four-skills approach.

Each level, I and II, consists of four books plus an instructor's manual. In addition to *A Reading Skills Book,* they include:

- *A Content-Based Grammar I, II:* Each grammar chapter relates to a specific theme, so the exercises focus on contexts and ideas. There is a wide variety of comunicative, functional activities.
- *A Content-Based Writing Book I, II:* These books provide students with short readings on the chapter themes and include many prewriting, revision, and vocabulary-building exercises. The books focus on the writing process, particularly on techniques for gathering ideas, such as "brainstorming" and "freewriting," and on using feedback to rewrite.
- *A Listening-Speaking Skills Book I, II:* Following lectures on chapter themes, the activities and exercises in these books stress learning how to listen, getting the main idea, outlining, taking notes, and other academic skills. Speaking activities based on language functions are also included. A cassette program with instructor's key accompanies each text.
- *Instructor's Manual I, II:* These manuals provide instructions and guidelines for use of the books separately or in any combination to form a program. For each of the core books, there is a separate section with teaching tips and other suggestions. The instructor's manuals also include sample tests.

MOSAIC I: A READING SKILLS BOOK

Rationale

The main purpose of the Mosaic I reader is to develop in the student a conscious, reflective attitude toward reading along with skills that will enable him or her to read in a meaningful rather than mechanical way. The great danger for the intermediate student of a foreign language is to become blocked at this level and to continue using the basic skills of memorizing vocabulary and grammar structures. The leap must be made from highly structured, controlled texts to the real language as it is spoken and written. Students must be shown how to find and decipher the clues that will allow them to perceive the author's general intent and to read for overall meaning, even when they are unfamiliar with many words and some grammatical structures. In general, *Mosaic I* covers the reading skills for the intermediate to high-intermediate level as recommended by the guidelines of numerous universities throughout the country. It is the mastering of these skills, rather than the content of the readings, that is emphasized in this book.

Nevertheless, the content of the reading selections is important for the achievement of the secondary purpose of the *Mosaic I* reader, which is to acquaint students with varied aspects of North American culture. Selections have been chosen with a view to presenting in a challenging way representative customs, personalities, values, and ways of thinking of Americans and Canadians.

Chapter Organization

Every chapter begins with a brief introduction to the chapter theme. This can be used as a starting point to set the stage for later discussion and to give both teacher and students an idea of the class' knowledge and prejudices on the subject. The introduction is followed by two or more reading selections, each one preceded by one or two prereading exercises and followed by comprehension and skill-building exercises. These are often accompanied by a "Talking It Over" section and occasionally by an activity, such as group problem solving, debates or panel discussions, or a composition or library research assignment. These latter features are optional and are included primarily to give the book greater flexibility for those programs that do not include the other *Mosaic I* components.

A quick glance through the book will show you that there is no set sequence of exercises repeated chapter after chapter. The types of exercises vary according to each selection and to the skill being

emphasized. This has the advantage of avoiding tedium and lessening the chance that the student will relapse into a mechanical approach of nonreflective reading. Previously presented skills are reinforced throughout, however, often by using different styles of exercises to review the same skill.

The principal aim of the prereading exercises is to condition students to stop and think before plunging into a reading, to become alert to clues from the title, pictures, source, layout, headings, or other factors that will help them to gain an overall idea of the reading. The prereading exercises are also used at times to teach the important skill of guessing the meaning of words from context or to highlight different types of vocabulary, such as slang, jargon, idioms, figurative or pejorative language. (The prereading exercises in the first chapter are not representative, since they take the form of brief notes to lay a groundwork for developing certain reading skills.)

The skill-building exercises that follow each selection focus first on reviewing basic skills such as skimming, scanning, finding topic sentences, using the dictionary, and identifying the main idea. These skills are reinforced throughout at the same time that more advanced skills are introduced, such as making inferences, separating fact from opinion, identifying slant or bias, paraphrasing complex ideas, evaluating evidence, finding support for key ideas, distinguishing the general from the specific, comparing arguments, and reading critically. These exercises at times practice and reinforce skills that have been introduced in the prereading exercises. A number of charts and graphs related to the selections have been included with exercises to give the students practice in this special type of reading. Optional timed readings also appear with comprehension tests that offer practice in reading for a set purpose and under a time constraint.

Teaching Suggestions

The prereading exercises may be used in different ways depending on the level of the students. At first a teacher will probably do them orally with the class as a means of introducing each selection and ascertaining class level. These exercises, especially the ones using direct quotations from the selection with vocabulary to be figured out from context, can act as a bridge helping students over some of the difficult sections of the article. If, after a few weeks, the class seems to have little problem with the readings, however, these exercises can be assigned for homework and corrected quickly at the beginning of the class.

A good way of adding spontaneity to the completion of the exercises following the selections is to occasionally reserve some chal-

lenging ones for group work. The class can be divided into groups of five or six and given ten or fifteen minutes to do the specific exercise, with one of the group members reporting results to the class afterwards. In any event it is a good idea at times to assign only some of the exercises to be done with the reading as homework. Then, if time permits, the others can be done in class, adding an element of the unexpected. When an exercise aimed at reviewing a skill is used in this way, one of the more extroverted students might be asked to play the role of teacher (perhaps after having been warned in advance). This is a sure way of gaining class attention, since everyone wants to see if the new "teacher" will make a mistake, and it also serves to challenge a confident, highly motivated student who might otherwise begin to lose interest.

The later chapters in the book tend to be longer, and the harder readings are usually placed at the end. This organization gives the teacher the flexibility of choosing the selections which best correspond to the level of the class. A good example is Chapter 8, Choices, in which the third reading, "How To Avert Nuclear War," is quite challenging and could be used in place of one of the two earlier selections for a higher-level class. The final chapter of the book is longer than the others and different in that it is more open-ended, containing a sampling of readings from various genres, with only comprehension exercises and discussion questions following each. The end of the term is usually such a busy time that it was decided to finish up with this flexible approach. The teacher may choose from among the materials those best suited for reviewing the skills still not mastered by the class, use some selections for testing, for free reading, or even for supplementary assignments earlier in the term.

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B. W.
M. P. K.

CHAPTER 1
NEW CHALLENGES

CHAPTER 1

What is a "true American"? A "true Canadian"? In what ways, if any, are they different? What are some typical U.S. and Canadian customs? These questions are difficult to answer because both Canada and the United States are very big, the second- and third-largest countries in the world. Both have many different regions and citizens who come from varied backgrounds, as can be seen by looking at the names in any telephone directory. In this chapter we will discuss some common American customs and attitudes, examine one Canadian's view of the differences between his countrymen and their American neighbors to the south, and look at one view of New York City.

SELECTION ONE Alison Raymond Lamer

CUSTOMS VARY WITH CULTURES

The following selection is a chapter taken from a book called *Living in the U.S.A.* by Alison Raymond Lanier. Judging from the book and chapter titles, what purpose do you think the author had in writing this book? For what audience do you think she wrote it? When you think of the word *customs,* what comes to your mind? Have you encountered some American customs that have surprised you? Perhaps you will find an explanation for them in this selection.

Prereading Exercise: Reading Without Understanding the Meaning of Every Word

The following article will probably contain a number of words you do not know. This is not surprising. Linguists tell us that, for various historic reasons, English has more vocabulary than any other known language. Later on in this book you will learn more vocabulary, and, more importantly, skills for guessing the meanings of new words from their context or form. Right now, practice the important skill of reading without knowing the meaning of every word by following these steps:

1. Look over the entire article quickly, paying attention to the headings of the different sections and trying to get a general idea of the contents of each one.

2. Read the article for the main ideas. *Skip over* words and phrases you do not understand. Do *not* slow yourself down by looking words up in a dictionary. Keep going.
3. Do the exercise called Recalling Information. If you have trouble, read tne article (or parts of it) again. You will probably understand it better this time. Two or three quick readings are much better for understanding than one slow one. Once you have worked the exercise, you have read well enough for your present purpose.

Customs Vary with Culture

Many American customs will surprise you; the same thing happens to us when we visit another country. People living in varied cultures handle many small daily things difterently. What a dull world it would be if this were not true!

Some differences are minor, and one soon becomes accustomed to them. At first, for example, some foreign women may be startled at having their hair cut and styled by men. Visitors may be amazed to see men wearing wigs. People may find the transitory quality of much American life odd—the fact, for example, that "one can rent art by the week or the entire furnishings of an apartment, from sofa and beds to the last spoon, on less than eight hours' notice. "Packaged" living is part of today's American scene.

The constant restless motion of Americans may be startling at first. People in the flat Middle West think nothing of driving seventy-five to a hundred miles just to have dinner with a friend; they go to a far-off city for an evening of theater or music or-even a movie. Countless young people select a college thousands of miles away from their families "just to see another part of the country." Barely in their teens, they go off in droves to see what lies beyond.

Our Lack of Knowledge About Other Lands

You may come upon Americans who lack knowledge about your country. If so, be patient with them. Unfortunately, we do not teach enough about other cultures, customs, or even geography in our schools; we have always been so insulated by oceans that we are not readily exposed to different cultures and other ways of doing things. If Americans crudely, try to help you with something that has long been totally familiar to you, if they comment on your good English

when you have spoken it ail your life, if they confuse your country with another thousands of miles away, be patient. This huge continent has been developed from virgin land into the modern dynamo that it is now in a remarkably short time—about three hundred years. We have been absorbed with our own growth, with road building, city building, free education for millions of children, the assimilation of countless strangers; with the inventions, discoveries, and developments that our science and technology have contributed to the world. Our attention has been inward, not global, through most of these three hundred years. A "world" sense has come to the United States only since the end of World War II. Regrettably, most of us are still quite unfamiliar and uninformed in regard to other lands.

Doing Your Own Thing

Because our people have come from so many nationalities, there is a far wider range of what is "acceptable" than in some countries where the inhabitants have grown up with a common heritage. As a result, no one needs to feel uncomfortable in following his or her own customs. Although Americans are noticeably informal, if you prefer somewhat greater formality, feel free to act in your own way. This will be acceptable to those around you. As the young say, each person can "do his own thing" and be respected here to a very large extent.

Personal Questions

Conversational questions may seem to you both too personal and too numerous—especially when you first arrive. "Where do you work?" "Are you married?" "How many children do you have?" "Have you taken your vacation yet?" are not personal questions by American standards. They are a search for common ground on which to build a relationship or base a conversation. Understand that such questions are meant to be friendly; the questioner is interested in you; he or she is not prying or being impertinent, or at least not deliberately *so.*

If you are asked questions that seem to you to be too personal, you need not answer them. You can simply smile or say pleasantly that you "do not know" or "In my country that would be a funny question," or turn the questions gently aside by some comment such as "Isn't it interesting to see how different nationalities begin a conversation?" or something similar. If you do that, follow if quickly with another topic, or make some comment of your own on variations in customs, or lead the conversation off in some other direction. The American will not be offended, but he will get the point.

(E.E.C. = European Economic Community)

Punch/London

"Oddly enough, language has proved no problem."

Meeting People

The whole matter of names is a "culture shock" to many people. Americans have a minimum feeling for "rank," especially socially. Most do not themselves enjoy being treated with special respect for age or position; it makes them uncomfortable. Many Americans find even the terms "Mr.," "Mrs.," or "Miss" stiff and formal. You hear people well beyond middle age say—even to quite young people—"Just call me Sally (or Henry or Don)." Being on first-name terms is taken as a sign of acceptance and friendliness. However, this need not bother you.

If you are not comfortable in following the boss's immediate request to "Call me Andrew," it is quite all right. Just smile and say "After a while perhaps, but thank you anyway" (meaning, for feeling that friendly!).

What we do use, however, are *occupational titles.* These are considered to be different, denoting a recognition that has been *earned,* not merely inherited. Occupations that most frequently carry titles include: diplomats, members of the Senate (or certain other top government posts), judges of the courts, military officers above a certain rank, medical doctors, ranking professors, priests, rabbis, and some Protestant clergy. Examples would be: Ambassador Jones, Senator Smith, Governor Rockefeller, Judge Harley, General Clark, Doctor Brown (medical), Doctor Green (Ph.D.), Father White, Rabbi Cohen, Doctor (Bishop, Reverend) Gray.

Blunt Speech

Because we Americans come from varied backgrounds, many of us lack full social graces and have remarkably small vocabularies. Don't think we are being rude if we tend to speak in monosyllables or answer with a mere "O.K.," "Sure," or "Nope," or greet you with "Hi." Our brevity is not a personal insult, though to those accustomed to gracious phrases we are (and will seem) blunt. How much more courteous it .is to use the Japanese phrase "Osore irimashita"--"! am overpowered with admiration"—in a shop, for example, than just to say "Too expensive" and turn away. Both make it clear that since the price is too high the speaker is not going to buy, but the Japanese way is undoubtedly more gracious!

Silence

Many Americans find silence uncomfortable. They will babble on to fill any quietness if it extends for more than a moment. Students often study with their radios blaring; housewives leave televisions on for the "companionship" or sound even though they may be working in some other room. If you are silent for long periods, they will do their best to "draw you out" or will ask if you feel all right or if there is anything they can do to help you. One aspect of silence can be confusing, however; if Americans disagree with what you are saying, many of them will remain quiet. This may not, indicate agreement; often it only means that they consider it impolite to argue further.

Alison Raymond Lanier

Recalling Information

After reading the article, tell which of the following statements about Americans are true and which are false. Correct the false statements to make them true.

Americans . ..

1._____often drive long distances to go to a play or a movie.

2._____frequently send their children to colleges far away from home.

3._____study a good deal about geography and other cultures in high school.

4._____have a strong common heritage that goes back over five hundred years.

5._____ are more informal than people from many other countries.

6._____like to pry into the affairs of foreigners and embarrass them by asking personal questions.

7._____often call people by their first names as soon as they meet them.

8._____are very conscious of rank and usually call their boss by a title to show respect.

9._____are generally blunt and to the point in their speech.

10._____enjoy remaining silent with other people for long periods of time.

Analyzing Topic Sentences

An important skill for reading is finding the main idea. Sometimes the main idea of a paragraph is stated directly. The sentence that states it is called the *topic sentence.* Can you find the topic sentence in each of the first four paragraphs of the article? Are they in the same position in each paragraph?

What Would You Do?

As a class or in small'groups, discuss the following situations of foreign students studying at American universities. Decide what the student should do in each case.

Situation A Abdul is invited to supper at the home of a family. The members of the family ask him many personal questions. He feels embarrassed by this. What can he do?

Situation B At a lecture, Graciela meets the professor she will work with in the laboratory. He is very friendly and tells her to call him "Bob." She feels confused. Does he mean she should always call him by his first name or only at certain times?

Situation C Mark goes to a dinner and is seated at a table with Americans. They are all talking a lot and try to draw him out. He can't think of anything to say. Should he remain silent?

Situation D Rati enters the beauty parlor to get a haircut. A man comes to wash and cut her hair. This makes her uncomfortable because she prefers to have a woman fix her hair. Would it be rude to walk out?

Talking It Over

1. What American customs seem strange to you?
2. What customs in your country might seem unusual to visitors from the United States or Canada?
3. Do you agree with the common English proverb about travel: "When in Rome, do as the Romans do"? Why or why not?

Using a Monolingual Dictionary

In general you should not look up words in the dictionary as you read. You should guess their meanings from the context. But sometimes there will be one or two words that will seem especially important, will occur several times, or simply will bother you. Then you will want to use the dictionary. The trouble is that one word often has several meanings, and you must choose the correct one to fit the context. This is an exercise to help you develop that skill.

The following sentences from the selection each contain an italicized word that has several meanings. After the sentence, the word is given exactly as it appears in the dictionary. You should choose the definition that best fits the context. Remember:

1. A lot of information is given in a dictionary. Pay attention only to what you need.
2. The definitions are numbered. The most common meaning usually appears first, but that is not necessarily the one you want.
3. If a word can function as more than one part of speech (as a noun and verb, for example), you must first decide how it is functioning in the sentence. Then look at the definitions listed after the abbreviation for that part of speech.

1. The word *blunt* appears in one of the headings: *Blunt* Speech. Later it appears in a sentence: "Our brevity is not a personal insult, though to those accustomed to gracious phrases we are (and will seem) *blunt."*

   Dictionary:

   blunt (blunt) *adj.* 1. having a thick or dull edge or point; not sharp; 2. abrupt in address or manner: *a blunt question.* 3. slow in perception or understanding; insensitive or obtuse. —*v.t.* 4. to make blunt. 5. to weaken or impair the force or keenness of: *Wine first excites, then blunts the imagination.* [ME; perh. akin to BLIND]

What two parts of speech can *blunt* be? Which part of speech is it in the above contexts? Which definition is correct for these contexts?

Definition: _____

". . . We [Americans] have always been so *insulated* by oceans that we are not readily exposed to different cultures and other ways of doing things." (You will probably not find *insulated* in the dictionary because it is an adjective made from the past participle of a verb. However, you will find the verb *insulate.* This should help you to write a definition for *insulated.)*

Dictionary:

insulate (in′sə lāt′, ins′yə-), *v.t.,* **-lated, -lating. 1.** to cover, surround, or separate with nonconducting material to prevent or reduce the transfer of electricity, heat, or sound. 2. to place in an isolated situation or condition; segregate.

Definition: _____

3. "This huge continent has been developed from virgin land into the modern *dynamo* that it now is in a remarkably short time—about three hundred years." (Authors sometimes use words in a creative way that does not exactly fit the dictionary definitions. You might have to change the definition slightly to make it fit the context.)

Dictionary:

dynamo (dī′ nə mō′), *n., pl.* -mos. 1. an electric generator, esp. for direct current. 2. *Informal,* an energetic, hard-working, forceful person.

Definition: _____

"We have been absorbed with our own growth, with road building, city building, free education for millions of children, the *assimilation of* countless strangers." (This word has different definitions listed for different fields of study indicated by abbreviations. If you can figure out what the abbreviations mean, it will help you to choose the correct definition. For example, *Physiol. = Physiology.)*

Dictionary:

assimilation (ə sim′ ə lā′shən), *n.* 1. act or process of assimilating. 2. the state or condition of being assimilated. 3. *Physiol* the conversion of absorbed food into the substance of the body. 4. *Bot.* the total process of plant nutrition, including absorption of external foods and photosynthesis. 5. *Sociol.* the merging of cultural traits from previously distinct cultural

groups, not including biological amalgamation. 6. *Phonet.* act or process by which a sound becomes identical with or similar to a neighboring soound, as in (gram'pa) for *grandpa.*

Definition: _____

5. "Americans have a minimum feeling for *'rank,'* especially socially. Most do not themselves enjoy being treated with special respect for age or position."

Dictionary:

rank (rangk), *n.* 1. a number of persons forming a distinct class in a social hierarchy or in any graded body. 2. a social or official position or standing: *the rank of vice-president.* 3. high position or station in the social scale. 4. a class in any scale of comparison. 5. relative position or standing: *a writer of the highest rank.* 6. a row, line, or series of things or persons. 7. Usually, ranks, the general body of any military or other organization apart from the officers or leaders. 8. orderly arrangement; array. 9. a line of persons, esp. soldiers, standing abreast in close-order formation (distinguished from *file).* 10. a set of organ pipes of the same kind and tone quality. 11. *Chess,* one of the horizontal lines of squares on a chess board.

Definition: _____

SELECTION TWO

Pierre Berton

MY COUNTRY

What differences are there between Canadians and Americans? This question often arouses strong emotions when citizens from these two nations get together. What ideas do you have about this? Which of these countries do you know better? Why? Pierre Berton, one of Canada's leading writers and broadcasters (for both t.v. and radio), gives his thoughts on the subject in the following excerpts (sections) from his essay "My Country."

Prereading Exercise: Reading for a Specific Purpose

Use the following selection to practice reading for a specific purpose. Do not be distracted by words or sentences you do not

understand. Remember that many times an important idea will be repeated in different words. Read as quickly as possible only to find out what differences there are, according to the author, between people from his country and Americans. Then test your comprehension by doing the quiz at the end.

My Country (Excerpts)

To a stranger, the land must seem endless. A herring gull, winging its way from St. John's, Newfoundland, to Victoria on the southern tip of Vancouver Island will travel as far as the distance from London to Baghdad. It is the vastness that startles the imagination of all who visit my country.

Contrary to universal belief, we do not live in snow-covered cabins far from civilization. Most of us are hived in cities that do not seem, at first glance, to differ greatly from those to the south of us. The observant visitor, however, will note some differences. We are not a homogeneous people, and the variety of our national makeup is, I believe, more pronounced than it is in the melting pot to the south. A newcomer in the United States quickly learns to cover up his or her origins and become an American. A newcomer to Canada manages to retain something of the culture and customs of his or her ethnic background.

Traditionally, the stranger has thought of Canada as a mountainous, snow-swept land of Indians and Eskimos. It comes as a surprise to many to learn that there are hundreds of thousands of us who have never seen an Eskimo, and some who have not even seen an Indian or a mountain. Most of us, as I have said, are city folk.

Certainly it can get very cold in Canada. Few non-Canadians understand that it can also get very hot. In the Yukon, where I was born and raised, I have worked in tropical conditions cutting survey lines through a junglelike growth. The eastern cities swelter in the humidity of July and August, and people actually die each year from the heat. Honolulu, for instance, has never known the high temperatures of Montreal. In Victoria, roses bloom on Christmas Day. But, of course, we Canadians also know what it is like to be cold. In 1947, when the thermometer dropped to minus 65 degrees Celsius at a place called Snag in the Yukon, it was so cold that a bucket of water tossed into the air fell to the ground as ice.

Where temperature is concerned we are a country of extremes; and yet, as a people, we tend toward moderation and even conservatism. Non-Canadians tend to lump us together with our

American neighbors, but we are not really like the Americans. Our temperament, our social attitudes, our environment, and our history make us a different kind of North American. Though these differences may not be easy for the newcomer to understand, they are very real to us.

First, there is the matter of our history. It has been called dull, by which it is generally meant that it is not very bloody. Certainly we have no strong tradition of violence in our first century *as* an independent nation. We are, after all, the only people in all the Americas who did not separate violently from Europe. We have had three or four small uprisings but nothing that could be called a revolution or a civil war. No matter what the movies tell you, we had no wild west and no wild Indians. Personal weaponry is not our style: No Canadian feels he has a God-given right to carry a gun.

There are several reasons for this bloodlessness. First, there was the presence of those people who refused to fight against England during the American Revolution and who came, instead, to Canada, at great personal sacrifice. The influence of these United Empire Loyalists (my ancestor, Peter Berton, was one) has been great. Together with that other influential group, the Scots, who controlled the banks, railways, and educational institutions, they have helped give us our reputation as a conservative and cautious people. It is no accident that Canadians have the highest rate of bank and insurance savings in the world. To a large extent it has been the American businessmen who have taken the financial risks in my country—and that explains why so much of Canada's manufacturing, industry, and natural resources are owned or controlled by Americans.

We were slow to give up our colonial ties to England. While the Americans chose freedom (and sometimes, on the frontier, anarchy) we chose order. Our lawmen are appointed from above, not elected from below. The idea of choosing town marshals and county sheriffs by vote to keep the peace with guns never fitted into the Canadian scheme of things. Instead, in the first days of our new nationhood, we invented the North West Mounted Police, who did not depend on votes to stay in power. The Canadian symbol of the Mountie, neat and clean in his scarlet coat, contrasts with the American symbol of the shaggy lawman in his open shirt and gunbelt. The two differing social attitudes persist to this day. In the United States the settlers moved across the continent before the law—hence the "wild" west. In Canada the law came first; settlement followed. Drinking saloons were unknown on the Canadian prairies. So were gambling halls, gunmen, and Indian massacres.

Outward displays of emotion are not part of the Canadian style. In spite of what I have written about heat waves, we are, after all, a northern people. We do not live in the street as southern races do. We are an interior people in more ways than one. The Americans are far more outgoing than we are. One reason for this, I think, is the very real presence of nature in our lives. Although it is true that we are city folk, most of us live within a few hours' drive of the wilderness. We escape to the woods whenever we can. No Canadian city is far removed from those mysterious and silent places which can have sucn an effect on the human soul.

There is another aspect of my country that makes it unique in the Americas, and that is our bilingual and bicultural makeup. (Canada has two official languages, English and French, and in its largest province a majority of the inhabitants speak the latter almost exclusively.) It gives us a picturesque quality, of course, and that is certainly a tourist asset: Visitors are intrigued by the "foreignness" of Quebec City, with its twisting streets and its French-style cooking. But there is also a disturbing regional tension. Quebec has become a nation within a nation, and the separatist movement is powerful there. French Canada's resistance to English Canada's cultural and economic pressure can be seen as similar to English Canada's resistance to the same kind of pressure from the United States. This helps to explain why many English-speaking Canadians who call themselves nationalists are strong supporters of special rights for the province of Quebec.

This is not to suggest that Canadians are anti-American. If anything, the opposite is true. We watch American television programs. We read

In Canada there are two official languages, English and French, and signs are normally in both languages.

American magazines and the American best-selling novels. We tend to prefer American-made cars over the European and Asian products. We welcome hundreds of thousands of American tourists to our country every year and don't complain much when they tell us that we're exactly the same as they are.

Of course, we're *not* the same. But the visitor may be pardoned for thinking so when he or she first crosses the border. The buildings in our cities are designed in the international styles. The brand names in the supermarkets are all familiar. The chicken palaces, hot dog stands, gas stations, and motels that line our superhighways are American-franchised operations. It is only after several days that the newcomer begins to sense a difference. He cannot put his finger on that difference, but then, neither can many of my countrymen. The only thing we are really sure of is that we are not Americans.

Pierre Berton

Comprehension Quiz

Tell whether each of the following statements is true or false. Correct the false statements to make them true.

According to Pierre Berton …

1._____Most Canadians live in snow-covered cabins far from civilization.

2._____In Canada newcomers keep more of their original country's customs and culture than newcomers in the United States.

3._____Many Canadians have never seen an Eskimo.

4._____Canada is a very cold country, even in the summertime.

5._____The history of Canada is more bloody and violent than the history of the United States.

6._____Generally speaking, Canadians are more conservative and cautious than Americans and save more money in banks and insurance policies.

7._____Canadians have taken most of the financial risks in their country, but Americans have later taken control of much of Canada's industry.

8._____The "wild west" with its guns, saloons, and constant battles between whites and Indians was an important part of American and Canadian history.

9._____Canadians express their emotions more openly than Americans do.

10._____The United States has only one official language, but Canada has two.

11._____In general, Canadians are anti-American, and Americans are anti-Canadian.

12._____Canadian buildings, food, and business are very different from those in the United States.

SELECTION THREE

Andy Rooney

IN PRAISE OF NEW YORK CITY

New York is one of the largest and best-known cities in the world. People tend either to love it or hate it. The following selection is from an article by Andy Rooney, a popular American journalist and t.v. commentator who knows New York very well. From the title, what can you tell about his attitude toward the city? About his purpose in writing the article? What are some points that you expect *he* will include in his description? Can you also think of some negative points that people often associate with New York City? Do you think Mr. Rooney will mention these or avoid them? Why?

Prereading Exercise: Choosing the Correct Definition for a Context

The following eight words or phrases in italic on page 16 are important for the understanding of the selection. Practice the skill of recognizing correct definitions for new words by selecting the meaning that best fits each italicized word from the list of definitions in the second column.

1. _____ People do not like to work in that office because there is so much *ill will.*

2. _____ Most religions teach that we should feel *compassion* for the poor, the weak, and the unfortunate.

3. _____ The boy *resented* the cruel treatment of his father.

4. _____ She was studying so hard that she was *oblivious* to all the noise around her.

5. _____ The soldier felt *remorse* after the bombing of the village of innocent people.

6. _____ The indifference and carelessness of the teenagers *dismayed* the older residents of the neighborhood.

7. _____ The American Indians have a *heritage* that extends back over a thousand years.

8. _____ The tourists did not get to know Chicago because they were only there *in transit* between Minneapolis and Boston.

a. unmindful, unaware
b. culture or traditions handed down from the past
c. moving from one place to another; passing through
d. harsh, unfriendly attitude
e. made unhappy, disheartened
f. felt displeasure at something that seemed unjust
g. strong regret; guilt for one's actions
h. sorrow for the suffering of others; pity

View of Manhattan.

In Praise oi New York City (Excerpt)

It might appear to any casual visitor who may have taken a few rides about town in a taxicab that all New Yorkers are filled with a loudmouthed ill will toward each other. The fact of the matter is, though, that however cold and cruel things seem on the surface, there has never been a society of people in all history with so much compassion for its fellow man. It clothes, feeds, and houses 15 percent of its own because 1.26 million people in New York are unable to do it for themselves. You couldn't call that cold or cruel.

Everyone must have seen pictures at least of the great number of

poor people who live in New York. And it seems strange, in view of this, that so many people come here seeking their fortune or maybe someone else's. But if anything about the city's population is more impressive than the great number of poor people, it's the great number of rich people. There's no need to search for buried treasure in New York. The great American dream is out in the open for everyone to see and to reach for. No one seems to resent the very rich. It must be because even those people who can never realistically believe they'll get rich themselves can still dream about it. And they respond to the hope of getting what they see others having. Their hope alone seems to be enough to sustain them. The woman going into Tiffany's to buy another diamond pin can pass within ten feet of a man without money enough for lunch. They are oblivious to each other. He feels no envy; she no remorse.

There's a disregard for the past in New York that dismays even a lot of New Yorkers. It's true that no one pays much attention to antiquity. The immigrants who came here came for something new, and what New York used to be means nothing to them. Their heritage is somewhere else.

Old million-dollar buildings are constantly being torn down and replaced by new fifty-million-dollar ones. In London, Rome, Paris, much of the land has only been built on once in all their long history. In relatively new New York, some lots have already been built on four times.

Because strangers only see New Yorkers in transit, they leave with the impression that the city is one great mindless rush to nowhere. They complain that it's moving too fast, but they don't notice that it's getting there first. For better and for worse, New York has been where the rest of the country is going.

Andy Rooney

Finding Main Ideas and Topic Sentences

An important technique for reading is finding the main idea. Answer the following questions about paragraphs from the selection.

Paragraph 1: Identifying Cues About the Main Idea

The topic sentence, which states the main idea, is often but not always the first sentence. Which sentence in the first paragraph

expresses the main idea? What words act as a cue or indicator to you that the main idea is coming soon?

Paragraphs 2 and 5: Identifying a Main Idea That Is Implied

Sometimes the main idea of a paragraph is not stated directly; it is only implied. For Paragraphs 2 and 5, decide which of the following statements best expresses the main idea. Then explain your choices.

Paragraph 2:

a. There are many more rich people than poor people in New York.
b. The rich and poor both have a place and seem to get along in New York.
c. The poor resent the rich, and the rich feel remorse about their wealth in New York.

Paragraph 5:

a. New York is moving fast and is getting nowhere.
b. New York is a leader among the American cities.
c. New York seems to be in transit, but it is really changing for the better.

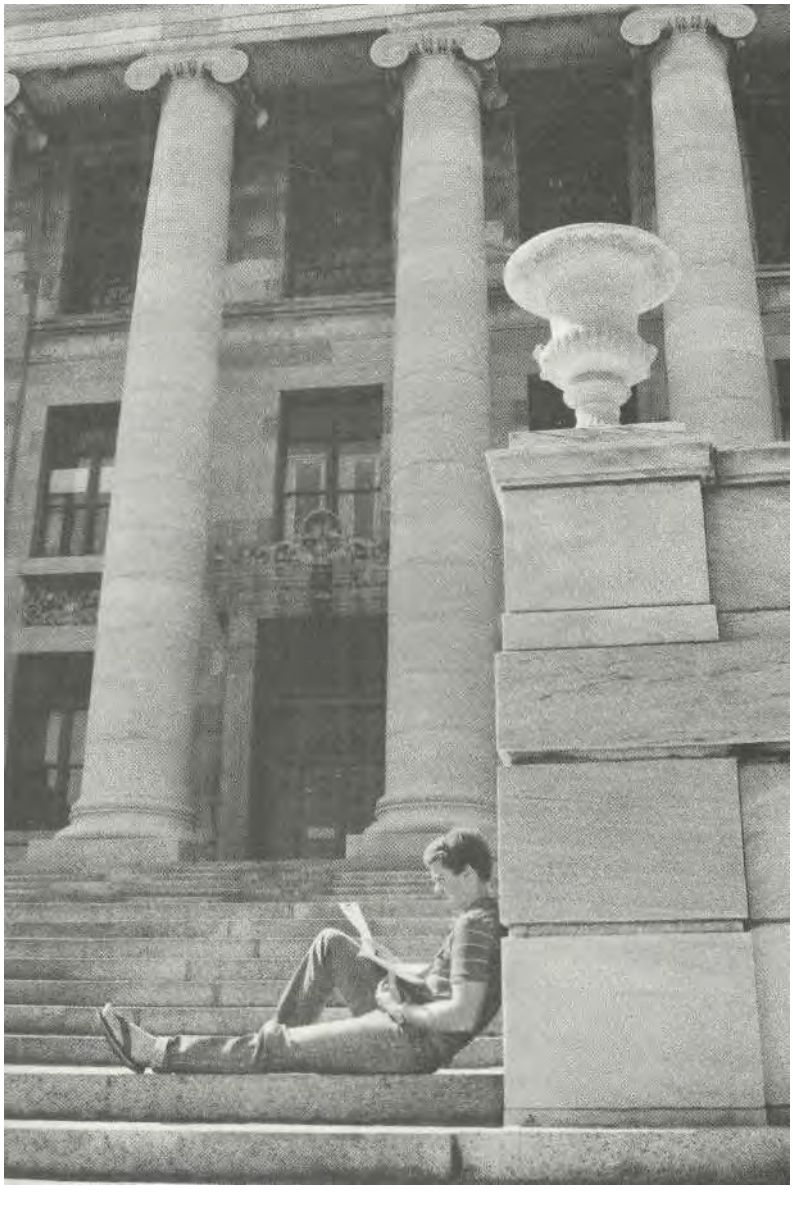
Talking It Over

1. What points in the article gave you a negative impression of New York? Why do you think that the author included 'these?
2. What points about New York seemed positive to you?
3. According to the author, why are there few older buildings in the city? How do New Yorkers feel about this?
4. Have you ever been to New York? Would you like to go there? From what you know about it, would you like to live there or not? Why?

Making a Word Picture

Looking at the photograph of New York City, tell a friend about New York in two or three sentences:

CHAPTER 2
ACADEMIC LIFE



With the current rapid expansion of knowledge, many people feel the need to improve their ability to deal with new information effectively. The first selection in this chapter explains three ways to read faster and comprehend more of what you read. It is followed by a timed reading that gives you an opportunity to test these methods. The second selection presents techniques for taking tests that can improve your scores, even though your knowledge of the subject stays the same. After this, there *is a* sample test on which you can practice these techniques and analyze the results.

SELECTION ONE

Bill Cosby

HOW TO READ FASTER

The following article was written by the well-known black American comedian and t.v. star, Bill Cosby. He grew up in poor circumstances at a time when opportunities for blacks in the United States were very limited. (This situation improved significantly after the Civil Rights Movement of the 1960s.) Despite these limitations, Mr. Cosby was successful. After becoming rich and famous, he returned to the university and earned a doctorate in education so he could help others to survive in academic life. What practical questions do you have about reading that might be explained in the article? From what you know about the author's background, how do you think he will present the information?

Prereading Exercise: Recognizing Informal Style and the Use of Slang

Even without knowing about the author's background, you can tell that tiie article is written in an informal style because of the use of *slang,* words that are not accepted in standard usage but are often used in conversation or in popular writing because they are more vivid, colorful, or humorous than ordinary language. What word is used in the very first sentence instead of the more ordinary word *child?* In the third and fourth sentences, there are two other examples of slang: the word *zipped* and the phrase *a snap.* Can you guess the meaning of these from context and replace them with more ordinary words? How many other words or phrases can you find in the first section (before the heading marked 1. Preview . . .) that seem conversational and informal? Do you think

that long or short paragraphs are characteristic of informal style? What about the length of sentences? As you read, try to decide why the author chose an informal style to present this kind of information.

How to Read Faster

When I was a kid in Philadelphia, I must have read every comic book ever published. (There were fewer of them then than there are now.)

I zipped through all of them in a couple of days, then reread the good ones until the next issues arrived.

Yes, indeed, when I was a kid, the reading game was a snap.

But as I got older, my eyeballs must have slowed down or something! I mean, comic books started to pile up faster than my brother Russell and I could read them!

It wasn't until much later, when I was getting my doctorate, I realized it wasn't my eyeballs that were to blame. Thank goodness. They're still moving as well as ever.

The problem is, there's too much to read these days, and too little time to read every word of it.

Now, mind you, I still read comic books. In addition to contracts, novels, and newspapers; screenplays, tax returns, and correspondence. Even textbooks about how people read. And which techniques help people read more in less time.

I'll let you in on a little secret. There are hundreds of techniques you could learn to help you read faster. But I know of three that are especially good.

And if I can learn them, so can you—and you can put them to use *immediately.*

They are commonsense, practical ways to get the meaning from printed words quickly and efficiently. So you'll have time to enjoy your comic books, have a good laugh with Mark Twain, or a good cry with *War and Peace.* Ready?

They'll give you the *overall meaning* of what you're reading. And let you cut out an awful lot of *unnecessary* reading.

1. Preview—If It's Long and Hard

Previewing is especially useful for getting a general idea of heavy reading like long magazine or newspaper articles, business reports, and nonfiction books.

It can give you as much as half the comprehension in as little as one-tenth the time. For example, you should be able to preview eight or ten 100-page reports in an hour. After previewing, you'll be able to decide which reports (or which parts of which reports) are worth a closer look.

Here's how to preview: Read the entire first two paragraphs of whatever you've chosen. Next read only the first sentence of each successive paragraph. Then read the entire last two paragraphs.

Previewing doesn't give you all the details. But it does keep you from spending time on things you don't really want—or need—to read. Notice that previewing gives you a quick, overall view of *long, unfamiliar* material. For short, light reading, there's a better technique.

2. Skim-If It's Short and Simple

Skimming is a good way to get a general idea of light reading-like popular magazines or the sports and entertainment sections of the paper.

You should be able to skim a weekly popular magazine or the second section of your daily paper in less than half the time it takes you to read it now.

Skimming is also a great way to review material you've read before.

Here's how to skim: Think of your eyes as magnets. Force them to move fast. Sweep them across each and every line of type. Pick up *only* a *few key words in each line.*

Everybody skims differently.

You and I may not pick up exactly the same words when we skim the same piece, but we'll both get a pretty similar idea of what it's all about.

To show you how it works, I circled the words I picked out when I skimmed the following story. Try it. It shouldn't take you more than ten seconds.

My brother Russell thinks monsters live in our bedroom closet at night. But I told him he is crazy.

"Go and check then," he said.

I didn't want to. Russell said I was chicken.

"Am not," I said.

"Are so," he said.

So I told him the monsters were going to eat him at midnight. He started to cry. My Dad came in

and told the monsters to beat it. Then he told us to go to sleep.

"If I hear any more about monsters," he said, "I'll spank you."

We went to sleep fast. And you know something? They never did come back.

Skimming can give you a very good idea of this story in about half the words—and in less than half the time it'd take to read every word.

So far, you've seen that previewing and skimming can give you a *general idea* about content—fast. But neither technique can promise more than 50 percent comprehension, because you aren't reading all the words. (Nobody gets something for nothing in the reading game.)

To *read faster and understand most*—if not all—of what you read, you need to know a third technique.

3. Cluster—To Increase Speed and Comprehension

Most of us learned to read by looking at each word in a sentence-one *at a time.*

Like this:

My—brother—Russell—thinks—monsters . . .

You probably still read this way sometimes, especially when the words are difficult. Or when the words have an extra-special meaning—in a poem, a Shakespearean play, or a contract. And that's O.K.

But word-by-word reading is a rotten way to read faster. It actually *cuts down* on your speed.

Clustering trains you to look at *groups of words* instead of one at a time—to increase your speed enormously. For most of us, clustering is a *totally different way of seeing what we read.*

Here's how to cluster: Train your eyes to see *all* the words in clusters of up to three or four words at a glance.

Here's how I'd cluster the story we just skimmed:

My brother Russell thinks monsters live in our bedroom closet at night. But I told him he is crazy.

"Go and check then," he said.

I didn't want to. Russell said I was chicken.

"Am not," I said.

"Are so," he said.
So I told him the monsters were going to eat him
at midnight. He started to cry. My Dad came in
and told the monsters to beat it. Then he told us
to go to sleep.
"If I hear any more about monsters," he said,
"I'll spank you."
We went to sleep fast. And you know something?
They never did come back.

Learning to read clusters is not something your eyes do naturally. It takes constant practice.

Here's how to go about it. Pick something light to read. Read it as fast as you can. Concentrate on seeing three to four words at once rather than one word at a time. Then reread the piece at your normal speed to see what you missed the first time.

Try a second piece. First cluster, then reread to see what you missed in this one.

When you can read in clusters without missing much the first time, your speed has increased. Practice fifteen minutes every day and you might pick up the technique in a week or so. (But don't be disappointed if it takes longer. Clustering *everything* takes time and practice.)

So now you have three ways to help you read faster. Preview to cut down on unnecessary heavy reading. Skim to get a quick, general idea of light reading. And cluster to increase your speed *and* comprehension.

With enough practice, you'll be able to handle more reading at school or work—and at home—in *less* time. You should even have enough time to read your favorite comic books—and *War and Peace!*

Bill Cosby

Selecting the Main Idea

Which of the following statements do you think best expresses the main idea of Bill Cosby's article? Why is it better than the other two?

1. Moving your eyes fast across each line will give you a general idea of the content of reading material in much less time than it would take to read every word.

2. It is necessary to choose your method of reading according to the kind of material you have read and the amount of comprehension you need.
3. You should preview long and heavy readings, skim simple ones, and read in groups or clusters when you have to understand most of the material quite well.

Comprehension Questions

1. Is previewing a useful technique for all kinds of reading?
2. How many 100-page reports should you be able to preview in an hour?
3. Exactly how do you preview?
4. When is it better to skim rather than to preview?
5. How do you skim?
6. Why is it better at times to use the technique of clustering instead of previewing or skimming?
7. How do you cluster?
8. What do you think the author means by "heavy" reading and "light" reading? Can you give examples of each of these?

Giving and Receiving Directions and Other Information

Working in small groups, each person should take a turn talking in an informal manner about one of the following topics:

1. how to read a scientific article
2. how to read a long book
3. how to reread a lot of material the night before a test
4. some good books I have read in English
5. my favorite newspaper or magazine and how I read it

The speaker can use ideas from the article and from his or her own experience. The other members of the group should ask the speaker questions.

Word Detective

Can you remember (or find by a quick scanning of the article) the following words or phrases, using the clues given?

1. A humorous way of saying *eyes:*_____
   (lines 5-10)

2. The name of an animal that is used commonly as slang to mean *afraid:*_____(lines 60 65)
3. A verb beginning with the letter *c* meaning "to pay attention, to put one's thoughts (on)":_____ (lines 115 120)
4. A three word verb meaning "to reduce or decrease," as in the sentence, "You can_____the amount of reading":_____(lines 125 130)

Describing a Person

When an author uses an informal style, he or she often "opens up" to the reader, giving information about his or her personal life or feelings. After reading the article, what descriptions can you give of Bill Cosby as a person?

TIMED READING

MARK TWAIN

Applying Techniques for Faster Reading

Did you recognize the three references that Bill Cosby made to literature: Mark Twain, *War and Peace,* and Shakespeare? Learn more about one of them as you practice the techniques described in the article by taking the following timed reading.

The selection is taken from the *Encyclopaedia Britannica* entry for *Mark Twain.* Read quickly to find out something about the early life and one of the most famous books of this great author. Then do the comprehension quiz that follows. Try to finish in eight minutes. *(Hint:* Look at quiz first to see what it covers.)

Twain. Mark, was the pen name of Samuel Langhorne Clemens (1835–1910), the United States' most famous humorist and the author of popular and outstanding autobiographical works, travel books, and novels. The first thirty-six years of Clemens' life gave him experiences—as a boy in a little town in Missouri, as a steamboat pilot, as a reporter on the far western frontier, and as a traveler abroad—which he thereafter used as materials for his best and most successful writings.

He was born November 30,1835, the . . . fifth child of John Marshall and Jane (Lampton) Clemens, both descendants of Virginians. His birthplace was Florida, Missouri, a village to which the family had moved the previous June. The boy's father, a storekeeper and at times a lawyer, had little talent for moneymaking and failed there as he had elsewhere. The Clemenses therefore moved in the fall of 1839 to Hannibal, Missouri.

Hannibal was the town of Sam Clemens' boyhood, destined to figure importantly in several of his finest books. Almost in the geographical center of the United States, it had the wide Mississippi River rolling past it on the east, and on the other sides were forests, farmlands, and prairie. The river was the route from and to the rest of the nation, bringing as it did all sorts of exciting visitors—river men, [religious] revivalists, circus troupes, . . . migrants to points as far westward as California. The steamboats which Sam and his gang of boyhood friends watched wheeling past or docking at the wharf were endlessly fascinating. So, too, were the steamboat men and the townspeople, many of whom were prototypes of characters in Twain's books. The river, an island nearby, and the woods around the town were wonderful places for boys to play. In the summer Sam ordinarily paid a vacation visit to the farm of his uncle John Quarles, near Florida. Some of his happiest and most vivid memories were to be of his play around Hannibal and of his visits to the farm. . . .

The Adventures of Tom Saywer (1876) was one of Twain's best books, certainly his best for a juvenile audience. The setting was St. Petersburg, which was Hannibal made idyllic by the passage of time; the characters were the grownups and the children of the town in the 1830s, also for the most part viewed sympathetically. Twain once characterized the book as "simply a hymn put into prose form to give it a worldly air." The nostalgic attitude was typical of the period when in every section of the country writers such as Edward Eggleston, Harriet Beecher Stowe, and George Washington Cable were writing local-color stories wistfully recreating pre-Civil War life. The happenings were shaped by American humor, which for some time had been making fun of the Sunday-school story—its prematurely moral children who were rewarded and its prematurely immoral children who came to grief. Tom, says the first chapter, "was not the Model Boy of the village. He knew the model boy very well though—and hated him." Tom was by contrast "the normal boy," the book implied, mischievous and irresponsible but goodhearted; and the subplots in which he figured showed him again and again winning triumphs. These happy endings endear the book to children; the lifelike picture of a boy and his friends is enjoyed by both young and old. .

Tom Sawyer and Huck Finn.

Comprehension Quiz

Select the correct phrase to finish the following statements about Mark Twain's life and most famous book.

1. The real name of Mark Twain was:
   a. John Marshall b. Sam Clemens c. Tom Sawyer
2. His early life could be characterized as:
   a. quiet and scholarly b. active and adventurous
   c. sad and difficult
3. Twain based most of his successful writings on:
   a. pure fantasy b. facts he learned from school
   c. true-life experience
4. An important element in this author's childhood was:
   a. the Mississippi River b. the Boston Art Museum
   c. the Pacific Ocean
5. As a child he had a great deal of contact with:
   a. wealthy people b. music c. nature
6. His famous book, *The Adventures of Tom Sawyer,* contains:
   a. religious hymns and prayers b. accounts of the Civil War
   c. happenings from small-town life
7. The general tone of the book is:
   a. humorous b. tragic c. critical
8. The book tells the story of a boy who was a:
   a. prematurely immoral child
   b. model of kindness and virtue
   c. normal mixture of good and bad

SELECTION TWO

Eric Jensen

HOW TO TAKE TESTS: SCORING WHAT YOU'RE WORTH

What are objective tests? Which words often indicate a true answer on true/false tests? Which words can indicate a false answer? What should you do before answering multiple-choice questions? The answers to these and other practical questions concerning tests

are given in the following selection from Eric Jensen's book *You Can Succeed,* This book belongs to a genre (kind) that is popular with Americans, the "how-to" book. In it, Mr. Jensen explains test-taking techniques that he has taught successfully to more than three thousand students. As you read, pay attention to the headings (titles of sections) and try to remember the specific suggestions that could help you do well on each type of test.

Prereading Exercise: Guessing the Meaning of Words from Context

Nine words or expressions that will be important for your understanding of the reading are presented below in contexts that should help you guess their meaning. Circle the one word or phrase that would best keep the meaning of each sentence.

1. Words and phrases such as "often," "usually," "sometimes," "in part," or "on occasion" are *qualifiers* that change or limit the meaning of a sentence.

   a. synonyms b. prepositions c. objects d. modifiers

2. Of all the candidates, Jack is the *least likely to win* because he does not know many voters.

   a. one who will probably win
   b. one who will probably not win
   c. one who would like to win
   d. one who would not like to win

3. A teacher sometimes will *give a hint* to aid students with a difficult exam question.

   a. tell the answer b. explain the reason
   c. make a suggestion d. offer comfort

4. The students *assembled* their notes from the whole semester before beginning their study session for the final exam.

   a. brought together b. took apart
   c. questioned d. memorized

5. Her essay was excellent because she presented her *thesis* very clearly and gave so much evidence that any reader would have to be convinced.

   a. fact
   b. description
   c. expression of personal feelings
   d. statement of the main idea

6. From the sad expression on Sheila's face, the teacher could see that she *was totally stumped by* the question.
   a. was unsure of b. was trying to comprehend
   c. had finally seen d. did not understand

7. The flood itself was terrible, but the next day we saw the *aftermath,* which was even worse.
   a. resulting situation b. time before
   c. number of problems d. earlier condition

8. When he saw that half of the test was on word definitions, he knew he would *cash in on* the many hours he had spent studying vocabulary.
   a. get money for b. receive benefit from
   c. forget completely d. totally explain

9. Your clear knowledge of math *paid off* when you were interviewed for the bookkeeping job.
   a. was worthwhile b. was useless
   c. gave you confidence d. caused you to fail

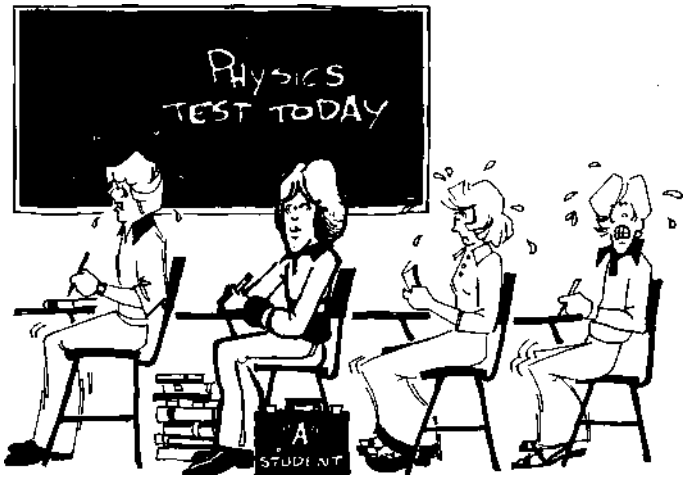
How to Take Tests: Scoring What You're Worth

Taking Objective Tests

Objective tests are those that include questions in a true/false, multiple-choice, matching, or fill-in format. Usually the answer is provided but the student must decide among several possibilities.

1. True/False Questions

True/false questions are the easiest test questions for the obvious reason that you have at least a fifty-fifty chance of getting the right answer. First, be sure you have read the question correctly. Look for words such as *always* or *never;* these words often indicate a false answer. Words such as *often, usually, rarely,* or *sometimes* can indicate a true answer. Decide if the statement is totally true before you mark it true. Answer what the tester intended, not what you read into the question. For example, the statement "General Motors produces compact cars" is true. If the question had read "General Motors *alone* produces compact cars," then it would be false. On true/false questions, stick with your first impression. Studies have shown over and over that your first impression is usually right, so be slow to change your answer, if you change it



Preparation means *confidence!*

at all. Remember that a statement is more likely to be true if it is a fairly long statement; it takes more qualifiers to make a true state-
20 ment than a false one.

2. Multiple-Choice Questions

An important rule to remember when answering multiple-choice questions is to read the answers first. This way, you'll view each answer separately and equally, without "jumping" on the first and
25 easiest one. Look for an answer that not only seems right on its own but completes the question smoothly. If the question asks why something occurs, then your answer must be a cause. Try to eliminate any obviously poor answers. Suspect as a possible right answer phrases such as "all of the above," "none of the above," or "two
so of the above." Check the wording of questions to notice qualifying phrases such as "all of the following are true *except*..." or "which two of the below are *not. . .*" Statistically, the least likely correct answer on a multiple-choice question is the first choice. When in doubt, pick the longer of two answers. But, just as in true/false sections, always
35 put something down. Even an educated guess is better than leaving the question blank and getting it wrong for sure.

3. Sentence Completion or Fill-in Questions

These generally ask for an exact word from memory. They don't allow for much error, so make sure your answer is a logical part of
40 the sentence as a whole. Use the length and number of blanks given as a hint. Make sure the grammar \s consistent. When in doubt, guess. Even if it's a generalized guess, you may get partial credit. If you are unsure of two possibilities, include both and hope for half credit.

Taking Essay Tests

When answering questions on an essay test, begin by making an outline on a piece of scratch paper. Assemble and organize the main points. Check the wording of the question to make sure you are interpreting the question correctly. For example, if the question asks you to compare and contrast, do not give a description or a discussion. Begin your essay by using the same words in your answer that are in the question. Keep your answer to the point. Always write something in answer to a question, even if you don't have much to say. Think and write by using this format:

1. Introduction. Introduce your topic.
2. Background. Give historical or philosophical background data to orient the reader to the topic.
3. Thesis and arguments. State the main points, including causes and effects, methods used, dates, places, results.
4. Conclusion. Include the significance of each event, and finish up with a summary.

When totally stumped for an answer on an essay, think about book titles, famous names, places, dates, wars, economics, and politics. Usually something will trigger some ideas. If you know nothing about the essay question, invent your own question on the subject and answer it. You'll usually get at least partial credit. That's better than nothing.

The Aftermath

When you complete a test, be sure to reread all your answers. Check the wording of the questions again. Eliminate careless errors, and you can save a lot of disappointment later. This is the time when you can cash in on your brief encounters with your professor. Write your name in large, visible letters. If you have made a positive impression on your professor from personal contact, it will pay off now. Sometimes just a good impression can give you the higher grade in a borderline situation. Take as much time as you need. When you think you have finished the test, turn it upside down on your desk. Think about it for a few minutes, giving your mind some time to relax and come up with some answers. If you still agree with what you have written, then turn it in. But sometimes those few moments spent just thinking about the questions will bring back the answer that gives the A.

Once your corrected test is returned, look it over. Check your errors and find out not what they were but what kind of errors they were.

Was it from answering questions too quickly, poor organization, a missed assignment, or incorrect notes? Understand why you made errors and avoid the problem on the next test.

.Eric Jensen
You Can Succeed

Scanning for Specific Information

Fill in the blanks correctly according to the article. If you do not remember a specific point, find the appropriate heading and scan that section for the information.

1. The two main kinds of tests are_____tests and essay tests.
2. On true/false tests, words such as *often,*_____, _____, or_____can indicate a true answer; words such as *always* and_____ can indicate a false one.
3. On true/false tests, a fairly long statement is more likely to be_____because it takes more qualifiers to make a_____statement than a _____one.
4. Before answering multiple-choice questions, you should
5. Phrases such as "all of the above," "_____ _____," or "_____ _____" should be suspected as possible _____answers on multiple-choice tests.
6. According to statistics, the least likely answer on a multiple-choice test is the_____one.
7. On completion or fill-in tests, use the_____ and_____of blanks as a hint; if you are unsure of two possibilities,_____
8. When answering questions on an essay test, begin by making an_____on a piece of scratch paper.

9. When writing the answer to an essay question, use the following format: (1) Introduction, (2)_____ (3) Thesis and arguments, and (4)_____
10. If you know nothing about the essay question,

    _____on the subject and answer it in order tc get partial credit.

Talking It Over

Discuss the following questions as a class or in small groups.

1. The author suggests that it is better to make an "educated guess" than to leave a question blank. What do you think he means by an "educated guess"?
2. When is it *not* a good idea to guess on a test?
3. Do you find it hard to answer multiple-choice questions with qualifying phrases such as "all of the following are true *except* . . ." or "which of the below is *not. ..*"? Will the correct answer to such a question be something that is true or false?
4. Do you prepare differently for different types of tests? Explain your answer.
5. What type of test do you find the most difficult? Why?
6. Which of the pieces of advice given in the article do you think is the most helpful?
7. How do you prepare yourself to take an important exam? Do you go to sleep early the night before or do you study up to the last minute? What can you do to avoid getting nervous?
8. When is it correct to ask a teacher to give you a hint about the type of exam that he or she is going to give? How can you do this in a polite way?

Writing Exams

The following test is a sample exam on vocabulary and reading comprehension. The first two sections of it are based on the Test of English as a Foreign Language (TOEFL), an exam required by many American and Canadian universities of entering foreign students. Before beginning the sample test, review in your mind or with your classmates the suggestions from the article about

taking objective tests. Then try to apply these as you write the exam.*

Sample Test on Vocabulary and Reading Comprehension

25 questions 22 minutes

Part A: Circle the one word or phrase that would best keep the meaning of the original section if it were substituted for the italicized word or phrase.

1. The police suspect that the *culprit* might still be at large.
   a. innocent bystander b. unlucky victim
   c. guilty person d. helpful witness
2. It was a decisive victory for medicine when the disease of smallpox was finally *eradicated.*
   a. treated by radiation b. removed to other areas
   c. watered down d. gotten rid of
3. Cassius *loathed* Julius Caesar because he was so rich and powerful.
   a. hated b. accused c. admired d. undermined
4. The scientist reluctantly announced that the experimental results were *ambiguous.*
   a. completely negative b. unable to be measured
   c. modestly successful d. open to interpretation
5. The candidate *declined to comment on* the proposed tax increase.
   a. changed his mind with regards to
   b. said less than usual concerning
   c. refused to speak about
   d. mentioned in passing
6. Some critics think that Mark Twain's autobiography should be *ranked with* the great autobiographies of the world.
   a. eliminated from b. considered equal to
   c. put on a level below d. edited to the standards of
7. The brave hero faced all *hazards* without flinching,
   a. villains b. dangers c. chances d. goals

*Do not be discouraged if you don't do well on this test. It is difficult, as is the TOEFL. Take it again in one or two months and note how your score improves.

8. *Prior to* the appointment, it is advisable to obtain an application form.

   a. after b. before c. rather than d. because of

Part B: In Part B, you will be given a variety of reading materials (simple sentences, paragraphs, advertisements, and the like) followed by questions about the meaning. For each question, you are to choose the *one* best answer: a, b, c, or d. Answer the questions according to what is *stated* or *implied* in that passage.

Questions 9-12 refer to the following paragraph:

> An Augustinian monk named Gregor Mendel was the first person to make precise observations about the biological mechanism of inheritance. This happened a little over a hundred years ago in an Austrian monastery, where Mendel spent his leisure hours performing experiments with pea plants of different types. He crossed them carefully and took notes about the appearance of various traits, or characteristics, in succeeding generations. From his observations, Mendel formed a set of rules, now known as the "Mendelian Laws of Inheritance," which were found to apply not only to plants but to animals and human beings as well. This was the beginning of the modern science of genetics.

9. The importance of Gregor Mendel is that he was the first person to:

   a. imagine that there existed a precise mechanism of inheritance
   b. approach the problem of inheritance scientifically
   c. think about why animals and plants inherit certain characteristics
   d. invent the word *genetics*

10. When did Mendel perform his experiments?

   a. in ancient times. b. in the 1680s
   c. in the 1860s d. at the beginning of this century

11. Why did Mendel do this work?

   a. because it was part of his duties
   b. because he enjoyed it
   c. because he lived in Austria
   d. because he was paid for it

12. The Mendelian Laws of Inheritance describe the transmission of biological traits in:

   a. plants b. animals c. human beings d. all of the above

Questions 13-15 refer to the following sentence:

The magnificent warship WASA, which sank after a maiden "voyage" of some 1,500 yards, was salvaged and restored, after lying at the bottom of Stockholm's harbor for over 330 years, and now rests in the National Maritime Museum of that city.

13. The WASA sank around the year:

a. 1330 b. 1500 c. 1650 d. 1950

14. Which of the following statements about the WASA is probably *not* true?

a. It met with a catastrophe shortly after being built.
b. It carried many soldiers and cannon.
c. It was a veteran of many hard-fought battles.
d. It was raised by modern salvaging techniques.

15. The WASA ship appears to be:

a. Swedish b. Dutch c. American d. British

Questions 16-19: For each of these questions, choose the answer that is closest in meaning to the original sentence. Note that several of the choices may be factually correct, but you should choose the one that is the closest restatement of the given sentence.

16. No hour is too early or too late to call Jenkins Plumbing Company.

a. Jenkins Plumbing Company does not answer calls that are too early or too late.
b. Jenkins Plumbing Company accepts calls at any hour of the day or night.
c. Whether you call early or late, Jenkins Plumbing Company will come in one hour.
d. If you call at a good hour, Jenkins Plumbing Company will never be late.

17. When television first became available to large numbers of Americans in the 1950s and 1960s, most producers ignored its possibilities as a tool for education.

a. In the 1950s and 1960s, there were not many educational programs on American television.
b. Until the 1950s and 1960s, most of the television programs in the United States were tools for education.
c. After the 1950s and 1960s, most American producers did not see the educational possibilities of television.
d. During the 1950s and 1960s, educational programs first became available to Americans.

18. In spite of the high interest rates on home loans, the couple did not change their plans to buy a new house.
    a. High interest rates caused the couple to change their plans about buying a house.
    b. The house was not bought by the couple because of the high interest rates.
    c. Since interest rates were no longer high, the couple bought the house.
    d. Although the interest rates were high, the house was bought by the couple.

19. Had more young people voted, Mr. Wilkes would have won the election.
    a. The election was won by Mr. Wilkes with the help of the young voters.
    b. Mr. Wilkes did not win because there were not many young people who voted.
    c. Since the young people voted in the election, Mr. Wilkes did not win.
    d. Most young people would have liked to vote for Mr. Wilkes.

Part C: In Part C, you will be given reading materials followed by true/false questions about the meaning. For each question, you should circle *true* or *false* according to what is stated or implied in the passage.

Questions 20-23 refer to the following advertisement:

Legal Secretary Wanted Our legal department requires a mature, versatile secretary who will report to one senior counsel and one assistant counsel. The successful candidate will have a solid background in organizational work, advanced skill in shorthand and data processing, combined with at least three years of legal secretarial training. Some experience in real estate could be an asset. Sunham Life offers excellent opportunities for personal advancement. Compensation will be in accord with qualifications, beginning at a minimum of $2,000 per month. A superior benefit package and an attractive incentive program are included. Begin at once. Interviews will be held Monday through Friday, May 12th to 16th. Applicants are requested to mail detailed resumes to:

Sunham Life Insurance Company
P.O. Box 210
Hamilton, Ontario L50 2X8

20. Maturity and versatility, proficiency in data processing, and extensive experience in real estate are all requirements for the advertised position. T F

21. Salary will be at least $2,000 per month to start with. T F

22. In order to apply for the position, a person should send in a summary of previous experience. T F

23. An appropriate applicant for the job would be an older, experienced secretary. T F

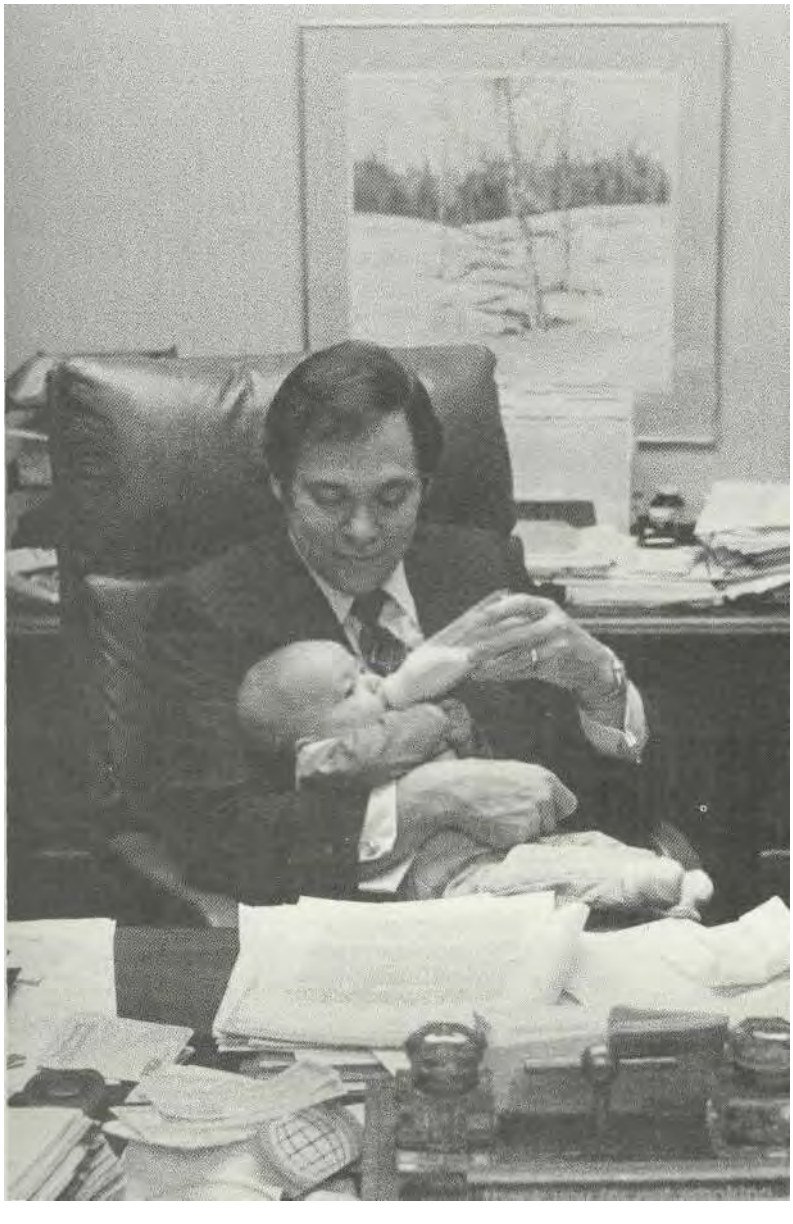
Questions 24 and 25 refer to the following instructions:

Adults: one or two tablets, with water, one to three times in twelve hours. *Children's dosage:* 10 to 14 years, one tablet, one to three times in twelve hours; 5 to 10 years, one half tablet one to three times during a twelve hour period.

24. In one period of twelve hours an adult should not take more than six tablets. T F

25. An eleven year old boy has just taken a tablet; he should wait two hours before taking another. T F

CHAPTER 3
THE FAMILY



What is happening in the United States to the most basic unit of society, the family? The first selection in this chapter presents a general overview of recent changes in family structure, along with some statistics. The second article examines a small but growing phenomenon, the "long-distance marriage." The third selection is the story of one father's relationship with his children before and after his divorce from their mother.

SELECTION ONE

THE CHANGING AMERICAN FAMILY

With all the recent changes and the stress in modern society, many people wonder if the traditional structure of the family can survive. How do you think the family has changed in the last several decades? What are the chances for young people in America who are marrying now that their marriage will end in divorce? What new types of families are emerging? The following article discusses new trends and presents some statistics about the American family of today.

Prereading Exercise: Understanding the Use of *Jargon*

Many articles on current topics use *jargon:* words or phrases that have been taken from a particular branch of study or work. The use of a great deal of jargon is considered bad style because it makes communication difficult. However, some jargon is often useful, especially to discuss changes and new aspects of life that are not easily described with other vocabulary. The following article uses three terms taken from popular sociology. These describe different types of families: the *extended,* the *nuclear,* and the *blended.* Scan the article for the definitions and write them below.

extended family: _____

nuclear family: _____

blended family: _____

Which of the terms is set off by punctuation to show that it is not yet in common usage?

The Changing American Family

The American family unit is in the process of change. There used to be mainly two types of families: the extended and the nuclear.-The extended family most often included mother, father, children, and some other relatives, such as grandparents, living in the same house or nearby. Then as job patterns changed and the economy progressed from agricultural to industrial, people were forced to move to different parts of the country for job opportunities. These moves split up the extended family. The nuclear family became more prevalent; this consisted of only the parents and the children. Now, besides these two types of traditional groupings, the word *family* is being expanded to include a variety of other living arrangements.

Today's family can be made up of diverse combinations. With the divorce rate nearly one in two, there is an increase in single-parent homes: a father or mother living with one or more children. "Blended

families" occur when previously married men and women marry again and combine the children from former marriages into a new family. On the other hand, some couples are deciding not to have any children at all, so there is an increase in two-person childless families. There are also more people who live alone: single, widowed, divorced. Now one in five Americans lives alone.

The following statistical chart gives you an idea of the percentages of different types of American families.

CURRENT TYPES OF FAMILIES IN THE UNITED STATES

Type of Household	Number in Millions	Percent of Total
Male head of household, wife present	47.5	57.7
Male head of household, wife absent	1.4	1.7
Female head of household, husband present	1.8	2.2
Female head of household, husband absent	2.6	3.1
Single, never married	10.0	12.2
Divorced people	8.2	10.0
Widowed people	10.8	13.1

Source: Bureau of the Census, 1980

Recalling Information

Circle the correct word or phrase to complete the following sentences about the article.

1. The typical American family of the past used to include grandparents or other relatives who were living with the parents and children; this was called the (extended /nuclear /blended) family.
2. With the industrialization of American society, the (extended / nuclear /blended) family became more common.
3. At present, nearly one out of every (two /three /four) marriages in the United States ends in divorce.

4. A family composed of parents with children from previous marriages is called a(n) (extended /nuclear /blended) family.
5. Currently, there is an (increase /decrease) in the number of childless marriages.
6. At the same time, there is an (increase /decrease) in the number of people who live alone.

Reading a Statistical Chart

A statistical chart presents information to us through numbers. What kind of information does the chart on page 44 present? What is the difference between the two columns of numbers? Which do you consider more important? Why? Choose 'the correct items to complete the following statements.

Currently in the United States .. .

1. There are (more /fewer) divorced people than widowed people.
2. (More /Fewer) men are heads of households than women.
3. Single people who have never married compose (more /less) than 10 percent of the population.
4. (More /Fewer) women live apart from their families than men.
5. The majority of American families consist of a (male /female) head of household with the (husband /wife) present.

Talking It Over

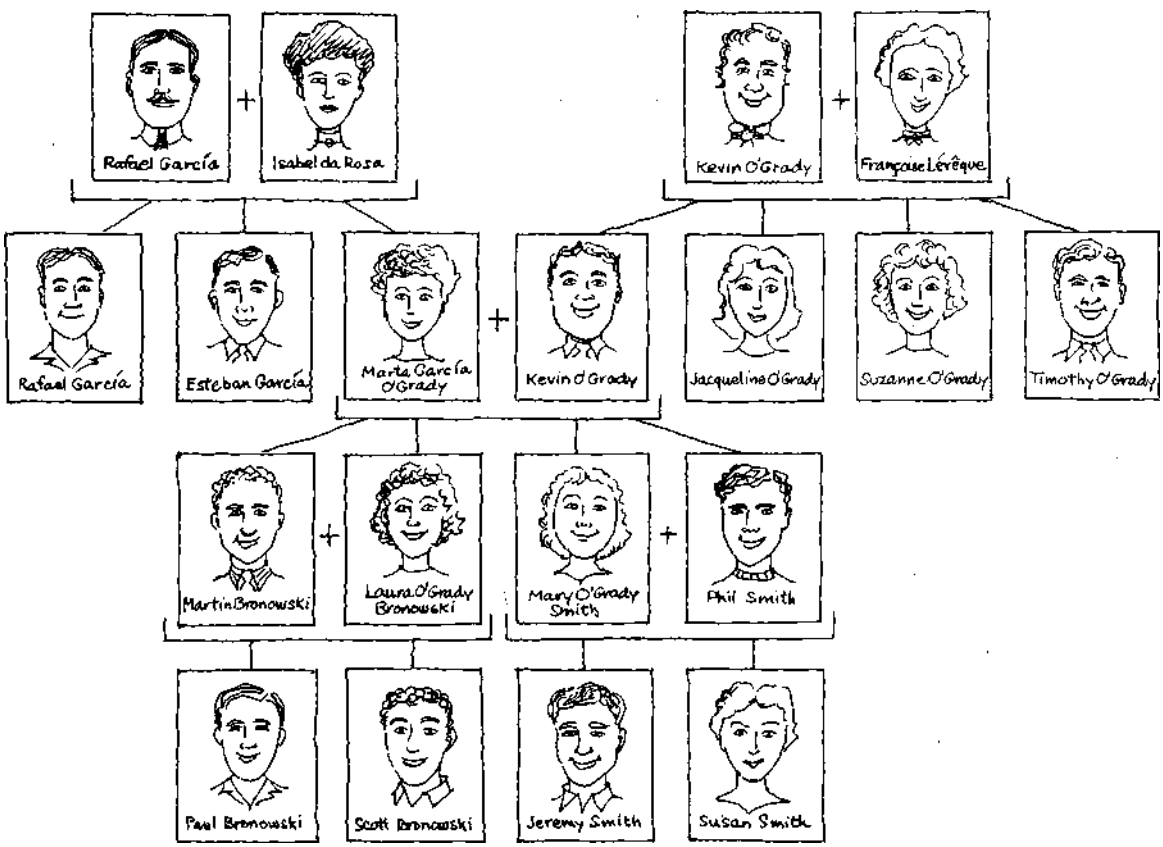
1. Do you think that twenty years from now couples will be having more or fewer children? Why? Will they be having more or fewer divorces?
2. Which of the two traditional kinds of family is most common in your country? Which do you prefer? Why?
3. Do you know of any marriages that were arranged by the families? Some people say that these arranged marriages are better and last longer than marriages in which the spouses have chosen each other. Do you agree?
4. What do you think of the following "rules for a successful marriage"?

a. A wife should be younger than her husband.
b. A husband should earn more money than his wife.
c. The families of the husband and the wife should get along well with each other.
d. A couple should live together for at least a year before marrying.

5. Think of a question related to marriage or family life you would like to discuss in class. Write it here.

Filling in the Family Tree

The United States and Canada are lands of immigrants, except for the Indians, who are the only true natives. Many people have a "family tree" like the one in the illustration, which they con-



FAMILY TREE OF MARY O'GRADY SMITH.

struct with the help of elderly relatives and old documents to show who their ancestors were and where they came from. How well do you know the names for relatives and family members in English? Check your knowledge by answering the following questions about Mary Smith's family, using the illustrations as a guide.

1. How many nieces does Mary have? How many nephews?

2. Does she have more uncles or aunts?

3. What is the name of her maternal grandmother?

4. What is her brother-in-law's name? Her paternal grandfather's?

5. How many first cousins does her son have? Are they male or female? What is their relationship to Mary?

6. What nationalities would you say that Mary has in her background?

Now answer the following questions about yourself:

1. How many uncles and aunts do you have? How many first cousins?

2. Do you have any nieces or nephews? Why or why not?

3. Do you know the names of your great-grandfathers? Do you know where they were born?

4. What nationalities are in your background?

5. Who is the newest member on your family tree? How old is he or she?

6. Does your family know the names of many of its ancestors? How many generations could you put on your family tree?

Two Old Jokes

To understand the following jokes, you must see that the last words (written in italics) have more than one meaning.

Confirmed bachelor: "I believe that marriage is a great institu tion. But who wants to live in an *institution?"*

A common toast at weddings: "May you both have health, wealth, and happiness, and may all your troubles be *little ones!"*

Write a joke you have learned about marriage, families, or children. Share it with your class.

SELECTION TWO

THE WAYS AND MEANS OF LONG DISTANCE MARRIAGES

The following article from *Time* describes a new and unusual life style in the United States: long distance marriage. What do you think this means? Do you think this is unusual in other parts of the world, too? Do you imagine that people choose to live this way or are forced to do so?

Prereciding Exercise: Defining Words from Context

Eight words that will be important for your understanding of the main reading are presented below in contexts that should help you to guess their meanings. Fill in the blanks with definitions.

Example: Many people who work in large cities prefer to live in small towns outside the city limits, so they become *commuters.* They travel regularly—usually by train, bus, or car—between their homes and their places of work.

A commuter is a person who *MlOAfdl^ Пя*

1. Most services are more *accessible* in large cities than in small towns. Residents of small towns often have to travel many miles

for services that residents of large cities can obtain easily, without traveling far.

Something that is accessible is _____

2. It takes a lot of *determination* to make an unusual lifestyle work well. People must decide how they want to live and must not change their minds.

   A person with determination is one who _____

3. A material such as rubber is *flexible* because it can bend without breaking. To succeed in a new culture a person must be flexible; people who are unable to change or to adjust to different customs do not do well.

   A flexible person is one who _____

4. Many factors can *disrupt* a person's work: illness, family problems, machines that break down, and so on. Only in a perfect world would there be nothing to bother or interfere with our work.

   To disrupt means_____

5. People who live far away from their families often find it difficult to *cope* with their situation. They cannot deal with or fight successfully against the loneliness they feel;

   To cope means to _____

6. Part of the process of reading is to find out what details are *trivial.* These items, which are not important, do not need to be remembered.

   If something is trivial it is _____

Prereading Exercise: Using Idioms in Context

The reading on long-distance marriages, like most magazine articles, contains a number of *idioms,* groups of words with a special and sometimes unusual meaning. Study these idioms and

their meanings. Then read through the paragraph and fill in each blank with the appropriate idiom. You might have to make small changes in the verb or pronoun to make them fit the context.

Idioms

1. *(to be) on call*	to be able to be reached and ready to work when called
2. *(to be) on hand*	to be nearby, to be accessible
3. *(to be wrong) on both counts*	to be mistaken about two different matters
4. *to tuck in*	to put to bed with affection
5. *to turn down*	to refuse, to not accept
6. *to pick up where (you) left off*	to begin again after being interrupted

An Evening Discussion

That night, after he had gently_____i his children, Dr. Melnyk waited for his wife to return from work. He wanted to discuss the new job offer he had received from a hospital in New York. He was afraid that his wife would be upset and would want him to_____2 the offer.

However, he was_____
When Mrs. Melnyk returned and heard the news, she smiled.

She insisted that she would always be _____ to help him and the children. Then she said, "We used to have many friends in New York and over the years we have lost contactwiththem.Nowwecan_____5
Besides, I can get a new job there and perhaps I won't have to be_____6 so much at night."
Dr. Melnyk decided that he was a lucky man to have such a flexible wife.

The Ways and Means of Long-Distance Marriages

Kaity long, 32, and Bob Long, 37, a couple for eight years and a married couple for four, have never lived together in the same town or house. She is a television newscaster in New York City. He is a t.v. producer-director in Los Angeles. Kaity is on call seven days a week,

so Bob flies in to spend two weeks with her every month. The rest of the marriage is conducted by telephone. They talk six or seven times aday, and last month their phone bill was $800. "I tuck her in at night and wake her up in the morning," says Bob, who stays accessible to Kaity at all times through various paging and answering services.[1] "There is nothing good about separation, but we refuse to let it be an obstacle," he says. . . .

* Such determination helps. There are at least 700,000 commuter marriages, according to some estimates. The requirements are simple: good jobs in two different cities, a full-time sense of humor, the ability to memorize airline schedules, plus a tolerance for the earaches that come from hours on the telephone. . . .

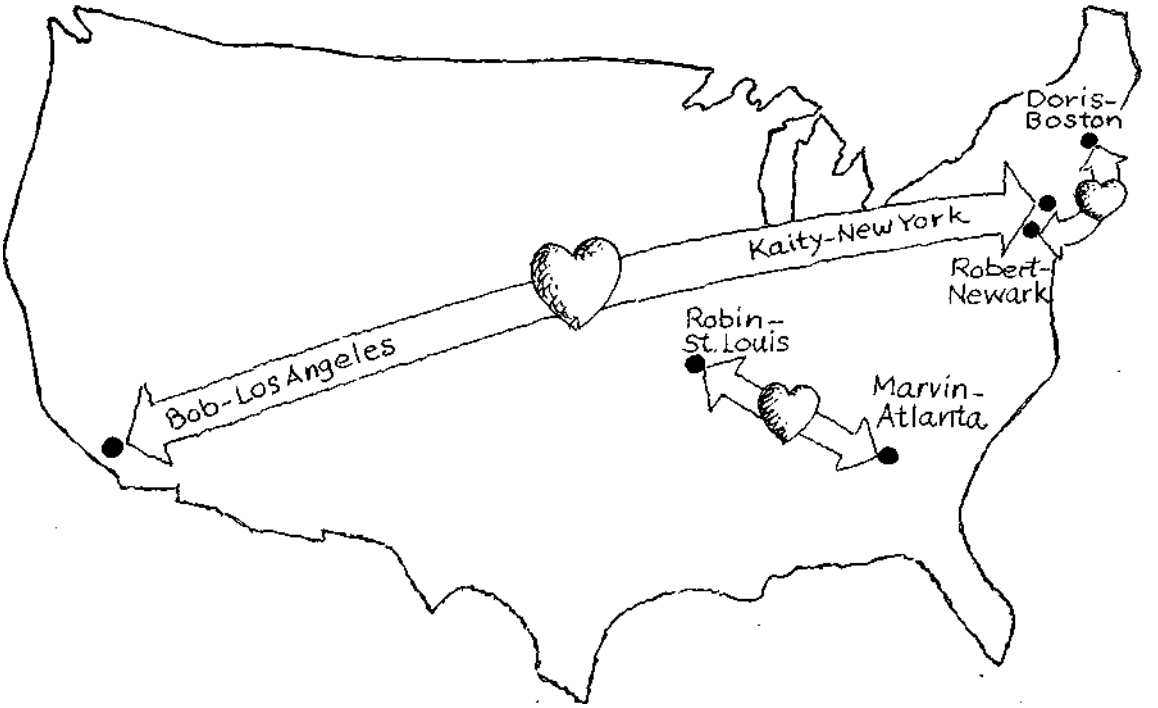
According to the researchers, about half of the married commuters are in.the academic world, where work schedules are flexible and' jobs too scarce to turn down. But the numbers are increasing in business, politics, show business, and journalism. The education level is high—about 90 percent have done some graduate work. Family income tends to average $30,000 to $40,000 a year. Often the commuting comes about because the wife has reached a level at which further advancement means moving, and the husband solidly supports the move.

Doris Etelson, 51, the first woman vice-president of Howard Johnson Co., the restaurant chain, has been married for 32 years and commuting for five. When she was offered the job in Boston, her husband Robert, 54, who owns a trucking company in Newark, responded with enthusiasm. "She supported me for years," he says, "and now she is entitled to whatever success she can get." One person who opposed the commuting was her boss, Howard B. Johnson. Says Doris, "He was concerned that it would either put my marriage in danger or disrupt my business efficiency. He was wrong on both counts." . . .

Many new commuters report on the shock, sometimes comic, of working out new support systems—from how to balance the family checkbook to finding a new doctor or dentist/to simply lugging the family silver back and forth to have it on hand for dinner parties in both cities. . . .

Combining long-distance marriage with childrearing is the hardest part of commuting. One two-year-old child of a commuter marriage, who lives with his father in Massachusetts, has been to the airport *so* often that he calls all airplanes "Mommy." Some toddlers, like the

[1] *paging and answering services* special services thai answer telephones and transmit messages



18-month-old daughter of Susan Davis, vice-president of a Chicago bank, manage to veto commuting entirely. "She was really very angry that her father had disappeared," says Susan. "He would kiss her and she would turn her head away." So Susan's husband gave up a high-level job in Milwaukee and is now back in Chicago.

Some couples are so starved for small talk that reunions begin with a rush of jabbering. "Psychologically, it is tiring," says sociologist Marvin Sussman. "You just cannot pick up where you left off."

One way of coping is to turn the reunion into a new courtship. Says Sarah Cohn, a clinical psychologist who runs workshops for two-career couples, "This person who shows up on Friday night is not the old familiar person whose dirty old socks have been hanging around for a week. There's a newness comparable to going out on a first date." . . .

Like many commuters, Robin and Marvin Whaley, a young couple juggling a long-distance marriage, report that separation reduces the trivial day-to-day fussing of marriage. Robin works for a t.v. station in St. Louis, and Marvin has a similar job at an Atlanta radio station. When they are together, says Marvin, "it's all prime time."[2]. . .

[2]*prime time* term used in radio and t.v. to describe the hours when the best programs are presented

Though husbands and wives living far apart seem to be a recipe for extramarital sex, researchers insist that commuters do not have any more affairs than stay-at-home couples. The reason seems to be that so much concentration is poured into work and marriage that little time, or energy, is left over. The commuters, say researchers, await the day when they can become ordinary one-city folk again. "They are functioning on deferred gratification,"[3] says sociologist Sussman. They are, in other words, the new troops of the Protestant ethic,[4] enduring hardship now for the sake of better days ahead.

John Leo
Reported by Maureen Dowd/Washington and Nancy Pierce Williamson/New York, with other bureaus

Using New Vocabulary

Test your understanding of the words used in the prereading exercises by answering the following questions about the article.

1. Often a word is given a broader or extended meaning to describe a new custom or occurrence. What is the common meaning of *commuter?* In the article, what does a *commuter marriage* mean?
2. How can the husband and wife in a commuter marriage stay accessible to each other? If one partner is on call seven days a week, does it make the marriage impossible?
3. Why do you think that couples must have a good deal of determination to cope with this lifestyle? What kind of work schedule helps?
4. What do some bosses fear when they hear that an employee is planning to have a long-distance marriage?
5. Why have some husbands and wives turned down good jobs in cities that are far away and decided to go back to normal marriages?
6. In general, does regular separation between the husband and wife increase or decrease the number of arguments about trivial details? Why?

[3] *deferred gratification* term used in psychology, meaning pleasure put off to the future

[4] *Protestant ethic* belief, associated with certain Protestant churches, that hard work brings rewards from God of wealth and happiness

Identifying General and Specific Statements

Which of the following columns contains *general* statements related to the article and which one contains *specific* examples? Match each of the general statements to the specific example that illustrates or supports it.

1._____Combining long distance marriage with childrearing is the hardest part of commuting.

2._____Often the commuting comes about because the wife has reached a level at which further advancement means moving, and the husband solidly supports the move.

3._____The requirements are simple: good jobs in two different cities … plus a tolerance for the earaches that come from hours on the telephone.

4._____Many commuters report that separation reduces the trivial day-to-day fussing of marriage.

a. When Doris was offered a job in Boston, her husband, who owns a company in Newark, responded with enthusiasm.

b. When Marvin, who has a job in Atlanta, is together with his wife, who works in St. Louis, he says, "It's all prime time."

c. One two-year-old child of a commuter marriage has been to the airport so often that he calls all airplanes "Mommy."

d. Kaity and Bob talk six or seven times a day, and last month their phone bill was $800,

Selecting the Main Idea

The article uses both general and specific parts to present one main idea of what long-distance marriages are like. Which of the following statements do you think best expresses the main idea of the article? Why do you think it is better than the other two?

1. Long-distance marriage is an exciting and popular new lifestyle that involves only a few small problems.

2. Long-distance marriage is a career necessity for a number of couples nowadays and involves more problems than benefits.
3. Long-distance marriage is a way of life for many couples, and it involves about an equal number of problems and benefits.

Talking It Over

1. In your opinion, what is the biggest advantage of the long-distance marriage? What is the biggest disadvantage?
2. Do women in your culture often get high-level jobs in the business, academic, or entertainment worlds? Do you think that this puts a strain on marriage and family life?
3. By looking at the map on page 52, you can see where the "commuter couples" live. If it is true that distance increases difficulties, which couple will probably have the most problems? Which couple will probably have the fewest?
4. What is the meaning of the expression *Protestant ethic?* Why does the article describe the couples who have long-distance marriages as examples of this?
5. For you, what is more important: a career or family life?

Stories Behind Words: Is Love an Affair or an Adventure?

The article states: "Researchers insist that commuters do not have any more affairs than stay-at-home couples." In this context, the word *affairs* means "love relationships outside of marriage," but in other contexts, *affairs* usually means "business matters." Some people have contrasted this use in English with the French and Spanish use of the word meaning *adventures* to refer to these relationships. The English usage seems to reflect a stricter, more negative attitude toward love and sex, which might be derived from America's early Puritan settlers who arrived in 1620. The Puritans were very stern Christians who wore dark clothing, did not approve of dancing, drinking, or music, and had strict attitudes regarding love and sex. A similar contrast is seen between the English expression *illegitimate child* to refer to a child born outside of marriage and the French or Spanish term *natural child;* also between the expression *dirty jokes,* used in English for jokes referring to sex, and the French and Spanish term, *green jokes.* What words or expressions are used in your native language to refer to love relationships outside of marriage, children born as a result of these, and jokes referring to sex? Do the words have other meanings as well?

SELECTION THREE Ellen Goodman

THE MAKING OF A FATHER

What do you think about divorce? Is it common in your culture? Do you think it is harmful for the children involved or do you think at times it is beneficial for them?

The following essay by the well-known journalist Ellen Goodman describes how one man changes after his divorce. In the first paragraph Goodman uses a comparison to show what the man was like before his divorce, when he lived with his family. She compares him to a visitor in his own home and speaks about him having his children "brought in on a tray at cocktail hour." This is an example of *figurative* language (language that uses a figure or symbol to show something). It does not mean, of course, that the children were literally (really, actually) carried in on a tray. It means that the father's distant, formal attitude toward his children was similar to the attitude of a guest toward the snacks and drinks that are offered to him on a tray before dinner. Can you show how this comparison is extended in the first two paragraphs by the use of more figurative language? Why do you think the author begins like this instead of saying directly what she means?

Prereading Exercise: Learning Words Through Their Latin Roots

Many English words originally came from the Latin language and still have Latin roots (parts). Becoming familiar with Latin roots can help you to remember the meaning of some English words. Study the meanings of the following Latin roots; then fill in the blanks with words made from them.

Common Latin Roots		Suffixes Derived from Latin	
pater, pair-	father	*-al*	of, like, or suitable for
mater, matr-	mother		
frater, fratr-	brother	*-ity*	state, character, condition
homo-	man		
geno-	race, kind	*-cide*	killing
sui-	self		

1. A woman who acts like a mother toward someone treats that person in a *maternal* way. A man who acts like a

father to someone is said to have a_____ attitude toward that person. The city of Philadelphia was founded by a religious group called the Quakers, who believed in brotherly or_____love.

2. In hospitals, there are special sections for women who are in the condition of being or becoming mothers; these are called *maternity* wards. On university campuses there are often groups of male students who live together like brothers; these associations are called_____

3. A person who kills his father commits *patricide.* If he kills his mother, this act is called_____

4. Can you guess the meaning of the following words?

   *homocide*_____;_____

   *genocide*_____

   suicide _____

5. Two words used in the main reading are *fratricide* and *paternity.* Can you give their definitions? _____

Prerettding Exercise: Guessing the Meaning of Words from Context

Read the following excerpts from the selection and the commentaries for each. Circle the correct meaning for each italicized word.

1. "At the smallest sign of crankiness [bad temper] or illness, [the children] had been promptly sent back to the kitchen, and to the mother who had been more or less held responsible for such a *lapse."*

   The words *crankiness* and *illness* tell us that there was something wrong with the children. Because of this, they were sent back to the mother, the person considered responsible for this *lapse.* The implication is that the mother had not prepared the children correctly. Therefore, *lapse* means a small:

   a. success b. error c. help

2. "So instead, at thirty-five years of age, he chose paternity. Ten years earlier he had been more or less *drafted.* This time he really chose it."

A contrast is made between a man at thirty-five who chooses to be a father and the same man at twenty-five who had not chosen it, who had been *drafted.* Therefore, *drafted* means:

a. accepted b. invited c. forced

3. ". . . The visited father finally established a *rapport* with his children. He spent more time with them in ten months than he had in ten years."

   The words *finally established* and *spent more time* tell us that a *rapport* is something that a person establishes with someone else over a period of time. So, a *rapport* is a:

   a. home b. relationship c. job

4. "It was his daughter who pointed out the *absurdity* of the sign on the corner that read: Go Children Slow. That doesn't make sense."

   The words *that doesn't make sense* show us that *absurdity* means:

   a. difficulty b. nonsense c. cleverness

5. "Sometimes he was jealous. Of men who had *custody* of their children. Of live-in fathers."

   The words *of live-in fathers* tell us that the fathers who have *custody* of their children:

   a. take care of them most of the time.
   b. get along well with them
   c. can visit them when they choose

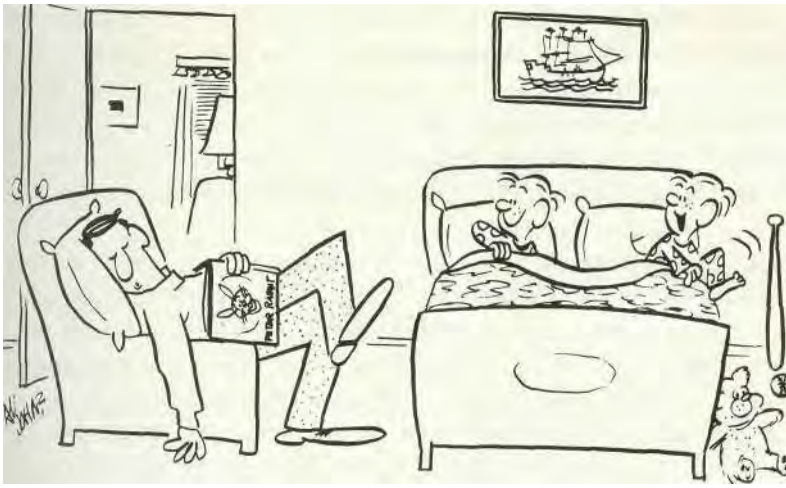
The Making of a Father

When he lived with them, he had been a visiting father. The sort who has his children brought in on a tray at cocktail hour and collected before dinner is served. The sort who prefers his children to come shiny-clean, cheerful, and in small doses.

He had sniffed at them as if they were corks from a new wine bottle.[1] At the smallest sign of crankiness or illness, they had been promptly sent back to the kitchen, and to the mother who had been held more or less responsible for such a lapse in the quality of the wine cellar. It's true. He'd always wanted them perfect, 98.6 degrees[2] and in full repair.

[1] *corks from a new wine bottle* People often smell the corks of wine bottles to get an idea of how the wine will taste.

[2] *98.6 degrees* normal human temperature on the Farenheit scale



"Good! Now we can go back to watching television."

But things were different now. He was no longer a live-in visiting father. He had signed on the dotted line of a very formal agreement, full of clauses and subclauses, one of which read: "The father shall have reasonable visitation rights."

But now that he was officially, legally, the visiting (or visited) father, something remarkable happened. He had made his first full connections with the small people in his life. In a peculiar way he knew this was his first Father's Day.

In the last ten months he had become a father, not just a name on a birth certificate. He discovered that this transition wasn't unique with him, but he wasn't entirely sure why it happened to so many divorced fathers.

When first apart, he thought he would be a "swinging"[3] bachelor, with a high-rise studio apartment and a mirror over his bed. But somehow he'd felt rather silly.

So instead, at thirty-five years of age, he chose paternity. Ten years earlier he had been more or less drafted. This time he really chose it. Out of loneliness and guilt at first, and out of pleasure at last, the visited father finally established a rapport with his children. He spent more time with them in ten months than he had in ten years.

They were with him through Wednesdays, weekends, and vacations, through the flu and sunburn and carsickness and various attempts at fratricide.

^*"swinging"* (put in quotation marks because it is slang) going out with many members of the opposite sex

Alone with his children, he took intensive on-the-job training. The mother who had been designated the expert by all of them wasn't around for consultations. He had to cram. Indeed, the father developed a repertory of attitudes on subjects like these: Should his daughter have dessert if she refused to eat the vegetables? What was the appropriate punishment for a ten-year-old boy who spread honey all over the cat?

He became the kind of parent who knew how to braid hair and limit junk food and tuck in tired bodies—and yell. He learned what his children liked to eat, what they hated to wash, and where they were likely to have left the other tennis shoe. He learned that even when they'd seen each other at their worst, they liked each other.

Alone with his children, he'd found them to be remarkably interesting. That was an odd word to use, but there it was: interesting. It was his son who explained to him quite clearly why there was no such thing as nothing, "because then nothing has to be something." It was his daughter who pointed out the absurdity of the sign on the corner that read: Go Children Slow. "That doesn't make sense. It should read: 'Go Slow, Children.'"

The visiting father who had never had time for his children made time. Period. He met both teachers. He had seen one child play basketball and the other play hockey.

Sometimes he was jealous. Of men who had custody of their children. Of live-in fathers. He wondered why he had waited so long.

But at least he had learned. When he couldn't take them for granted,[4] he discovered that you can't take them for granted. What he had with his children was what they created. They had made him, at last, a father.

Ellen Goodman

Finding the Sequence of Events: Before and After

There is a contrast throughout the essay between the father's situation before and after his divorce. Write *before* in front of sentences that describe the man's relationship with his children before his divorce and *after* in front of sentences that describe his relationship after his divorce.

1. _____ He talked with them a lot and learned interesting things from them.

[4] *take them for granted* count on them always to be there

2. _____ He never spent much time with them.

3. _____ He took them for granted.

4. _____ He went to watch them participate in sports.

5. _____ He sent them to their mother when they were ill or cranky.

6. _____ He fed them and put them to bed.

7. _____ He lived all the time in the same house with them.

8. _____ He yelled at them.

9. _____ He established a rapport with them.

Can you explain why the past perfect tense *(had* + participle) is used in the second paragraph?

Finding Synonymous Vocabulary

Find the words from the story that are close in meaning to the italicized words. The words are given in order of their appearance.

1. At the smallest sign of *irritability* or illness ...
2. ... they had been *immediately* sent back to the kitchen ...
3. . . . and to the mother who had been held more or less responsible for such a *fault.*
4. At thirty-five years of age, he chose *fatherhood.*
5. The father finally established a *relationship* with his children.
6. He took *thorough* on-the-job training.
7. The mother had been *named* the expert by all of them.
8. Now she wasn't around for *advice.*
9. He had to *study intensively.*
10. Indeed, the father developed a *collection* of attitudes on certain subjects.

Identifying Sentence Fragments

Writers of popular essays, magazine, or newspaper articles often like to use short sentences. Sometimes they even use sentence fragments, groups of words that are written as sentences but that lack a main subject or a main verb or both. It is not good to imitate this usage for general academic writing. You should recognize sentence fragments and avoid using them.

Answer the following questions:

1. How many complete sentences are there in the first paragraph of the main reading? How many sentence fragments are there? Why are these fragments rather than complete sentences?
2. Toward the end of the reading, what two sentence fragments can you find that lack both a main subject and a main verb?

Talking It Over

1. Why do you think the father in the story found his children interesting after his divorce but not before?
2. In your opinion, what is meant by the last two lines of the essay: "What he had with his children was what they created. They had made him, at last, a father"?

Talking About Feelings

1. The author tells us that the father experiences several different feelings after his divorce. At one point he feels silly. Do you remember why? How does he change his actions because of this? Later, he feels loneliness, guilt, pleasure, and jealousy. Explain when and why he felt each of these emotions. In what other situations might someone feel each of these?
2. Americans often talk about their feelings, usually with close friends. If they are happy, they want to share their happiness with someone. If they are sad or angry, they usually feel better if they discuss the reasons with another person. Is it also the custom in your culture to discuss feelings with others? Which of the emotions mentioned in Question 1 do you think would be most difficult to talk about? Why?

Proverbs

1. Marriages are made in heaven.
2. Love is blind.
3. Absence makes the heart grow fonder.
4. Look before you leap!
5. Out of sight, out of mind.
6. Love and marriage
   Go together like a horse and carriage.

»

Discuss your interpretation of these proverbs. Which two contradict each other? Which one of these do you think is correct? Think of a proverb about love or marriage in your native language and write it down as well as you can in English here:

CHAPTER 4
HEALTH

If you could, would you find a way to look better, feel better, and perhaps extend your life? Many Americans and Canadians think they can. During the past two decades they have become increasingly health-conscious. Exercise centers and health food stores have sprung up everywhere. Numerous books on diet and health have turned into instant best-sellers, and even cigarette smoking has decreased. In this chapter three aspects of health will be examined. The first is an expensive form of routine care that is much more common in North America than in most other places: dental care. The second is an important and yet dangerous element of the diet: salt. The third *is* surprising and beyond our control: the relationship between our physical condition and the weather.

SELECTION ONE Americal Dental Association

DENTAL HEALTH

Why are there so many dentists in the United States and Canada? Do you know why many North Americans carry around small containers of a special type of string called "dental floss"? What is the second most common disease in the United States today?

Read the following article from a special advertising section of *Time* magazine to find out the answers to these questions.

Prereading Exercise: Identifying Organizational Clues

Preview the article. In the spaces below, list the four headings.

1._____

2. _____

3. _____

4. _____

Skimming over the headings in technical articles like this helps you to see the organization and major ideas. It is also a good idea to learn the definitions of unfamiliar words in headings so you do not interrupt your reading later. The headings for the third and fourth sections each contain a technical word that may be new to you. However, the definition for each one is given soon after the heading. Write these words and their definitions.

Prereading Exercise:
Coping with Technical Terms

Articles on health and science usually contain quite a few technical terms. Practice coping with them by doing the following exercise.

1. *Tooth decay* is mentioned several times and is part of the heading of the second section. Even if you do not know its exact meaning, what can you guess about it by looking at the first sentence in this section?

2. At the beginning of line 23 the word *plaque* occurs. This is a key term because it is used several times and in different sections. Its meaning is given the first time it appears. What is the definition *of plaque?*

3. The word *enamel* is used in the same paragraph. By looking at it in context, you can see that it is the

   _____part of a_____

4. In line 58 several technical terms are used in one sentence: *tumors, fractures, impacted teeth,* and *abcesses."* Since these terms are only mentioned once, you don't need a precise understanding of their meanings. From the context you can derive a general idea that they are

   _____conditions of the mouth that can be

   revealed to the dentist by

5. In the fourth section, two synonymous technical terms may be understood from context: *tartar* or *calculus.* What meaning can you give for them?

Dental Health

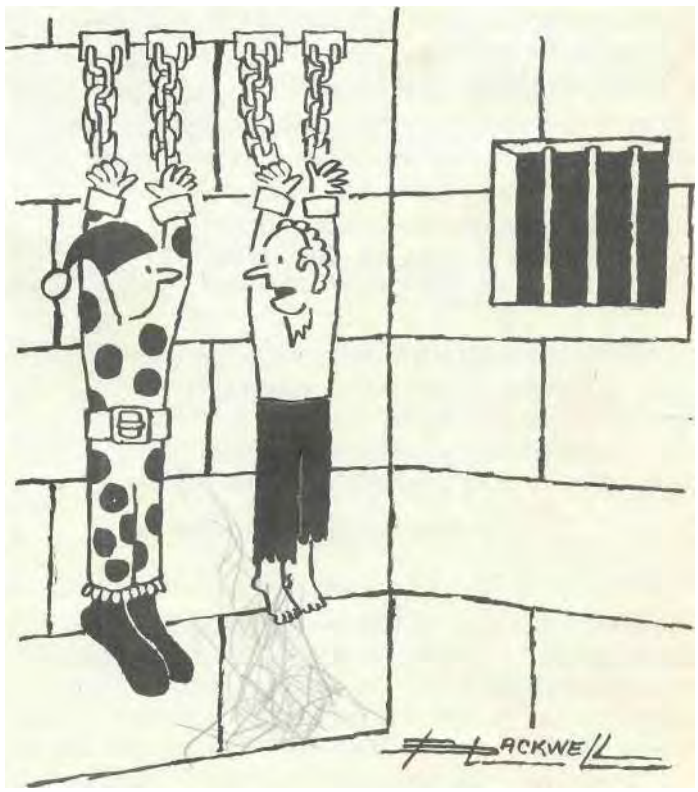
Introduction

Quietly, and without much publicity, enormous strides have been made in the past decades in the art and science of protecting, preserving, restoring, and replacing—teeth. In less than 150 years, dentistry has grown from a primitive to a sophisticated profession.

The resulting gains in public health have been enormous. Tooth decay in schoolchildren has dropped 32 percent in the decade of the seventies, and the proportion of children totally free of cavities[1] has risen almost 10 percent since 1973. Adults have benefited too: The number of denture wearers[2] declined from 35 percent of the adult population to 24 percent in ten years.

Much of this healthy progress can be credited to educational campaigns launched by the dental profession, which have heightened

[1] *cavities* hollow places in teeth, usually caused by decay
[2] *denture wearers* people who use artificial teeth



"The king's jester? Big deal!! Try being the king's dentist sometime!'

How to Floss

Break off about 18 inches of floss and wind most-of it around the middle fingers of each hand. Use thumbs and forefingers with about an inch of floss between them to guide the floss between the teeth. Never "snap" the floss between the teeth or into the gums.

Holding the floss tightly, use a gentle up and down motion along the side of each tooth to scrape away the plaque. At the gumline, curve the floss into a C-shape against one tooth and gently slide it into the space between the gum and the tooth. Slowly move the floss away from the gum by scraping the side of the tooth. Repeat this process for all the teeth, including the back of the very last molar.

' *Time Magazine*

national awareness of the importance of healthy teeth. Oral hygiene[3] has become almost *as* fashionable as jogging, and its enthusiasts would no more be caught without dental floss in the medicine cabinet than a runner would without sneakers in the closet.

Tooth Decay and Prevention

After the common cold, tooth decay is the most prevalent disease in the United States today. But teeth can last a lifetime if attention is paid to preventive measures, including adequate oral hygiene and regular professional care.

[3] *oral hygiene* regular care and cleaning of teeth

For decay to occur in the first place, three factors must be present in the mouth: certain types of food, bacteria, and a susceptible tooth.

The decay process begins as food mixes with plaque—the thin, sticky layer of bacteria that constantly forms in everyone's mouth. As bacteria feed on these simple sugars and starches, they produce acids that attack the teeth. The greatest damage is done within the first twenty minutes after foods are eaten. After repeated acid attacks, the enamel in the tooth breaks down and decays. Additional factors involved in the process are the frequency, the physical form, and the length of time foods remain in the mouth. The more you eat sweets, the more acid forms on the teeth, and food that sticks to the teeth encourages acid formation.

By far the best way to prevent decay is to stop it before it starts. The American Dental Association recommends these simple steps:

- A good diet. Choose a balanced diet to build and maintain the gums and bones that support the teeth. Avoid snacking as much as possible, especially sticky foods that cling to the teeth.
- Brush your teeth. Daily brushing removes plaque and food particles from the teeth. Your dentist can recommend a toothbrush for you. For general use, select one with soft bristles, which are less likely to injure gum tissues. Children usually need smaller brushes than those designed for adults.
- Floss[4] daily. Flossing removes the plaque and food from between the teeth and gums. These areas should be thoroughly cleaned at least once a day, since decay and gum disease often start in places where a toothbrush can't reach. Flossing is a skill that can be perfected with practice. (See box on page 69.)
- Use a fluoride toothpaste. Fluoride unites with tooth enamel, making it more resistant to decay.
- Regular checkups. Dental visits are a very necessary part of preventive dental care. Disease and problems can be detected and treated early, and home-care practices can be recommended. Visits to the dentist should begin in early childhood and continue throughout adulthood. X-ray examinations are performed when needed but not as a routine matter. X-rays can reveal such things as the extent of tooth decay, pinpoint cavities hidden between the teeth or under the gum line, show bone damage from peridontal disease, tumors, fractures in the teeth or jawbone, impacted teeth, and abscesses. There may be times when your dentist will refer you to a specialist.

[4] *floss* a stringy fiber used to clean between teeth

Fluoride—The Big Difference

Fluoride first came to the attention of the dental profession at the beginning of this century, when Colorado dentist Frederick McKay began wondering why brown stains on the teeth were so common in the southwest United States—and why people with those stains so rarely had tooth decay. The answer turned out to be fluoride—this naturally occurring element was abundant in the drinking water. Studies in other communities in the United States and Canada confirmed the link between fluoride in the water supply and few cavities. Scientists discovered that when fluoride is consumed by children, it is incorporated into the enamel of developing teeth, hardening them and making them decay-resistant—apparently for life.

Research proved that fluoride does not have to be present in tooth-staining quantities to prevent cavities. One part per million in drinking water is enough. And repeated international research has clearly confirmed its safety. In the 1950s flouridation programs began all over the United States in communities where the natural fluoride content of the water was low. Today, about 123 million Americans—or 53 percent of the population—drink flouridated water. Supplying the fluoride can cost as little as thirty cents a person each year. The return is enormous. Fluoridated communities show about a 50 percent reduction in cavities, compared to areas without treated water.

Periodontal Disease

Many people are surprised to learn that gum disease, not tooth decay, is the number one cause of tooth loss in America. One hundred million Americans may suffer from the condition, but prompt treatment can control the severity of the disease and save the teeth.

Gum disease, also known as periodontal disease, begins with the accumulation of plaque at the gum line. The irritating substance in plaque can make the gums redden, swell, and bleed easily—a condition called gingivitis—which is the earliest sign of the disease.

If the plaque is not removed through flossing and brushing, it hardens into a crust called tartar, or calculus. When this substance collects under the gum line it causes the gums to pull away from the teeth, forming a pocket between the teeth and gums which can fill with food particles and bacteria. As the condition worsens, the infection may spread into the tooth roots and jawbone as well as between the teeth—a condition known as periodontitis. Bad breath also usually develops.

Eventually the bones supporting the teeth deteriorate, and the teeth may loosen and require removal.

Since inadequate oral hygiene is the most frequent cause of periodontal disease, keeping the mouth clean is an important preventive measure. This means thorough brushing and flossing every day, and for most people, professional cleaning once or twice a year, Some people may need a checkup more often.

American Dental Association

Scanning for Specific Information

The following exercise contains a mixture of true and false statements about teeth. Based on your reading of the article, tell which parts are false and why. If you are not sure about a specific point, scan the article, using the headings to help you locate it quickly.

Healthy Teeth: Fact and Fiction

An important factor in the reduction of cavities in the American population has been fluoride. This harmless chemical combines with the enamel of children's teeth to make them less susceptible to decay. Adding fluoride to the drinking water is costly and produces brown stains on the teeth of some unfortunate people, but the benefits for general public health are enormous.

Even with the addition of fluoride, tooth decay is a very common problem. Following a few simple rules could help to prevent it. People should brush and floss their teeth daily, avoid sweet, sticky foods, and eat small snacks many times during the day instead of just a few large meals. They should visit a dentist frequently and have an x-ray examination every visit.

However, if you want to preserve your teeth, you had better take good care of your gums too because periodontal disease, not tooth decay, is the main cause of tooth loss in the United States. When plaque is not removed it hardens into a crust called gingivitis, which causes pockets to form between teeth and gums. These pockets fill with food and bacteria and may result in the loss of a tooth.

Talking It Over

1. According to the article, who deserves much of the credit for the decrease in tooth decay and the decline in the number of

people using dentures? Is this a fact or an opinion? What bias (personal interest) do you think the authors (the American Dental Association) have on this point?

2. How was the beneficial action of fluoride discovered? Do you know if fluoride is used in the water you now drink? In the drinking water of your family? If it is not used, would you like to have it added?
3. What is the general state of dental health in your country? Are there many dentists as is common in the United States? Do your people suffer more or less because of their teeth?

Expanding Your Vocabulary

While there are very few true synonyms, English contains many words that are close in meaning. Find the words used in the article that may be substituted for the words in italics.

1. Quietly, and without much *show,* enormous *advances* have been made in dentistry, (par. 1)
2. The number of denture wearers *decreased* from 35 percent of the adult population to 24 percent in ten years, (par. 2)
3. Educational programs *started* by the dental profession have increased national awareness of the imporance of healthy teeth, (par. 3)
4. X-rays can *locate the exact position of* cavities hidden between the teeth, (par. 7)
5. Flouride is a naturally occurring element that is *present in large quantities* in the drinking water of some regions, (par. 8)
6. Repeated international research has clearly *supported the claim of its* safety, (par. 9)

TIMEDREADING

THE DENTIST AS DETECTIVE

Skim the following selection. It contains some technical terms that you should be able to figure out from context. Check your comprehension by doing the true/false exercise. Try to finish skimming in three minutes.

The Dentist as Detective

When you think of great detectives, you probably think of Sherlock Holmes, Hercule Poirot, or Charlie Chan. But these investigators are much less amazing than some of the world's greatest, although unknown,detectives—dentists.

Dentists? That's right. More properly known as forensic dentists or odontologists, these experts specialize in identifying human remains through dental records.

"No two sets of teeth are alike," says Dr. Lowell Levine, a forensic dentist and former president of the American Academy of Forensic Sciences.

"A dental x-ray is as unique as a fingerprint. No two people in the world are dentally identical. Even twins are different."

The work of a forensic dentist is "more than just a job," he added. "It's a deep commitment to the living. Relatives are understandably very concerned that they get the actual remains of their loved ones for burial."

"From the legal standpoint, survivors can't receive insurance benefits until the local medical examiner or coroner issues a death certificate. And a death certificate can't be issued until there is a medical and legal certainty of identity."

Forensic dentistry also plays a role in the investigation of homicides, sex crimes, and child-abuse cases. The technique dates back to 1849, when a set of dentures was used to identify a crime victim and send his killer to the gallows.

Dental records have been used to identify the bodies of those who died in the Jonestown murders-suicides, and were used to determine that a body found in a Berlin bunker in 1945 was indeed that of Adolf Hitler.

However, less notorious cases have also been recorded: A hungry bandit in an Omaha, Nebraska, grocery store munched on a piece of cheese during a holdup. Forensic experts examined the cheese and concluded that only one mouth could have nibbled it. Confronted with the evidence, the man confessed.

True or False

1._____Sherlock Holmes, Hercule Poirot, and Charlie Chan are three famous dentists.

2._____Forensic dentists, or odontologists, are specialists who identify dead people by their dental records.

3. Only identical twins have teeth that are exactly the same.

4. Relatives cannot receive insurance benefits unless the dead person is identified with certainty.

5. . Experts in this type of dentistry have helped to bring criminals to justice.

6. . The use of dental records for identification of people began about twenty years ago.

SELECTION TWO

Jane Brody

SALT: A CRUMBLING PILLAR

Stop! Don't reach for that salt shaker until you have read the following selection taken from the *New York Times* newspaper. After reading it, you may not want to ever use salt again. The author, Jane Brody, has also written a best-selling book on health in general and is considered something of an expert on the subject of nutrition. Still, it is up to you to read carefully and see how convincing you find the case she makes against the use of salt. The

word *pillar* in the title might surprise you, but in ancient times, salt was sold in sticks, or "pillars." How can you tell from the title that the author's attitude toward salt will be negative? Why do you think, then, that the article begins in such a positive way? Skim the beginning quickly and find when the article changes to the negative aspects. What transitional word marks this change?

Prereading Exercise: Guessing the Meaning of Words from Context

Some words that will be important for your understanding of the main reading are presented below in contexts that should help you to guess their meanings. Select the correct word or answer the questions to show that you have understood them.

1. Several items together *constitute* some larger thing. Therefore, a *constituent* of that thing is a:

   a. combination b. part c. increase

2. The article states: "Salting and drying were the earliest methods used to preserve otherwise highly perishable meat and fish, making unspoiled food available during lean times." So, *highly perishable* means:

   a. easily spoiled b. well preserved c. often available

3. Since you know that the prefix *pre-* means "before," the meaning of the word *preindustrial* should not be hard to guess. The Gashgai nomads are described as a preindustrial people. What does this mean?

4. The adjective *hazardous* is close in meaning to the word *dangerous.* Therefore, a synonym for *hazard* is_____

5. *Edema* and *bloating* mean essentially the same thing, but *edema* is the more technical term, used by doctors or medical personnel, while *bloating* is a term used in everyday speech. The meaning is given in the first sentence of the sixth paragraph. What does *edema (bloating)* mean?

6. *Elaborate* is the opposite of *simple.* It is close in meaning to the word:

   a. vigorous b. complex c. essential

7. A *regulation* is a rule or law. Judging from the following context, then, can you guess the meaning of the verb *regulate?* "The elaborate mechanism that regulates the body's internal supply of water ..." *Regulates* means:

   a. controls b. reduces c. evolves

8. *Heredity* means "the transmission from parents to children of certain characteristics." To *inherit* certain characteristics means to receive them through heredity. So, if we inherit these qualities, we:

   a. develop them from our attitudes
   b. acquire them from the environment
   c. receive them from our ancestors

9. A *gene* is one of the elements by which hereditary characteristics (qualities received through heredity) are transmitted. So, a *genetic* susceptibility is:

   a. a weakness brought about through disease
   b. a tendency or predisposition present at birth
   c. some physical disorder caused by too much sodium

Salt: A Crumbling Pillar

For at least five thousand years salt (sodium chloride) has been an important constituent of the human food supply. Salting and drying were the earliest methods used to preserve otherwise highly perishable meat and fish, making unspoiled food available during bad times.

In ancient days there was such a demand for salt that it was used for trading and pay, and battles were fought to capture or protect salt deposits. To the ancient Greeks a prized slave was "worth his weight in salt." The word *salary* was derived from the Latin word for salt, *salsus.* It is also the root of the word *sausage,* which depends in part on salt for defense against microbial[1] decay.

However, in health circles in recent years salt has become persona non grata.[2] Some doctors refer to it as a killer since the sodium it

[1] *microbial* dealing with minute life forms; microorganisms, especially ones that cause disease.

[2] *persona non grata* a well known Latin phrase meaning "a person who is not acceptable or welcome"

contains appears to be a major cause of potentially fatal high blood pressure, or hypertension. This serious disorder afflicts some 60 million Americans and often produces no symptoms until it has done irreparable damage. It can lead to kidney failure, stroke, or heart disease.

Many point out that we consume far more salt than our bodies were designed to handle. For millions of years human beings and their primate[3] ancestors consumed no salt or sodium except what was naturally present in foods. Those primitive peoples, whose diets were primarily fruits and vegetables, were on what now amounts to a severely restricted low-sodium diet. Even the meat eaters among our ancestors consumed at most a quarter of the amount of sodium that the average American eats today.

Throughout the world today, populations that live on low-salt diets never develop hypertension. In fact, their blood pressure does not rise with age, as it does in the typical American. If anything, it drops. On the other hand, a few preindustrial peoples, such as the Gashgai nomads of southern Iran, who consume a lot of salt, also have a lot of hypertension, despite the lack of stress in their society.

[3]*primate* referring to members of the most highly developed order of animals, composed of humans, the apes, monkeys, and so on

Other hazards of a high-salt diet include edema, or swelling of body tissues, and extreme symptoms of premenstrual tension.[4] Some women experience bloating, headache, irritability, weepiness, and even uncontrollable rages just before their menstrual periods. These symptoms are in part due to retention of salt and water, and they may be relieved by following a low-salt diet for ten days before menstruation is expected. One headache specialist has found that salt restriction reduces the frequency and severity of migraine headaches.

For athletes and others who indulge in vigorous exercise, a large dose of salt to repalce salt lost through sweating can be harmful and even fatal, causing a loss of potassium (needed for muscle contraction, including the heart muscle) and thickening of the blood. Salt tablets are unnecessary and potentially dangerous. In fact, some athletes have been shown to perform better in hot weather if they reduce their salt intake before the dog days[5] of summer set in; over a period of weeks the body learns to conserve salt, and less is lost through sweating.

The elaborate mechanism that regulates the body's internal supply of water and its essential balance of sodium and potassium evolved for a world in which sodium was relatively scarce and in which potassium, a common mineral in fruits and vegetables, was plentiful. Thus, the kidneys and the chemicals that govern their activities are set up to conserve sodium and get rid of excess potassium.

The diet we currently consume is quite the reverse of what the human species evolved on. Today we eat sodium to considerable excess beyond the body's needs, and potassium, while usually adequately consumed, is in relatively short supply. The net result is that excess sodium can accumulate in the body fluids, drawing water to maintain a proper balance. This in turn increases the volume of blood, the blood pressure, and the heart rate.

How the body reacts to this sodium excess is determined largely by heredity. Approximately 15 to 20 percent of Americans have inherited a genetic susceptibility to the effects of excess sodium. Eventually, on the high-salt diet that most of us eat, they develop high blood pressure. There's no way to know in advance who is and who is not susceptible to the damaging effects of sodium, so a wise approach is for everyone to reduce sodium consumption.

Jane Brody

[4] *premenstrual* before the monthly discharge of blood in a woman's menstrual cycle

[5] *dog days* the hot, uncomfortable days of July and August; so called because during that period the Dog Star, Sirius, rises and sets with the sun

Scanning for Facts

The following statements refer to specific facts mentioned in the article. Tell whether each statement is true or false. Scan the article quickly to locate the facts about which you are unsure.

1._____Adding salt to food can preserve it against microbial decay.

2._____High blood pressure, or hypertension, can be detected early by such symptoms as bloating, migraine headaches, and irritability.

3._____For millions of years, salt has been an important element added to the human diet.

4._____Athletes should take salt tablets when they indulge in vigorous exercise in the summer, to replace the salt lost through sweating.

5._____The kidneys and the chemicals related to their activities are set up to conserve potassium and expel sodium.

6._____If sodium accumulates in the body fluids, it causes a buildup of water that increases blood volume and the heart rate.

Making Inferences

Besides what is directly stated, certain facts or ideas can be *inferred* (concluded, figured out) from an article. These are called *inferences.* Select the appropriate inferences for the following statements taken from the article.

1. "Those primitive peoples, whose diets were primarily fruits and vegetables, were on what now amounts to a severely restricted low-sodium diet." The inference is that:
   a. Vegetarians consume more salt than meat eaters.
   b. Meat eaters consume more salt than vegetarians.
   c. Both vegetarians and meat eaters of the past consumed more salt than people of today.
2. "… A few preindustrial peoples, such as the Gashgai nomads of southern Iran, who consume a lot of salt, also have a lot of hypertension, despite the lack of stress in their society." The inference is that:
   a. Industrialization has caused an increase in hypertension.
   b. Salt does not lead to hypertension in primitive peoples.
   c. Salt, not stress, probably leads to hypertension.

3. "The elaborate mechanism that regulates the body's internal supply of water and its essential balance of sodium and potassium evolved for a world in which sodium was relatively scarce and in which potassium, a common mineral in fruits and vegetables, was plentiful." The inference is that the human body is not designed to handle large amounts of:

   a. sodium b. potassium c. water

Evaluating Evidence

Which of the following statements from the article do you feel give valid (true) evidence to support the author's recommendation that everyone should reduce salt consumption? In your opinion, which is the most convincing piece of evidence? Which is the least convincing?

1. "Approximately 15 to 20 percent of Americans have inherited a genetic susceptibility to the effect of excess sodium."
2. "For millions of years human beings and their primate ancestors consumed no salt or sodium except what was naturally present in foods."
3. "Some athletes have been shown to perform better in hot weather if they reduce their salt intake before the dog days of summer set in."
4. "Throughout the world today, populations that live on low-salt diets never develop hypertension."
5. "One headache specialist has found that salt restriction reduces the frequency and severity of migraine headaches."

Talking It Over

1. In your opinion, is the taste for salt an acquired habit (one we develop over a period of time through use) or a need that we are born with?
2. Which of the following types of cooking do you think is the lowest in salt: Chinese, Japanese, American, Spanish, French, Mexican, Middle Eastern, Indian, or German? Which do you feel is the healthiest? The tastiest? Why?
3. There are some proverbs about food in English: "You are what you eat." "An apple a day keeps the doctor away." What do you think is meant by these? Can you recall any proverbs relating to food or eating from your culture?

SELECTION THREE

THE CRUEL WINDS

Biometeorology is said by some to be a new science that researches the effect weather has on people and their health. Perhaps you have an aunt who can predict the weather by some ache or pain, or a cousin who suffers from migraine headaches or depression when the humidity is high. Julius Fast, bacteriologist, hemotologist, and author of *Weather Language,* says that one out of every three persons is "weather sensitive." This means that he or she reacts physically to winds, humidity, hot and cold weather. Read the following selection from Fast's book and see what you think of biometeorology.

Prereading Exercise: Learning Some Common Medical Terms

The selection contains a number of terms for illnesses and disorders. Study the definitions of these given below. Then "play doctor" by making a diagnosis (medical judgment about what is wrong with someone) for each of the imaginary patients on the list. When you've finished, compare answers with your classmates.

Medical Terms:

1. *anginal pains* discomfort produced by angina (pectoris), a heart disease in which there are spasms of pain in the chest, with feelings of suffocation (being without air, being unable to breathe)
2. *asthma* a chronic disorder characterized by coughing, difficulty in breathing, and a suffocating feeling
3. *high blood presssure* too much pressure produced by the blood pressing against the inner walls of the blood vessels (veins and arteries)
4. *dehydration* weak condition caused by a rapid loss of water
5. *hemorrhaging* heavy bleeding; rapid loss of blood
6. *insomnia* inability to sleep; excessive wakefulness
7. *leukemia* a cancer of the blood-forming tissues
8. *depression* an emotional condition characterized by discouragement and negative feelings
9. *migraine* a severe headache usually limited to one side of the head and often accompanied by dizziness and nausea (upset stomach)

10. *neurosis* a mental disorder characterized by worries, fears, obsessions, and other symptoms that seem to have no physical cause. A person suffering from this is said to be neurotic.

Patients and Their Symptoms:

1. Mary Wong: "I went to bed early but stayed awake all night long. I was completely unable to relax, and in the morning I was very tired."

   Diagnosis: _____

2. Abdul James: "My head kept hurting intensely on the right side, and after a few hours I could no longer keep down my food."

   Diagnosis: _____

3. Vindu Gopal: "My six-month-old baby took almost no liquids yesterday and by evening he seemed too quiet and looked pale. He was so different from his usual active self."

   Diagnosis: _____

4. Miguel Garcia: "My seventy-three-year-old father complains of sharp pains in his chest that come and go, and of respiratory (breathing) troubles."

   Diagnosis: _____

5. Peter Kahn: "I am concerned about eating because so many foods contain harmful ingredients. For this reason I never eat in restaurants and I spend three to four hours a day cleaning my kitchen and food supplies."

   Diagnosis: _____

The Cruel Winds

Some four hundred years ago the great Swiss physician and alchemist[1] Paracelsus stated, "He who knows the origin of the winds, of thunder, and of the weather also knows where diseases come from." He could have added, "And why weather-sensitive people shudder when the winds blow," for they do. Some winds can put weather-sensitive people through every agony known to biometeorology. In fact, these same winds can also affect people who usually are not weather sensitive.

^*alchemist* *a* practitioner of the chemistry of the Middle Ages, which was a mixture of science and magic

A desert dust storm: hot winds make people more neurotic and irritable and less able to understand mechanical instructions.

Winds blow hot and cold, and it's a tossup which is worse. Statistics show that when cold polar winds sweep down on the land, there is an increase in the number of heart attacks. Anginal pain gets worse and blood pressure shoots up because the heart must work harder to keep the body warm.

Psychological tests given while hot winds were blowing have turned up some good news and some bad news about the relations among winds, personality, and ability. The bad news first: Hot winds make people more neurotic and irritable, and then they do worse on intelligence tests. They can't understand mechanical instructions as well as they can in cooler weather.

The good news: Hot winds won't keep you from doing your best in math and clerical work, nor will they affect your visual perception.

Some winds are lovely, cool, and refreshing—poets' winds, warm west winds. But others are terrible—veritable monsters. Europe's *foehn* is one of these. In medieval times, people thought the *foehn* blew in from Phoenicia, and they named it the "Phoenicias," then shortened that to *foehn.* This hot, dry terror is deadly not only in a biometeorological sense but in a physical sense as well. It blows in from Italy loaded with wet, humid air, drops its moisture on the Swiss Alps, and then, warm and dry, sweeps down into the northern reaches of the land. As it blows, it warms the mountain snow and causes avalanches.

Albert is a resident of Bad Tolz, a town in Germany in the foothills of the Alps. I talked to him about the *foehn,* and he shook his head

sadly. "Some reporters from Munich came here a few years ago to talk about the *foehn,* and they told us it was all in our heads. But they didn't understand. They weren't here while it was blowing. Everyone in the village was upset. You couldn't talk to your neighbor, or if you did, you snapped at him. We were all on edge.

"Every night while the *foehn* was blowing, I'd have trouble sleeping—the nightmares. And I'd wake up with a headache. My sister—she hemorrhaged the day before it started.

"It seems to go on forever, day after day. It's so dry. You sweat, and the sweat is just pulled out of you by the wind. We were all thirsty. My God, the beer we consumed!"

"How does it start?" I asked.

"It starts with warm air over the cold ground. At first it's wet before the real blowing begins, and once it comes it goes on for weeks. In our street there was one suicide, and I put it down to that devil wind. And it's not only sickness and upset. My cousin who works in a factory in Munich told me there were more accidents during the weeks of the *foehn* than for months and months before or after."

Albert's report had the ring of truth, and I had additional scientific confirmation of the *foehn's* deadly quality from other sources. A psychiatrist told me that in mental institutions there were almost one-quarter more patients with problems when the *foehn* struck. An internist in another Alpine town told me that he had at least one-third more complaints during *foehn* days.

Why the *foehn* affects people is still not clear. Some researchers believe the hot, dry wind creates an enormous number of positive ions[2] because of the friction of its descent down the Alps. Positive ions have been held to be the cause of many upsets, and Dr. W. Morikofer tried to test this with ion-testing apparatus. He reported, however, that he couldn't duplicate the *foehn's* action.

Other researchers feel that certain people have nervous systems particularly vulnerable to hot, dry winds—that, in fact, these are our weather-sensitive people.

Other European winds are hard on the people in their paths. The warm, dry *autan* blows along the Rhone Valley in France, and it is accompanied by low-pressure systems.[3] Babies are usually the first to react: They run high temperatures and suffer dehydration, become restless, and can't sleep. Some children don't do well in school when the *autan* blows, and others suffer respiratory troubles, colds, and asthma.

[2] *ion* an atom, group of atoms, or molecule with a net electrical charge

[3] *low pressure system* weather system characterized by unsettled weather (generally cloudy with rain or snow)

Weather-sensitive adults react strongly to the *autan,* almost as strongly as they do to the *foehn.* Quarrels, insomnia, heart attacks, and migraines are typical *autan* symptoms.

The *mistral* is another Rhone Valley wind, but unlike the *autan,* it is cold and dry. This strong wind, however, is still ugly in its effects. Like the *foehn,* the *mistral* causes migraine and insomnia and is dreaded by weather sensitives.

There are other "killer winds" around the world; in Africa and Asia the *simooms* are hot, dry, desert winds. In India there is the *bhoot.* In the Mediterranean countries there is the *sirocco;* in Spain, the *solano.* And so it blows all through Europe, Asia, and even Australia, where they have the *brickfielder.* This wind earned its colorful name by blowing clouds of dust from the brickfields. After a while it was renamed the *southerly buster.*

Israel has its own killer wind, the *sharav.* It is heated up by the desert sands, and it brings with it depression, headache, irritation, and respiratory upset.

Here in America we have few natural deadly winds, perhaps because of the geography of our country. Winds on the Pacific Northwest Coast blow wet against the Rockies, then dry and sometimes hot down the landward side. The *Chinook* is one such, and it causes almost as many problems as its European cousin, the *foehn.* In southern California, the Santa Ana wind has a deadly reputation. When it blows across Los Angeles, its heat and dryness seem to cause an enormous increase in crime.

Many winds are given names to personify them, and perhaps as an ancient way of pacifying them. You can plead with a named object, wind, or mountain or storm god, and you can ask it to spare you. The *chinook* was named after an Indian tribe, and in the United States we name our hurricanes. But the old practice of giving them women's names has been replaced, after protest, by naming them alternately for men and women.

Hurricanes are killer winds, but their destructive power lies in the physical damage they can do. They will lift houses, turn over cars, and destroy entire communities. We respect them for this, but we may have winds that are just as dangerous and, for some, even more dangerous. Because they are gentle winds or soft winds, we ignore them.

Dr. H. B. Schultz studied the disposal of agricultural wastes in northern California and found that the "monsoonlike inflow of oceanic air" cleaned the air over the nearby cities. However, in the fall, when 1.5 million tons of rice straw have to be burned for pest control, these same winds can blow the burning pollutants over the nearby cities. This cleansing wind then becomes a deadly one.

In Colorado, there is a vast nuclear installation at Rocky Flats. A gentle wind blows from Rocky Flats toward Denver, and an area near the city in the path of the wind has recorded twice as many cases of leukemia and lung cancer as one would normally expect. Here another harmless wind has been turned into a killer by our own efforts.

When nature fails to provide us with the winds like the *foehn* and the *mistral,* we seem to create our own.

Julius Fast

Identifying Support for Ideas

Most pieces of factual writing contain a number of general ideas that are supported by details and examples. Tell which details on the right give support to each of the general ideas listed on the left. (You might find some details that you feel do not really support any of the ideas, or that may support more than one general idea.)

General Ideas

1. European winds are hard on the people in their paths.
2. Besides the European winds, there are other killer winds" around the world.
3. Many winds are given names to personify them.
4. When nature fails to provide us with destructive winds, we seem to create our own.

Supporting Details

a. the American wind *chinook,* named after an Indian tribe

b. the higher number of accidents at a factory in Munich during the weeks of the *foehn*

c. the colorful name *brick-fielder* given to a wind in Australia

d. the doubling of the number of cases of leukemia and lung cancer in areas in the path of a wind near a nuclear installation

e. the existence of a wind called *bhoot* in India

f. the quarrels, insomnia, and migraines that people suffer when the *autan* blows

g. the custom in the United States of calling hurricanes by people's names

h. the depression and headaches said to accompany the *sharav* in Israel

Separating Fact from Opinion

The distinction between fact and opinion is often not clear. Events taken to be common knowledge or statements supported by scientific evidence are generally considered to be facts. Beliefs expressed by only one person are often considered as just opinions, unless the person is judged to be an authority on the matter. Which of the following statements seem to you to be facts and which ones opinions? Why? The reference to the paragraph number is given so that you may examine the context if you wish.

1. "He who knows the origin of the winds, of thunder, and of the weather also knows where disease comes from." (lines 1 3)
2. "Statistics show that when cold polar winds sweep down on the land, there is an increase in the number of heart attacks." (lines 10 13)
3. "Hot winds make people more neurotic and irritable, and then they do worse on intelligence tests." (lines 16 18)
4. "My cousin who works in a factory in Munich told me there were more accidents during the weeks of the *foehn* than for months and months before or after." (lines 49 51)
5. "A psychiatrist told me that in mental institutions there were almost one quarter more patients with problems when the *foehn* struck." (lines 53 55)
6. "Other researchers feel that certain people have nervous systems particularly vulnerable to hot, dry winds—that, in fact, these are our weather sensitive people." (lines 64 66)
7. "When [the Santa Ana wind] blows across Los Angeles, its heat and dryness seem to cause an enormous increase in crime." (lines 97 98)

Expanding Your Vocabulary: Adding Suffixes to Form Adjectives from Verbs or Nouns

Many adjectives are formed by adding a suffix to the root of a related verb or noun. Fill in each of the following blanks with an adjective used in the article and related to the word in bold type preceding it. The first blank is filled in as an example.

Winds Around the World

Everyone knows that many winds do not cause any apparent **harm.** In fact, these *JbQft/mЖd^* _____, winds often **refresh**

us. After a hot day, a_____2 breeze in the eve ning can be very welcome. Winds sometimes **clean** the air over

cities. For example, the_____3 action of winds from the Pacific Ocean make life more pleasant in certain areas of California.

Some winds, however, sweep down from the North or South

poles. These cold_____4 winds seem to produce adverse physical symptoms in many people. Hot winds also cause troubles. Two warm, dry winds in Europe, the *foehn* and the *autan,* can cause an increase in heart attacks, migraines, and

difficulties with **respiration.** These_____5 prob lems are particularly serious for asthma sufferers, but there may also be psychological symptoms, such as **neurosis** and irritabil ity. People often find that they feel irritable, on edge, or even

_____6 when the *foehn* comes to certain towns

in the **Alps.** The inhabitants of these_____7 towns are not alone, however, for people all over the world suffer as a result of winds. Canadians who live in Calgary, Alberta, a city on the side of the Rocky Mountains facing away from the ocean and toward the **land,** sometimes experience amazing temperature changes of 40 degrees in one hour as a result of the *chinook,*

a wind that sweeps down the_____8 side of the mountains. Even more serious is the great physical damage caused by hurricanes, the **monsoons** of Asia, and

_____9 winds in other places. These winds

kill people, and **destroy** property; their_____10 power is greatly feared.

Winds Around the World: Comprehension Questions

1. What beneficial actions can winds have?
2. fs it hot or cold winds that cause the problems?
3. What are the names of two harmful European winds? What adverse symptoms can they produce?
4. Where is Calgary located? What inconvenience do Calgarians sometimes experience as a result of the *chinook?*
5. What is the name of an Asian wind famous for the destruction that it causes?

Talking It Over

1. What destructive winds are known in your culture that cause damage or make people sick? Have you ever been in a strong windstorm?
2. Besides winds, what other kinds of weather affect people? Can certain weather conditions make you sleepy or happy? On edge? Depressed?
3. In your opinion, what is the best way to predict the weather?
4. If you take this article as an example, do you think that biometeorology is a real science? Explain why or why not.
5. Why do you think that hurricanes in the United States used to be called by women's names? How and why has this custom changed? What do you think of this custom?
6. Does climate affect human behavior? How are the people who live in colder climates different in customs and character from people from warmer lands?

CHAPTER 5
MONEY MATTERS

"Money makes the world go round," according to an old saying, and this is more true now than ever before. It can bring down governments, start wars, create power or poverty. Today all nations, whether capitalist, communist, or those of the Third World, are interconnected by trade and monetary agreements. The first selection in this chapter is an article that examines the relationship between money and the food and politics of developing nations. This is followed by a timed reading on a recent trend in American business. The second selection, written by one of the best short-story writers in the English language, focuses on a more personal aspect of the financial question: the embarrassment and difficulties that a lack of funds can cause in a social situation.

SELECTION ONE

David Winder

THE HAMBURGER REVOLUTION CAPTURES TASTE BUDS AND WALLETS OF THE THIRD WORLD

What foods and drinks do you think of as typically American? The following article describes the impact of these American specialties on the world market.

Prereading Exercise: Looking at Titles

As in many newspaper articles, the main idea of this selection is presented in its title; however, it is presented in a colorful way in order to catch the reader's attention. Therefore, it's important to look at all the words in the title carefully and try to understand it before proceeding with the reading. Use the following questions as a guide.

1. The word *food* does not occur in the title; instead, a specific item is mentioned that stands for a whole class or group of foods. What is this item?_____- What kind of food does it represent?_____
2. In a similar way, *taste buds* and *wallets* stand for more general ideas. *Taste buds* are clusters of cells in the tongue that give us

the ability to taste food; *wallets* are small purses used for carrying money. What more general ideas do these words stand for?

3. Do you understand the phrase *the Third World?* What nations does it refer to? (If you are not sure, you can get a better idea by scanning the article for names of cities and countries used as examples.) Why are these countries called "third" instead of "first" or "second"?

4. What two words in the title make you think of warfare?

   What do they mean here? What can you infer about the author's purpose in using these words?

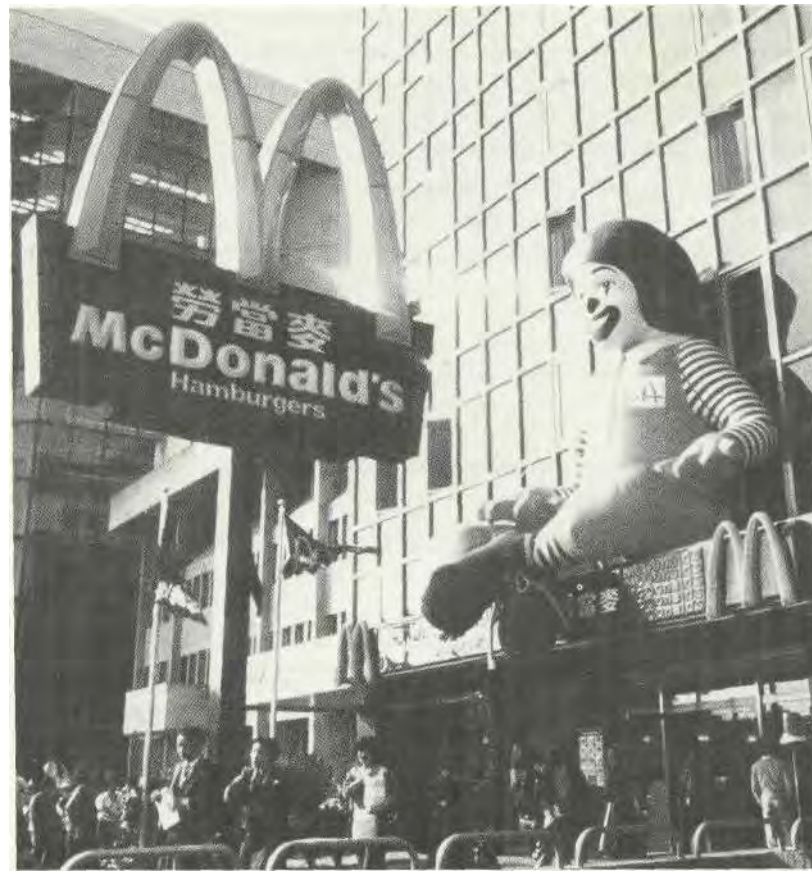
5. Finally, how would you paraphrase (say in other words) the idea expressed in the title?

The Hamburger Revolution Captures Taste Buds and Wallets of the Third World

Once upon a time, and not in the very distant past, the Chinese ate rice, the Fijians ate fish, and the Mexicans ate beans and tortillas.

, Not any more. Or at least not exclusively so, for the "western" diet with its prestige and easy convenience has captured the imagination, the appetites, and the wallets of the Third World.

The demand for foreign foods has increased so dramatically that food imports for the Middle Eastern nations soared from 3.1 million metric tons to 15 million metric tons between 1970 and 1980. The



In the Third World the demand for new kinds of foods—fast foods included—is soaring.

cost of those food imports sky-rocketed from $350 million to $3 billion over the same period.

The degree to which Africa, which was self-sufficient in food in the 1960s, is dependent on imported foods is a cause of worry to development specialists [economists who study developing countries]. Today hardly any black African nations produce enough food for domestic consumption.

Ironically, just as people in the Third World are developing a taste for more exotic food, economic belt tightening is forcing many developing countries to cut back imports because their food bills are getting out of hand.

Nigeria is a good example. Once Africa's largest exporter of food, it then became the continent's largest food importer as it drew on its vast oil revenues to pay for such luxuries as imported frozen chicken flown in every week from the southeastern United States. Last April, faced with an imported food bill of $2.4 billion, Nigeria slapped a total import ban on imported poultry and most red meat.

Such curbs don't come easily'to Third World nations that have recently begun to shift away from traditional diets. In some cases, they have adopted western diets with such abandon that new restraints may be hard to enforce.

Who among the growing middle class in Lagos, for instance, would prefer to eat Nigerian cassava and yams when it has been possible to buy plump frozen chickens flown in from Alabama?

Who in Mexico City is prepared to settle for beans and tortillas on the dinner table every night when it has been possible to vary the diet with a juicy hamburger?

But these latest restraints seem likely to impose only a temporary halt on the Third World's revolution in eating habits—eating habits that had previously remained almost unchanged for generations.

Looking at the longer run, J. Dawson Ahalt, deputy assistant secretary of the U.S. Department of Agriculture, attributes much of the upgrading and westernization of diet to an increase in individual incomes, particularly the middle income in the economically expanding areas along the Asian rim of the Pacific.

In addition, neglect of agriculture, especially in Africa, rapid urbanization throughout the Third World, and aggressive western food sales are all contributing to these changes in diet.

In Khartoum, Sudan, fewer city apartment dwellers are prepared to keep on grinding millet at home, as the Sudanese do in the countryside, because their close neighbors complain of the noise. It's easier to buy packaged food at the supermarket.

In Peking, a gleaming U.S.-built bakery produces 1,500 loaves of bread an hour in a nation famous for the eating of rice.

In Central America, an area better known for its beans and tortillas, the demand for meat has zoomed to the point where specialists on the area speak of the great "hamburger revolution." But the demand is not restricted to Central America. South America and Asia are also eating more meat than ever before.

According to the 1982 report of the International Food Policy Research Institute in Washington, D.C., Taiwan's per capita meat consumption rose 147 percent between 1960 and 1980. This, in turn, has led to a large increase in the amount of cereals needed to feed livestock.

During the grain shortage of the 1970s, many people advanced the argument that the Third World would be better off eating grain than feeding it to livestock to produce meat. Today that argument has practically evaporated, partly because of the current world grain surplus and partly because it is now clear that grain fed to livestock is not fit for human consumption.

Throughout the Third World wheat is becoming a status symbol.

The United Nations Food and Agriculture Organization (FAO) reports that Third World cereal imports, mainly for livestock feeding, soared 75 percent from 1970 to 1978.

A change in eating habits is more than just a matter of satisfying the taste buds of the Bombay merchant or the Lagos mechanic. It can add up to far-reaching changes for a nation, even for a continent.

The introduction into Europe of potatoes from South America-providing consumers with cheap, adequate calories—is associated with Europe's dramatic population growth in the 1800s, according to Marian Zeitlin, assistant professor of the School of Nutrition at Tufts University.

The height of Japanese people, which had remained almost unchanged for centuries, shot up by several inches after World War II because rising incomes and changed postwar social customs brought an enriched protein diet.

For the developing world, where many people live amid poverty and serious malnutrition, food plays a far more critical role than it does in the developed world. Families in a country like Canada, with a per capital income of $10,000, spend about 20 percent of their funds on individual food purchases, but low-income groups in developing countries spend as much as 60 to 70 percent on food, according to the World Bank.

Development specialists at the World Bank and at the United Nations say that without substantial food subsidies to keep prices down, Third World countries run the risk of food riots.

Food subsidies are so critical to Egypt, the largest recipient of U.S. food aid, that some $2.9 billion, or 28 percent of the budget, goes toward food subsidies.

In the biggest food aid program in the world, the United States ships 1.5 million metric tons of wheat to Egypt each year. At the same time, it is argued, food subsidies are sometimes insidious since they enable governments to keep restless urban populations content with cheap food while taking away from the rural poor the incentive to grow food.

David Winder
Staff Correspondent, *Christian Science Monitor*

Making Up Definitions for New Words and Phrases

The following sentences are taken from the article. Make up your own defmtions or explanations of the words and phrases in italics, using the context and the hints given to help you.

1. "The degree to which Africa, which was *self-sufficient* in food in the 1960s, is dependent on imported foods is a cause of worry to development specialists [economists who study developing countries]." *(Hint:* Notice that a contrast is set up between *self-sufficient* and *dependent,* showing a change from the past to the present.)

2. ". . . *economic belt tightening* is forcing many developing countries to cut back imports because their food bills are getting out of hand."

3. "… Nigeria slapped a total *import ban* on imported poultry and most red meat. . . Such curbs . . ." *(Hint:* Notice that the next sentence refers to the *import ban* as a kind of *curb,* and *curb* means a "restraint or check.")

4. "But these latest restraints seem likely to impose only a *temporary halt* on the Third World's revolution in eating habits . . ." *(Hint:* Notice the word *only.* It suggests that the restraints—bans, cutbacks, and so on—will not accomplish their full purpose.)

5. "According to the . . . International Food Policy Research Institute in Washington, D.C., Taiwan's *per capita* meat consumption rose 147 percent between 1960 and 1980." *(Hint: Capita* comes from the Latin word meaning "head.")

6. "Throughout the Third World wheat is becoming a *status symbol." (Hint:* Some middle-class Americans consider a second car, a large t.v. set, or an expensive computer *status symbols.)*

1. "Food *subsidies* are so critical to Egypt, the largest recipient of U.S. food aid, that some $2.9 billion, or 28 percent of the budget,

goes toward food *subsidies." (Hint:* This word is found four times in the last four paragraphs, so you can look there for other contexts if you need them.)

Recalling Information

1. Did food imports to the Middle East increase or decrease between 1970 and 1980? How did the costs of these imports change over the same period?
2. How has food production changed in Africa? Why are development specialists worried about this change?
3. Why are many developing countries cutting back food imports now? Are these cutbacks likely to be permanent or temporary?
4. What are four causes of the recent westernization of diet in the Third World?
5. What was one cause of the dramatic population explosion in Europe in the 1800s, according to one expert?
6. What has caused the great increase in height of the Japanese people since World War II?
7. Why does food play a more critical role in the developing world than it does in the developed world?

Making Inferences

Some ideas are not directly stated in an article, but they can be inferred or concluded from what is stated. Which of the following statements are inferences or conclusions that can be made from the article? Which are not? Explain your choices.

1._____In general, it is good for a nation to be self-sufficient in food and not dependent on food imports.

2._____Most people around the world prefer fresh traditional food to imported food from the United States.

3._____The developing nations would be better off eating grain rather than using it to feed livestock for meat production.

4._____The great increase in foreign food imports may cause far-reaching changes for the developing nations in ways we cannot now imagine.

5._____Food subsidies can have both good and bad consequences.

Finding Synonyms and Paraphrases That Give Unity to a Reading

The article on the "hamburger revolution" discusses a number of factors that have increased dramatically in recent years. However, the author does not keep repeating the verb *increase* in order to convey this key idea. He uses several different verbs to give variety to his writing. Find these verbs in the reading, using the references given. Can you tell why some of them are more colorful than the verb *increase?* (A colorful verb is one that brings a picture to mind or appeals to one of our five senses: sight, hearing, taste, touch, or smell.)

1. (line 7) Food imports … _____
2. (line 9) The cost_____
3. (line 54) The demand for meat.._____
4. (line 60) Meat consumption _____
5. (line 71) Cereal imports …_____
6. (line 82) The height of Japanese people_____

Talking It Over

As a class or in small groups, discuss the following questions.

1. What do you think of hamburgers? Frozen chickens and vegetables? Fast-food restaurants?
2. Why do you think that many American fast-food chains have been very successful in nations all over the world? Do you think that this brings money and jobs to those nations or that it takes them away?
3. "The United States has an obligation to send food subsidies to the developing nations of the world." Do you agree or disagree with that statement?

Finding Out More Through Magazines

Find out the latest news about the food or money situation in the Third World by consulting the *Reader's Guide to Periodical Literature* and reading a recent article from its list. The *Reader's Guide* is a

book located in the reference room of your library that lists magazine articles of general interest by author, title, and subject. Go to the volume that covers the last twelve months, look under the subject heading Developing Nations and scan the subheadings and titles that follow until you find one that seems relevant and interesting. Copy down its title, author, the magazine title, the issue number or date, and the page numbers. Then ask for that issue at the periodicals desk. Make a photocopy of the article, read it, and bring it to class. Be prepared to tell the class or a small group what you have learned from the article.

Timed Reading

Andy Rooney

WHO OWNS WHAT IN AMERICA?

Read the following article and answer the questions related to the main idea. Try to finish both the article and the questions in six minutes. *(Hint:* Remember to look over the questions first.)

We used to toast Pepperidge Farm bread for breakfast in my house; then the little company that made it was taken over by Campbell Soup, a big company, and I don't think the bread's as good as it used to be.

Whenever a big company takes over a small company, the product almost always gets worse. Sue me, but it's true. The takeover is so popular with big business it's hard to know who owns what in America.

Take, for example, the International Telephone and Telegraph Company. They do some telephone business, I guess, but they also own Sheraton Hotels, the Hartford Fire Insurance Company, the company that publishes *Who's Who in America,* and the bakeries that make Hostess Twinkles.

Most of the tobacco companies have taken over so many other companies that they've dropped "tobacco" from their names. Phillip Morris bought that fine old German beer Lowenbrau, which they now make in such fine old German cities as Fort Worth, Texas. Liggett, known for its Chesterfield cigarettes, owns J & B Scotch and the company that makes Champion barbells. The former Reynolds Tobacco Company owns Chun King foods, Hawaiian Punch, and Vermont Maid syrup, which is 2 percent maple and not made in Vermont.

Who would you think owns Montgomery Ward? Sears Roebuck? Wrong. Mobil Oil owns Montgomery Ward.

Pepsi-Cola owns Wilson, which makes tennis balls. And don't try to find a Coca-Cola in a Pizza Hut because Pepsi-Cola owns them, too.

General Mills, which bought Bruce Jenner, the champion of breakfasts, owns Lacoste, the company that makes the tennis shirt with the little alligator on it. General Mills also owns the game of Monopoly.

Hershey makes chocolate bars, but also owns the San Giorgio Macaroni Company.

Consolidated Foods makes Sara Lee cheesecake, which seems fitting, and Electrolux vacuum cleaners, which doesn't.

ABC, Number 1 in television, owns *Prairie Farmer* magazine, but CBS isn't worried. It owns *Field & Stream* and *Woman's Day.*

Recently the Kellogg Company paid $56 million for a company called Mrs. Smith's Pies.

Big companies love homey-sounding little names like Mrs. Smith's Pies. We decided to go to Pottstown, Pennsylvania, where the pies are made, to see if we could find out what Mrs. Smith is going to do with the $56 million.

Rooney Pardon me, do you know where Mrs. Smith is?
Man Mrs. Smith?
Rooney Yeah.
Man What Mrs. Smith is that?

Woman Right. No, look, go here to the end of the alley and make a right.

Rooney Where's the main office, do you know? Will Mrs. Smith be there?

Man A Mr. Smith?

Rooney No, Mrs. Smith. Is it *Mr.* Smith's Pies?

Rooney Hi. You're Mrs. Smith, are you?

Woman No, I'm not.

Rooney (in factory parking lot) Is there a Mrs. Smith? Smith isn't *s* around at all?

Man No, there's a . . . there's no Smiths connected with the company at this time. It's owned by Kellogg's.

Who owns what in America?

Questions

1. According to the article, what is a popular practice now in American business? How does the author feel about this practice? Why?

2. Who is Mrs. Smith? Why does the author talk about her in the article?

SELECTION TWO W. Somerset Maugham

THE LUNCHEON

William Somerset Maugham (1874 1965) is one of the most popular novelists and short story writers in the English language. Born in Paris and educated in England, he worked as a secret agent for the British government in World War I and then spent the rest of his life writing and traveling throughout many parts of the world.

He is famous for his clear style and penetrating understanding of human nature. Many of his stories are based on personal experience and use *flashbacks* and *irony*. The following story is a good example of these techniques. A *flashback* is a scene representing an earlier event that is inserted into a story. By scanning the first part of the following reading, can you find the point at which the *flashback* begins?

Irony is the use of words, characters, or actions that express the opposite of what is true or expected. This is a device employed by authors to create humor, but there is also a lot of irony in everyday life. If the house of the fire chief burns down, we can say it is *ironic*. When someone looks out at a rainstorm and says, "What a lovely day for a picnic!" he or she is using *irony*. Keeping this in mind as you read the short story, try to notice which parts are ironic. Pay special attention to the ending, since it is very common for Maugham to try to surprise his readers with an ironic ending.

Prereading Exercise: Predicting the Action

It is helpful when you read a narrative to try to think a bit ahead of what you are reading. Just as in cooking or chemistry, certain ingredients in a story should bring about particular results. However, Maugham, like most master storytellers, tries to surprise us, especially through the use of irony. Try to pick up clues from the context and predict what is going to happen next. The following story will be interrupted at a few points and you will be asked some questions to guide you. Do not worry about understanding every word. Maugham has a very rich vocabulary, and there will be many unfamiliar words. Just try to follow the main thread of the story.

The Luncheon

I caught sight of her at the play and in answer to her beckoning I went over during the interval and sat down beside her. It was long since I had last seen her and if someone had not mentioned her name I hardly think I would have recognized her. She addressed me brightly.

"Well, it's many years since we first met. How time does fly! We're none of us getting any younger. Do you remember the first time I saw you? You asked me to luncheon."

French society people in the early part of the twentieth century.

Did I remember?

It was twenty years ago and I was living in Paris. I had a tiny apartment in the Latin Quarter overlooking a cemetery and I was earning barely enough money to keep body and soul together. She had read a book of mine and had written to me about it. I answered, thanking her, and presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me; but her time was limited and the only free moment she had was on the following Thursday; she was spending the morning at the Luxembourg and would I give her a little luncheon at Foyot's afterwards? Foyot's is a restaurant at which the French senators eat and it was so far beyond my means that I had never even thought of going there. But I was flattered and I was too young to have learned to say no to a woman. (Few men, I may add, learn this until they are too old to make it of any consequence to a woman what they say.) I had eighty francs (gold francs) to last me the rest of the month and a modest luncheon should not cost more than fifteen. If I cut out coffee for the next two weeks I could manage well enough.

Prediction What do you think of the request that the lady has made of the main character? Why do you think that he accepted it? Do you think he is going to get in trouble? Why or why not?

I answered that I would meet my friend—by correspondence—at Foyot's on Thursday at half past twelve. She was not so young as I expected and in appearance imposing rather than attractive. She was in fact a woman of forty (a charming age, but not one that excites a sudden and devastating passion at first sight), and she gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose. She was talkative, but since she seemed inclined to talk about me I was prepared to be an attentive listener.

I was startled when the bill of fare was brought, for the prices were a great deal higher than I had anticipated. But she reassured me.

"I never eat anything for luncheon," she said.

"Oh, don't say that!" I answered generously.

"I never eat more than one thing. I think people eat far too much nowadays. A little fish, perhaps. I wonder if they have any salmon."

Well, it was early in the year for salmon and it was not on the bill of fare, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in—it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

Prediction What did the man notice about the lady's appearance? Does it perhaps give a clue to her character? From what she has said so far, do you expect her to order any more food? Why?

"No," she answered, "I never eat more than one thing. Unless you had a little caviar. I never mind caviar."

My heart sank a little. I knew I could not afford caviar, but I could not very well tell her that. I told the waiter by all means to bring caviar. For myself I chose the cheapest dish on the menu and that was a mutton chop.

"I think you're unwise to eat meat," she said. "I don't know how you can expect to work after eating heavy things like chops. I don't believe in overloading my stomach."

Then came the question of drink.

Prediction What do you think the lady is going to say about the question of drink? What do you think she is going to do? And the man? Why?

"I never drink anything for luncheon," she said.

"Neither do I," I answered promptly.

"Except white wine," she proceeded as though I had not spoken. "These French white wines are so light. They're wonderful for the digestion."

"What would you like?" I asked, hospitable still, but not exactly effusive.

She gave me a bright and amicable flash of her white teeth.

"My doctor won't let me drink anything but champagne."

I fancy I turned a trifle pale. I ordered half a bottle. I mentioned casually that my doctor had absolutely forbidden me to drink champagne.

"What are you going to drink, then?"

"Water."

She ate the caviar and she ate the salmon. She talked gaily of art and literature and music. But I wondered what the bill would come to. When my mutton chop arrived she took me quite seriously to task.

"I see that you're in the habit of eating a heavy luncheon I'm sure it's a mistake. Why don't you follow my example and just eat one thing? I'm sure you'd feel ever so much better for it."

"I *am* only going to eat one thing," I said, as the waiter came again with the bill of fare.

Prediction The waiter has come once again. What will happen next?

She waived him aside with an airy gesture.

"No, no, I never eat anything for luncheon. Just a bite, I never want more than that, and I eat that more as an excuse for conversation than anything else. I couldn't possibly eat anything more—unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them."

"Madame wants to know if you have any of those giant asparagus," I asked the waiter.

I tried with all my might to will him to say no. A happy smile spread over his broad, priestlike face, and he assured me that they had some so large, so splended, so tender, that it was a marvel.

"I'm not in the least hungry," my guest sighed, "but if you insist I don't mind having some asparagus."

I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."

"I know there are people who don't like them. The fact is, you ruin your palate by all the meat you eat."

Prediction What is ironic about the story up to now? Do you think the man or lady will order any more food?

We waited for the asparagus to be cooked. Panic seized me. It was not a question now how much money I should have left over for the rest of the month, but whether I had enough to pay the bill. It would be mortifying to find myself ten francs short and be obliged to borrow from my guest. I could not bring myself to do that. I knew exactly how much I had and if the bill came to more I had made up my mind that I would put my hand in my pocket and with a dramatic cry start up and say it had been picked. Of course it would be awkward if she had not money enough either to pay the bill. Then the only thing would be to leave my watch and say I would come back and pay later.

The asparagus appeared. They were enormous, succulent, and appetizing. The smell of the melted butter tickled my nostrils as the nostrils of Jehovah were tickled by the burned offerings of the virtuous Semites. I watched the abandoned woman thrust them down her throat in large voluptuous mouthfuls and in my polite way I discoursed on the condition of the drama in the Balkans. At last, she finished.

"Coffee?" I said.

"Yes, just an ice cream and coffee," she answered.

I was past caring now, so I ordered coffee for myself and an ice cream and coffee for her.

"You know, there's one thing I thoroughly believe in," she said, as she ate the ice cream. "One should always get up from a meal feeling one could eat a little more."

"Are you still hungry?" I asked faintly.

"Oh, no. I'm not hungry; you see, I don't eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you."

"Oh, I see!"

Then a terrible thing happened. While we were waiting for the coffee, the head waiter, with an ingratiating smile on his false face, came up to us bearing a large basket full of huge peaches. They had the blush of an innocent girl; they had the rich tone of an Italian landscape. But surely peaches were not in season then? Lord knew what they cost. I knew too—a little later, for my guest, going on with her conversation, absentmindedly took one.

"You see, you've filled your stomach with a lot of meat"—my one miserable little chop—"and you can't eat any more. But I've just had a snack and I shall enjoy a peach."

The bill came and when I paid it I found that I had only enough for a quite inadequate tip. Her eyes rested for an instant on the three

francs I left for the waiter and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

Prediction So far the luncheon has gone badly for the man. Since you know that Somerset Maugham likes irony and surprise endings, can you think of some way he might turn the situation around? Will the man somehow get his revenge?

"Follow my example," she said as we shook hands, "and never eat more than one thing for luncheon."

"I'll do better than that," I retorted. "I'll eat nothing for dinner tonight."

"Humorist!" she cried gaily, jumping into a cab. "You're quite a humorist!"

But I have had my revenge at last. I do not believe that I am a vindictive man, but when the immortal gods take a hand in the matter it is pardonable to observe the result with complacency. Today she weighs twenty-one stone.[1]

W. Somerset Maugham

Recalling Idioms and Expressions

Fill in the following summary of the story with idioms or expressions used in the selection. To help you, either the meaning is given in parentheses or the first or last word is given in italics.

Sweet Revenge

He (saw) caught sight of 1 her at a play. She said to him, "How *time* does fly 2 !" and he remembered twenty years earlier when he was so poor that he could hardly keep (himself alive) body and soul 3 *together.* She had asked him to take her to a restaurant that was far (too expensive for him) *beyond* his means 4 . He agreed, but his *heart* sank 5 when she ordered a very expensive meal. Ironically, she (scolded

[1]The stone is a British unit of measurement. One stone equals fourteen pounds.

him) *took*_____6 for ordering one small chop. Afterward, he ordered coffee because he was *past* 7 . Twenty years later, he saw that the immortal gods had (participated)_____8 in his revenge: She was enormous!

Talking It Over

1. Why do you think the lady behaved as she did? Do you think she wanted to take advantage of the young man or that she was simply ignorant of his money problems?
2. What should the young man have done to get out of this difficult situation?
3. How has the author used irony in this story?
4. Have you ever been in an embarrassing situation because of money? If so, how did you get out of it?
5. Why do you think some people continually have money problems? Is it the fault of credit cards? Of lack of experience or training?

Thoughts About Money

"Money buys everything except love, personality, freedom, immortality, silence, peace."—Carl Sandburg

"One can accumulate enough wealth to buy a golden bed, but one cannot buy sound sleep with money."—Daniel Arap Moi

"I am not against wealth. I am against wealth that enslaves." —Gandhi

"I've been with money and without; I prefer to be with." —Pat Roggensack

CHAPTER 6
LEISURE TIME

One of the great advances in modern society is an increase in the amount of leisure hours for a large percentage of the population. People are no longer forced to work all day long every day simply to provide for their basic necessities. With this change comes the new problem of filling these free hours with recreational activities. This chapter focuses on two of the most popular forms of recreation in America today: watching television and participating in sports.

SELECTION ONE

James Mann

WHAT IS T.V. DOING TO AMERICA?

Television, popularly referred to as t.v. or "the tube," has been around in the United States for more than forty years, and it is still a controversial topic—that is, a topic that arouses strong and often contradictory opinions when people discuss it. What do you think about watching television? Is it a useful activity or a waste of time? By looking at the title and headings of the following magazine article, do you expect it to be for or against t.v. and its influence on America?

Prereading Exercise: Separating Fact from Opinion

Telling the difference between facts and opinions is not always easy, particularly with regard to controversial subjects. Researchers often do studies or surveys on these issues. A study may present evidence to indicate a correlation (cause-effect relationship) betweeen two factors; this correlation then seems to be more of a fact. However, if a different study presents evidence for the opposite viewpoint, the conclusions of both studies then seem once again more like opinions. Very specific statements that can be easily checked should be taken as facts—for example, that "Kabul is the capital of Afghanistan." General statements with which no one disagrees, such as "War is destructive," should also be accepted as factual. But statements that express the feelings or thoughts of only one person are usually considered opinions, unless the person has authority or experience relating to the point in question. So, the statements of Einstein about relativity in physics can be taken as fairly factual; his statements about politics, however, would be opinions like those of most other people.

Skim the first section of the article and write one fact and one opinion that you find there. Comapre your responses with those of your classmates.

Fact: _____

Opinion: _____

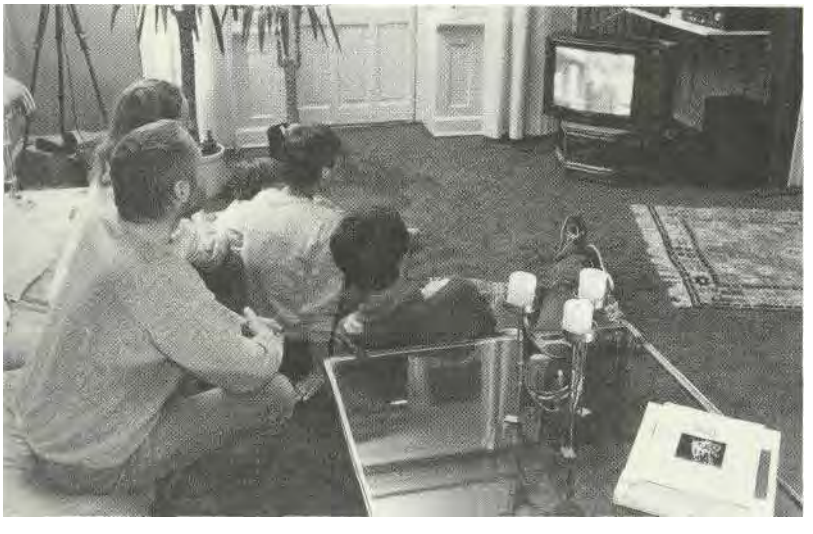
What Is T.V. Doing to America?

In its forty-three years, television has been praised as a miracle and damned as a distorter of reality. Now, new evidence is emerging about the medium and how it affects the people who watch it.

Soon after twenty-eight-year-old David Radnis watched the movie *The Deer Hunter* on t.v. in his Chicago-area home, he was dead—one of at least twenty-nine viewers in the United States who shot themselves imitating the show's Russian-roulette[1] scene.

When Hoang Bao Trinh fled from Vietnam to Silver Spring, Maryland, he spent months baby-sitting his grandchildren in front of the t.v. set. Soon the whole family was speaking English, much of it learned by imitating speech heard on the televised programs.

Such cases reflect t.v.'s influence on America, for both good and bad. In a country where television has become a major force in



Critics of t.v. say America is taking its moral values from soap operas and its cultural values from situation comedies. Those who defend t.v. say that "electronic literacy" has many more advantages than disadvantages.

^*Russian roulette* a game in which each participant in turn takes a revolver into which one bullet has been inserted, spins the cylinder, points it at his head, and shoots.

determining how people work, relax, and behave, the consequences are staggering. Recent studies show that the lives of Americans, from their selection of food to their choice of political leaders, are deeply affected by t.v., and that influence is growing.

Nowadays, millions of inexperienced young people are growing up in front of the tube without close guidance of elders. Many Americans worry that the nation could be ruined by a generation that gets its moral values from soap operas and its cultural values from situation comedies.

Most broadcasters, with support from some researchers, maintain that t.v. is unfairly blamed for merely giving what the public demands and argue that the medium's power is exaggerated. They contend that most people treat television simply as one of many sources of information, and that most homes have basically been unchanged since the first modern home t.v. set was marketed in 1939.

Others in the industry are worried about what author and actor Steve Allen calls the "amoral force" of t.v. and other popular media; they worry that this "force" is helping to weaken old values. "It's horrendous," says Allen. "That our nation, our society, our culture is in some state of moral and ethical collapse is absolutely undeniable. In about fifty years, you could create what we already have a good percentage of—people who think it's perfectly O.K. to grab what they want, to do what they want, and the only bad thing is getting caught."

Linking the Tube and Violence

A report released in May 1982 by the National Institute of Mental Health says that "violence on television does lead to aggressive behavior by children and teenagers who watch the programs." In one five-year study of 732 children, "several kinds of aggression-conflicts with parents, fighting, and delinquency—were all positively correlated with the total amount of television viewing." Defenders of t.v. have long held that there is no clear link between viewing and violence.

The findings covered a wide range of topics. In one survey, more than half the parents thought their children learned more about sex from t.v. than from any other source except the parents themselves. Television also was cited for fostering bad habits by glamorizing highly advertised junk foods and frequent use of alcohol.

The federally sponsored study noted that almost all Americans watch t.v., many for hours each day. Some of the most avid watchers are the very young and very old, women, and minorities. Heavy viewers are usually less educated.

WHO WATCHES TV THE MOST?	
Weekly TV Usage	
Older women (ages 55 and over)	36 hr., 33 min.
Older men	33 hr.., 15 min.
Younger women (ages 1 8-55)	31 hr., 49 min.
Younger men	28 hr., 3 min.
Teenagers	22 hr.;, 59 min.
Children (ages 2-11)	25 hr., 10 min.

USN&WR—Basic data: A. C. Nielsen Company

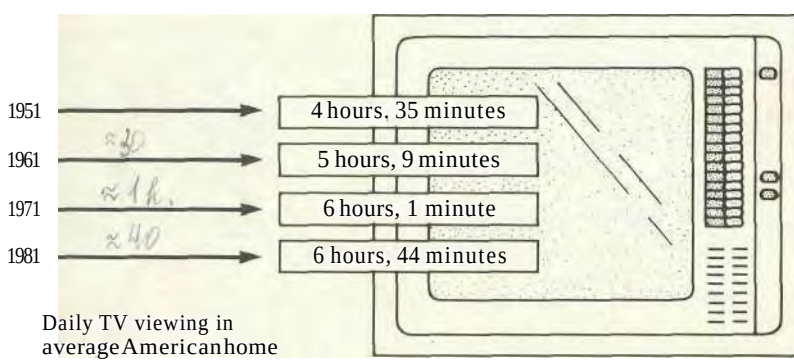
Source: U.S. News & World Report, Aug. 2, 1982, p. 28.

Television is also partly blamed for a sharp slide in traditional learning. Since television became nearly universal in the early 1960s, average scores for high school students taking the Scholastic Aptitude Test, the broadest measure of academic ability, have declined from 478 to 424 on the verbal exam and from 502 to 466 in mathematics.

A panel of educators appointed to study the decline noted that by age sixteen most children have spent 10,000 to 15,000 hours watching television—more time than they have spent in school. The panel's conclusion: "Is television a cause of the SAT score decline? Yes, we think it is. . . . Television has become surrogate parent, substitute teacher."

As t.v.'s children graduated in the 1960s and 1970s, an adult performance level test found that "20 percent of the American population was functionally incompetent—that is, could not perform basic kinds of reading, writing, or computing tasks—such as calculating the change on a small purchase, addressing an envelope, reading a want ad, or filling out a job application."

Lure of the Picture Tube



Television Has Brought Americans Together

Even the severest critics admit that television has achieved remarkable results in making the public aware of a huge variety of developments—from war in Lebanon to the problems of migrant workers.

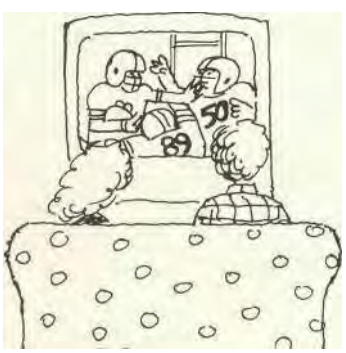
Veteran broadcaster Eric Sevareid argues that television has had an enormously positive influence on America in three main areas: It has brought families together more, it has counteracted the country's tendency toward fragmentation, and it has stayed independent of government.

A main virtue of t.v., according to scholars, is that the medium is a powerful force for freedom—an excellent source of information about political campaigns and elections for the whole country.

Television also is credited with boosting worthwhile causes and decreasing the ethnic, religious, and geographic prejudices that have troubled American history. A key example of this is the "freedom marches" that caught the attention of t.v. viewers in the early 1960s. Laws were then passed guaranteeing civil rights that blacks had sought for more than a century.

Many educators add that television has given Americans a wealth of experience and knowledge that isn't being measured by today's school tests. The National Education Association, the nation's biggest teacher's organization, has called for cultivation of "electronic literacy" and has distributed guides to help teachers test what students learn from programs based on history or literature.

Millions of young Americans have been led through the alphabet and the basics of algebra by the educational series "Sesame Street" and "Electric Company" of the Children's Television Workshop. One study suggested that children who watch a lot of t.v. in their early years tend to read more widely later on than children who were lighter viewers when they were young.



The medium also provides an invaluable window on the world for invalids and the elderly. Steve Allen recalls a series of visits he made to hospitals where Vietnam veterans were being treated: "What was helping to pull them through the day was television. The television set does provide company for lonely people, a voice in the house."

James Mann
U.S. *News & World Report*

Distinguishing Between Fact and Opinion

Tell which of the following statements taken from the article you consider facts and which you think are only opinions, and why.

1._____A number of t.v. viewers in the United States shot themselves imitating a scene from the movie *The Deer Hunter*.

2._____Watching and listening to television has helped many immigrants in the United States to learn English.

3._____The lives of Americans are now deeply affected by t.v.

4._____The younger generation of Americans learn their moral values from soap operas.

5._____Most American homes have stayed basically the same since the first t.v. sets appeared in 1939.

6._____American culture is in a state of moral and ethical collapse.

7._____Seeing violence on t.v. leads directly to aggressive behavior in children.

8._____Watching television causes people to eat more junk food and drink more alcohol.

9._____Almost all Americans watch t.v. for many hours each day.

10._____Television is responsible for the sharp decline in the scores of high school students on the Scholastic Aptitude Test.

11._____Television has helped to make the public aware of political and social development.

12._____Television has had an enormously positive influence on America by bringing families together.

13._____Television has been a powerful force for freedom.

14._____Television has decreased the ethnic, religious, and geographic prejudices of Americans.

15._____Millions of young Americans have learned their alphabet and the basics of algebra from the t.v. programs "Sesame Street" and "The Electric Company."

Explaining Words and Expressions from Context

Give a short explanation of the words and expressions in italics. Line numbers are given after each sentence so that you can refer to the article for the larger context.

1. "Now, new evidence is emerging about the *medium* and how it affects the people who watch it." (lines 1-3) (This word has an unusual plural form, which was used in the article. Do you remember what it is?)

2. "Others in the industry are worried about what author and actor Steve Allen calls the *'amoral* force' of t.v. and other popular media." (lines 29-30) (Can you guess how the word *amoral* differs from the word *immoral?)*

3. *"Heavy viewers* are usually less educated." (par. 10) "One study suggested that children who watch a lot of t.v. in their early years tend to read more widely later on than children who were *lighter viewers* when they were young." (lines 53 and 99-100)

4. "Television has become *surrogate parent,* substitute teacher.'" (lines 63-64)

5. "As t.v.'s children graduated in the 1960s and 1970s, an adult performance level test found that '20 percent of the American population was *functionally incompetent—that* is, could not perform basic kinds of reading, writing, or computing tasks^ such as calculating the change on a small purchase, addressing an envelope, reading a want ad, or filling out a job application.'" (lines 65-70)

6. "The National Educational Association, the nation's biggest teachers' organization, has called for cultivation of *'electronic literacy'* and has distributed guides to help teachers test what students learn from programs based on history or literature." (lines 91-94) *(Literacy,* which comes from the same root as *literature,* means "the ability to read and write.")

7. "The medium also provides an invaluable *window on the world* for invalids and the elderly." (lines 101-102)

Talking It **Over**

1. What programs do you enjoy watching on t.v.?
2. Why do you think so many people enjoy watching soap operas? Can you guess where the name *soap opera* came from? *(Hint:* It has to do with the commercial aspect of radio and t.v. If you can't guess, you will find the answer in most dictionaries.)
3. Should producers be allowed to show anything they like on t.v., or should programs be censored? Why?
4. In your opinion, which television programs are best for learning English?
5. What is t.v. like in your country? Do you think it is better or worse than American television? Why?
6. What is your opinion of t.v. commercials? Are some better than others?

Debate

Television has basically a good influence on society because it does much more good than harm.

Half the class should try to defend the previous statement, and the other half should try to prove that it is wrong. Support your arguments by taking evidence directly from the article or from other sources. Remember that facts are usually stronger than opinions.

Interpreting Charts

Read over the following questions about both the charts on page 115. Then look at the charts to find the answers and select the correct response for each question. Make sure you have each question clearly in mind as you look at the chart.

1. Who watches more television, men or women? Older people or younger people?

2. Do teenagers watch more or less television than younger children?

3. Which group watches the most t.v.: older men, older women, younger men, younger women, teenagers, or younger children?

4. Has television viewing been on the increase or decrease over the past thirty years?

5. Which decade has seen the greatest change in the average number of hours spent in front of the t.v.: the fifties, sixties, or seventies?

6. Approximately how much of a change has occurred in each decade: fifteen mintues, forty minutes, or two hours?

SELECTION TWO Francois Thebaud

UNANIMOUSLY ACCLAIMED

Soccer is the world's most popular team sport. It provides endless hours of recreation for players and spectators in many countries. The following selection is a chapter taken from the book *Pele,* about the best-known figure in the history of this sport, the retired Brazilian player Pele.

Prereading Exercise: Anticipating the Reading

By looking at the title, you can see that the chapter's main idea is summarized in two words. Try to anticipate what the selection will be about by asking yourself questions related to each of these words. Write the answers in the blanks provided.

1. What different ways are there to receive acclaim?

2. Is it really possible to receive acclaim that is unanimous (being in complete agreement) from everyone?

3. What facts will the author have to present to support this opinion?

Unanimously Acclaimed

"Pele is the most famous Brazilian of all times. He is a world-renowned personality whose name has been written most frequently in all known languages," according to journalist Ney Bianchi.

Regardless of whether this claim is excessive or not, it is certain that Pele's fame has largely exceeded the bounds of the sports world. Significantly, chiefs of state, the most obvious figures of political power, have been eager to receive him and to treat him with full honors.

These include, of course, the presidents who have succeeded each other in Brazil from Kubitschek to General Medici. But also Richard Nixon, Robert Kennedy, Gerald Ford, the queen of England (who insisted on attending one of his matches during an official visit to Rio), the king of Sweden, the heads of several African states, the petroleum kings of the Middle East.

Pele has kept some colorful memories of his receptions by statesmen in African countries—for example, that of the minister of Gabon, who refused to pay the game guarantee for Pele's Santos

Pele, an international celebrity, is shown here with Elton John.

team to anybody but Pele because he wanted to have a private conversation with him in his office.

Or that of the Nigerian chief of state, a respected patriarch who received Pele in his palace and gazed at him meditatively as if he were the apparition of the god he had been expecting: "You are Pele! . . . You are Pele! ..."

In Riyadh, King Faisal, a practical man, offered to hire him for a year to do demonstrations for children in Saudi Arabian schools: "I offer you $30,000 a month, plus a bonus of $400,000 at the time of signing the contract for one year, plus a luxurious residence, plus a big deluxe car with a chauffeur. ..."

Embarrassed, Pele tried to get out of the situation by humorously counterproposing: "$500,000 as bonus for signing and a monthly salary of $40,000 would suit me better. . . ."

Taken at his word by the petroleum king, the King of Soccer had to fall back on the contract that bound him to Santos to justify his rejection of these fabulous proposals.

In Europe those in power have showered Pele with honors and distinictions. After having driven down the Champs-Elysees in an open car to the ovations of the Parisian crowd lining the route in 1971,

he was received at city hall by the municipal council of the capital and a minister of the government. Shortly before, the French government had appointed him Chevalier of the Order of Merit.

When he was received in the Vatican by Pope Paul VI, Pele, a practicing Catholic, was impressed. According to Brazilian newspaper reports, the Pope said to him: "Don't be nervous! I am more nervous than you, because I have been wanting to meet Pele personally for a long time"

No doubt, Pele owes these official honors to the fact that politicians want to use the most famous soccer player to improve their image with the huge number of sports fans. Indeed, we know that in a great number of countries, and particularly those where dictatorial regimes are in power, soccer is used as an effective instrument for diverting attention from social problems.

But we should not underestimate the feeling of curiosity that must have moved those in power to wish to know this ball player who possesses the extremely rare privilege of worldwide popularity. The same motivation could explain the attraction he has always had for artists. It was not mere chance that a celebrated actress like Brigitte Bardot took part in the festivities on the occasion of his visit to Paris in 1971.

There really is something extraordinary about the unanimous reception and the love shown to Pele by crowds in all countries.

Predictably, Africa, the continent of his ancestors, has offered him the warmest and most spontaneous receptions.

In the stadium of Kinshasa some years ago, 80,000 Zairians yelled the two syllables of his name continuously while General Mobutu, holding his hand and looking him straight in the eyes, announced: "The people of the Congo feel honored by the presence in their country of the best soccer player of all times, but also by a man who is respected throughout the entire world!"

A reporter from *A Tribuna,* the newspaper from Pele's hometown of Santos, writes about Pele:

"In black Africa Pele is a man-god whose name is pronounced as reverently as those of the gods of tribal religions. To rock their children to dreams their mothers tell them the story of Pele. For millions of beings, children, adolescents, adults, he is the symbol of the advancement of black people. . . ."

For similar reasons Pele arouses everywhere—in Europe as in the United States, where all his games fill the stadiums—the admiration and affection of the popular masses who identify with him.

He has often debated on this himself and spoken of it with his intimate friends, such as the Santos journalist to whom he confided:

"Children who never said anything and can't stop talking when they see me . . . People who touch my hands or my clothes when I walk by . . . People who speak languages I don't understand and shout my name. . . What have I done to provoke such reactions? Why me, when I come from a poor family, have had no education, know that we are all equal and brothers, that people should treat each other as equals, regardless of whether they are rich or poor, famous or unknown? . . . I have never considered myself a superior being. When I was a kid, I used to like to put things together, repair things in the house. I had *a* real knack for it. . . . But lots of others can do as well. . . . Now I like to play the guitar, sing songs on my own that I compose for fun, go fishing, sometimes cook dishes I like . . . I also like to kid around with my pals on the team. . . .

"I am very conscious of being like others. Is it only because I manage well when I have a ball at my feet that so many people seem to consider me a being apart?"

Frangois Thebaud

Finding Specific Details to Support Main Ideas

Working as a class or in small groups, find specific details to support the main ideas of the reading and complete the sentences below. Then, on the basis of these, explain why you think the title of this chapter *is* or *is not* an exaggeration.

1. Pele has received many different sorts of acclaim, which include:

2. This acclaim can be considered to be "unanimous" because it has been given by many different sorts of important people, including the following:

3. It can also be considered to be unanimous because the acclaim was given to him in many different places, such as:

Making Inferences and Conclusions

Tell what inferences or conclusions you can make from the following sentences taken from the article, using the questions as a guide.

1. "Indeed, we know that in a great number of countries, and particularly those where dictatorial regimes are in power, soccer is used as an effective instrument for diverting attention from social problems." (What can we infer about the reasons many dictators have for inviting Pele to their countries?)

2. "In black Africa Pele is a man-god whose name is pronounced as reverently as those gods of tribal religions." (What can we conclude about Pele's popularity?)

3. "'I am very conscious of being like others. Is it only because I manage well when I have a ball at my feet that so many people seem to consider me a being apart?'" (From these words of Pele, what can we infer about his character and the image he has of himself?)

Talking It Over

1. What do you learn from the article about Pele as a person?
2. Would you like to lead the life that Pele has lead? Why or why not?
3. Which sport do you enjoy watching the most: baseball, soccer, American football, ice hockey, or tennis? Why?
4. What sports do you like to play? What sport do you think provides the best exercise?

5. Do you approve of paying good sports players millions of dollars a year? Should managers not be allowed to pay salaries that exceed certain limits?
6. Do you agree or disagree with the following statement: "To be a great athlete, it is not necessary to be very intelligent." Explain your opinion.

Describing Actions

Who is the best athlete you have ever seen in person or on t.v.? Describe briefly what he or she was doing.

TIMED READING

SOCCER AND AMERICAN FOOTBALL

Soccer might be the most popular team sport in the world, but in the United States it is not well known at all; there American football is king. In what ways are they alike? Read the following selections that describe some aspects of the two sports, taken from the book *Rules of the Game;* then fill out the comparison quiz that follows. (Remember: Read over the quiz questions first; then scan the reading for these points, using the headings to locate the information you need. Try to finish in twelve minutes.)

Soccer

Soccer is a ball game played by two teams, each made up of 11 players. The object of the game is to put the ball into the opponents' goal, and the winning team is the one that scores the greater number of goals.

The Held. The field is rectangular and must be 50 to 130 yards long. At either end there is a goal and a goal area enclosed in the larger penalty area. The posts and crossbar of the goals must be of

A soccer game in Mexico City's Aztec Stadium.

equal width and of the same width as the goal line. The touchlines and the goal lines are part of the playing area.

The ball. The ball is made of leather or other approved material. At the start of a game it must weigh 14 to 16 ounces and should be inflated to a pressure of 15 pounds per square inch. The ball may not be changed during a game without the referee's permission.

Officials. A referee controls the game and is assisted by two linesmen.

Dress. The goalkeeper must wear different colors to distinguish him from the other players and the referee. All other players on the team must wear uniform jerseys or shirts, shorts, and socks. Shin pads are an optional protection. Boots may be studded or have bars of leather and rubber across the soles. Studds must be of solid leather, rubber, plastic, aluminum, or similar material, but they must be rounded and not less than *Уг* inch in diameter or more than 1/2 inch long from the mounting. Gloves are frequently worn by goalkeepers. Numbers are usually worn on the back of the jersey.

Teams. Each team has 11 players, one of whom is the goalkeeper.

Substitutes. One or two substitutes are usually permitted, depending on the competition, but must be named before the game. Once substituted, a player may not return to the game.

Duration. The game is played in two halves of 45 mintues each; the teams change ends at halftime. The halftime interval may not exceed 5 minutes, except by consent of the referee.

Playing the ball. Except at throw-ins, the goalkeeper is the only player allowed to play the ball with his hands or arms, and he may

only do so within his own penalty area. A player may, however, use any other part of the body in order to stop, control, or pass the ball, move with it, or score. He may use his: (1) feet, (2) head, (3) thigh, (4) chest.

Scoring. A goal is scored when the whole of the ball has crossed the goal line under the crossbar and between the goal posts, provided that the attacking team has not infringed the laws.

Result. The team scoring the greater number of goals wins. If the number of goals scored is equal, the result is a draw, though in some competitions draws are resolved by: replays, a period of extra time (usually two halves of 15 minutes each) immediately after the 90 minutes; a series of penalty kicks; the toss of a coin.

American Football

In American football two teams with 11 players on the field attempt to score points by kicking goals or putting the ball behind their opponents' goal line in an approved manner. The winning team is the one that scores the greater number of points.

The field. The area between the end lines and sidelines is the field of play. The field *Is* divided between the goal lines by parallel yard lines, 5 yards apart. These are intersected by short inbound lines 70 feet 9 inches from each sideline. Between the inbound lines there are marks at 1-yard intervals. All measurements are made from the inside edges of the lines. Sidelines and end lines are out of bounds; goal lines are in the end zones.

The ball. The ball is an inflated rubber bladder enclosed in a leather case—length: 11 to 11% inches; long circumference: 28 to $28^1/2$ inches; short circumference: 21 *V** to $21^1/2$ inches; weight: 14 to 15 ounces.

The officials. Officials have individual functions, but they are equally responsible for signaling and recording fouls. They all wear uniforms, including a white cap with a visor, and carry a whistle and a flag. The officials are: (1) the referee, (2) the umpire, (3) the linesman, (4) the field judge, (5) the back judge, and (6) the line judge.

Dress. Each player wears: (1) a helmet made of plastic or leather; (2) a face mask made of nonbreakable molded plastic with the edges

A football game at Syracuse University in New York.

either rounded or edged with rubber-coated wire; (3) *a* jersey in the team color, which must not be similar to the color of the ball; (4) numbers at least 8 inches high on the chest and 10 inches high on the back (ends are numbered 80 to 89, tackles 70 to 79, guards 60 to 69, centers 50 to 59; backs 10 to 49; (5) chest and shoulder padding; (6) rib and kidney padding; (7) pants; (8) below-the-belt padding; (9) thigh padding; (10) shin padding; (11) lightweight shoes.

Teams. Each team has 11 players, one of whom is the captain. No team is allowed more than 40 players in uniform.

Substitution, Unlimited substitution is allowed, but substitutes are allowed on the field only when the ball is dead (not in play).

Duration. There are 60 minutes actual playing time, divided into four quarters, of which two comprise a half. Playing time excludes stoppages and other interruptions. There is a 2-minute interval between the periods of each half; only an incoming substitute may enter the field. There is a 15-minute interval at halftime.

Playing the ball. Players may kick, carry, and throw the ball subject to certain restrictions, such as the number of forward passes allowed. They may not bat or punch: (1) a loose ball toward the opponents' goal lines; (2) a loose ball in an end zone; (3) the ball when a player has possession.

A pass in flight may be batted in any direction by the defending side, but the offensive side may only bat such a ball to prevent the other team intercepting the ball.

If the player with the ball touches the ground with any part of his body except his hands or feet, the ball is dead. A team in possession is allowed 30 seconds to put the ball into play.

Scoring. (1) A touchdown (6 points) occurs when a player carries the ball across the opponents' goal line or recovers a loose ball on or behind the oppponents' goal line. (2) After a touchdown the scoring team is allowed an attempt to score an additional point from a scrimmage taken between the inbound line and at least 2 yards from the opponents' goal line. The point may be scored from a kick, another touchdown, or a safety. As soon as the opposition touches the kicked ball it is dead. (3) A field goal (3 points) occurs when a player kicks the whole of the ball through the opponents' goal, without it touching the ground or any of his own players, from a place kick or drop kick after a scrimmage or from a free kick after a fair catch. After a missed field-goal attempt, the ball is returned to the line of scrimmage or the 20-yard line, whichever is farther from the goal line. (4) A safety (2 points) occurs when a team sends the ball into its own end zone and it becomes dead in its possession or out of play behind its goal line. It is also awarded if a team in possession commits a foul behind its goal line.

Overtime period. If the game ends in a tie, a 15-minute sudden-death period is played. The kickoff is determined by the toss of a coin, the game is won by the first team to score in the extra period. If there is no score, the tie stands.

Comparison Quiz

Tell whether each of the following statements applies to soccer, to American football, or to both.

1._____The game is played by two teams of 11 players each.

2._____A substitute may be sent in to replace a player who is taken out of the game.

3._____Once a player leaves, he is not permitted to play again in that game.

4._____Many substitutes can be sent in during the game.

5._____The goalkeeper is an important player.

6._____The officials include a referee, a linesman, and a field judge.

7._____The numbers on the back of the players' uniforms tell spectators what position they are playing.

8._____The players wear shirts, shorts, and boots that are usually studded.

9._____The players must wear helmets and a lot of padding.

10._____There are goal lines at both ends of the field.

11._____Most of the players are not allowed to carry the ball in their hands.

12._____A player is allowed to hit a loose ball toward the opponents' goal with his head, feet, or chest.

13._____The actual playing time of the game is more than 45 minutes.

14._____After a touchdown the scoring team is permitted to attempt to score an extra point.

15._____The ball may weigh 15 ounces.

16._____The game may end in a draw or tie.

17. On the basis of what you have read, which of the two games do you think is more complicated? Why?

Chapter 7
CREATIVITY

Exactly what makes a person creative? A precise answer to this question will perhaps always remain a mystery, but this chapter presents readings on three people who have become famous in this century for their creative work in very different fields: in science, in architecture, and in comedy. Another selection, written by the world's best-known female anthropologist, discusses the controversial question: Are men more creative than women? The chapter finishes with a poem, one form of creativity.

SELECTION ONE

American Medical News

NEW YORK BOTANIST WINS '83 NOBEL MEDICAL PRIZE

The title of the following article tells us exactly what it is about: a scientist who has won the famous Nobel Prize in the field of medicine. In any article about a person who has won an award, three questions immediately come to mind: *who? what?* and *why?* Who is this person? What did he or she do? Why is it important? You should focus on these three questions as you read the article.

Barbara McClintock, Ph.D. Nobel officials called her discovery of jumping genes "the second great discovery of our time" in genetics.

Prereading Exercise: Scanning and Inventing Definitions for Technical Terms

Scan the first half of the article for the important technical terms that belong in the blanks below. The first letter of each of these is provided to help you. Fill in the rest of the word. Then, using clues from the context and the hints given, write a definition in your own words for each term.

1. In the second paragraph we see that McClintock's discovery involves g_____s. The fourth paragraph tells us what these are.

   Definition: _____

2. Before McClintock made her discovery, these elements were thought to be stationary—that is, without movement. The second paragraph tells us that she found that they in fact

move from one part on the c_____to another. So, this gives us an idea of what this term means.

Definition:_____

The title tells us that McCHntock is a b_____ In the fifth paragraph we learn what she worked with. Usually a branch of science is defined by what is worked with or studied. For example, a linguist is a person who studies languages, since *lingua* means language.

Definition:_____

The fifth paragraph states that McClintock's discovery aids the understanding of how b_____can become resistant to antibiotic drugs. We know that these drugs are used to fight certain diseases and infections. So, we can give a working definition of this term according to what it causes.

Definition:_____

New York Botanist Wins '83 Nobel Medical Prize

Barbara McClintock, Ph.D., an eighty-one-year-old American botanist still actively conducting research at Cold Spring Harbor Laboratory in Long Island, New York, has won the 1983 Nobel Prize for Medicine.

Dr. McClintock won the prize alone because she worked and published by herself. She was honored for her discovery that genes unexpectedly can wander from one position on a chromosome to another, causing sudden evolutionary changes.

Her discovery of these wandering genetic elements known as "jumping genes" was made some thirty years ago and originally was regarded with doubt and disbelief by other scientists because it went against the accepted view that genes were stationary. Only recently, with the development of molecular biology into a major scientific discipline, has the importance of her work been recognized.

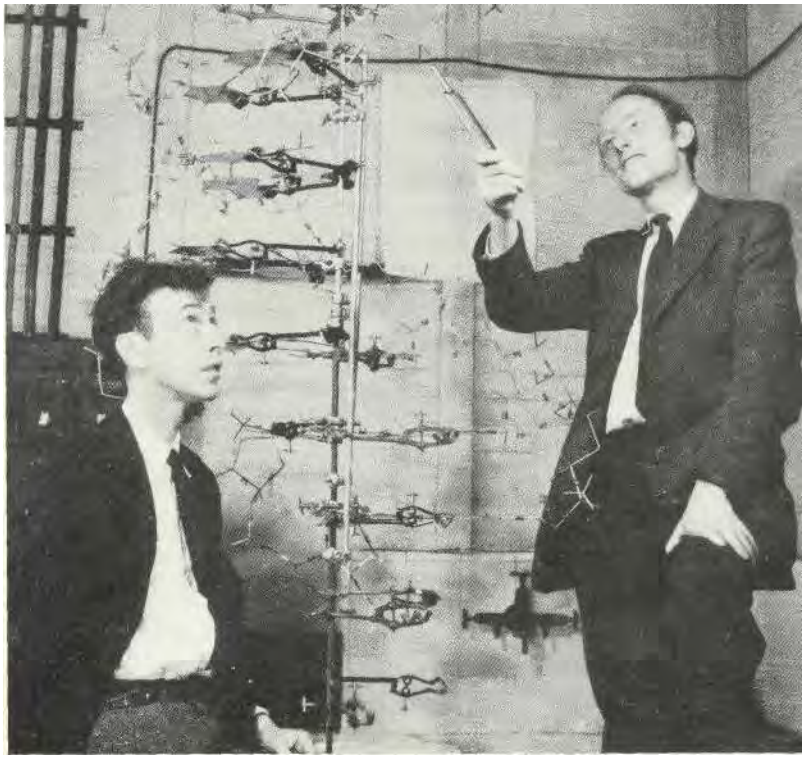
Officials of the Nobel committee in Stockholm, Sweden, called her

work "the second great discovery of our time" in genetics—second to the discovery that genes are strands of chemicals arranged in a double helix* that can separate and transmit hereditary traits.

Dr. McClintock's pioneering studies involved changes in the color of corn kernels. She grew crop after crop of purplish maize (corn) and observed its changes over long years. Her work has led other scientists to an understanding of how jumping genes can allow bacteria to become resistant to antibiotic drugs, how viruses work, how normal cells may be transformed into cancer cells, and, by laboratory methods based on her work, how inherited genes can be mechanically transferred from one living organism to another.

Dr. McClintock was the first woman to win the Nobel Prize for Medicine alone and the third woman to win that award. She was the third woman to win any unshared Nobel science prize. Marie Curie was first in 1911 for discovering radium and polonium, and Dorothy Crowfoot-Hodgkin was second in 1964 for determining the molecular structure of penicillin and other substances. Both won for chemistry.

"Double helix—two spiral chains of complementary nucleic acid.



In 1962, Watson and Crick received the Nobel Prize for their discovery that the structure of DNA, the hereditary material in the living cell, is a double helix.

After learning that she had won the award, the shy and retiring scientist said that she was overwhelmed by "such an extraordinary honor." She added, "It might seem unfair, however, to reward a person for having so much pleasure over the years, asking the maize plant to solve specific problems and then watching its responses."

At a news conference at Cold Spring Harbor Laboratory, Dr. McClintock said, "You don't need the public recognition; you just need the respect of your colleagues." She commented that she knew when she was conducting the research that it was not "acceptable," but she said, "That was all right. . . . When you know you're right, you don't care. You know sooner or later it will come out in the wash."

American Medical News

Summarizing Written Information

The following outline for a summary of the article is based on the key questions given for this type of article: *who? what?* and *why?* Working as a class or in small groups, fill out the outline in your own words as fully as possible.

1. Barbara McClintock: *Who* is she? (Personal data about age, education, where and how she worked.)

2. *What* did she discover? (Data about her work, its novelty [newness], her methods.)

3. *Why* is it important? (Data on the significance of her discovery and how it might be used.)

4. More about *who* she is. (More about her character and personality; her own thoughts about her work. Do you understand her statements quoted at the end of the article? What can you infer about her from the type of language she uses?)

Stories behind Words

The Nobel Prize takes its name from its founder, the Swedish chemist and engineer Alfred Nobel (1833-1896), who was also the inventor of dynamite. Ironically, the reason for his invention was to promote peace. He claimed that he wanted "to produce a substance or a machine of such frightful efficacy for wholesale devastation that wars should thereafter become altogether impossible." Seeing that his invention was being used for totally opposite purposes, he determined at least to produce some good from the vast amounts of money his invention had earned for him, and so he established the Nobel Prize.

Talking It Over: The Nobel Prize

1. How much do you know about the Nobel Prize? Do you know when and where it is awarded? In what fields?

2. Do you think that the Nobel Prize and other similar awards help or hinder the advancement of the arts and sciences? Why?
3. In your opinion, are these prizes sometimes awarded for reasons other than merit? Do you know of any people who received the Nobel Prize when they didn't deserve it? Do you know of any people who should have received the Nobel Prize but didn't?

Finding Out about Creative People

In what way was Barbara McClintock creative? As a class or in small groups, think of some creative people who were not appreciated when they were doing important work. You may choose them from the fields of science, politics, business, the arts, or some other field. Prepare a brief report (oral or written, according to your teacher's instructions) on one of these people, using the basic organization of *who? what?* and *why?* Encyclopedias provide a ready source of information on famous people. Can you think of any other sources?

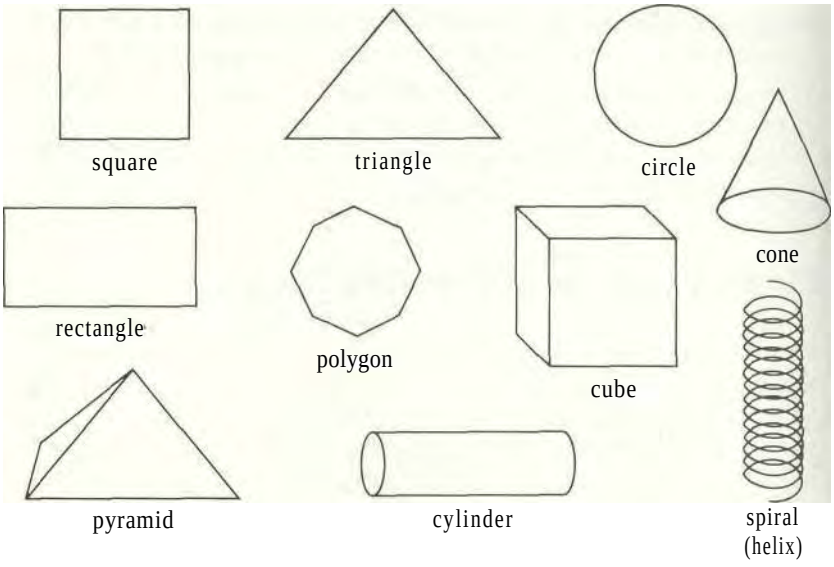
SELECTON TWO Flavio Conti

GUGGENHEIM MUSEUM U.S.A.

A common characteristic of many creative works is innovation, the starting of something new. This quality is certainly apparent in the famous Guggenheim Museum, as you can see by looking at the photos that illustrate the following article. Although opened in 1959, it still strikes the eye as new and unusual. What other famous examples of innovative or unusual architecture do you know? What kind of person do you think would design a building like this? What reasons do you think he or she would have?

Prereoding Exercise: Checking Our Knowledge of Shapes and Forms

When you read the following article, you will notice a number of references to shapes and forms. So here is a brief review of the names of some of these. Study the illustrations; then fill in the blanks appropriately.

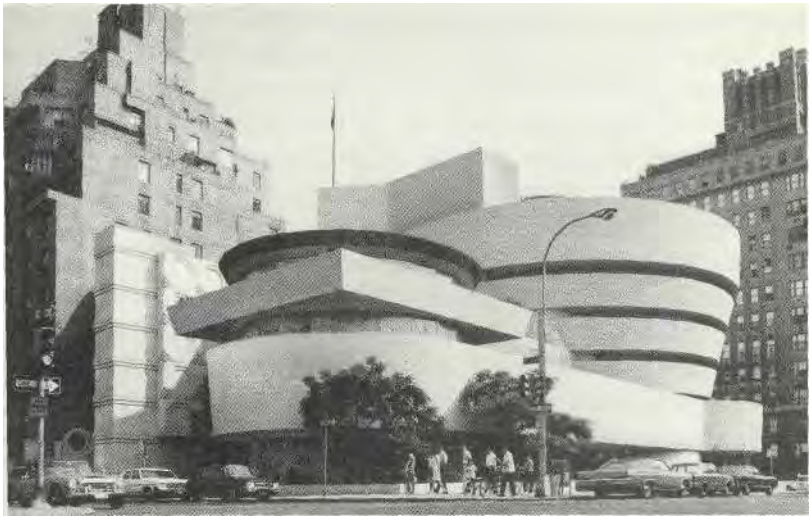


1. A square extended into three dimensions is a_____
2. A_____extended into three dimensions is a pyramid.
3. Any two-dimensional figure with four sides and four right angles is a_____
4. A closed, two-dimensional figure that usually has more than four sides is a_____
5. The combination of a cylinder and a pyramid is a _____(Ice cream is often served in these.)
6. Some sea shells (also bed springs and screws) are in the form of a_____which also may be called a

Guggenheim Museum U.S.A.

In 1932, New York's Museum of Modern Art assembled what was clearly meant to be a definitive exhibition of modern architecture. It presented the work of Frank Lloyd Wright along with that of Le Corbusier[1], and Ludwig Mies van der Rohe and Walter Gropius, two

Charles Le Corbusier (1887-1965) a Swiss architect and city planner who lived in France. His buildings are characterized by daring and original design.



New York's Solomon R. Guggenheim Museum, built to house a private collection of paintings.

leaders of Germany's revolutionary design school, the Bauhaus.[2] On that occasion, Wright commented, "I warn you that having made an excellent start, I fully intend not only to be the greatest architect that has ever been but also the greatest of all future architects."

Wright's pride in his own work was understandable. When his three coexhibitors were still in grade school, he was already designing remarkably innovative houses, any one of which could have established him as first among contemporary architects. With the help of devoted assistants, Wright had created dozens of these houses, year after year. By 1932, Wright's work had become highly individualistic—often with hints of expressionism[3] that would surface in his design for the Guggenheim Museum.

The interior of the Guggenheim Museum, with its spiral exhibition area.

Frank Lloyd Wright's childhood had been shaped by a New England heritage of liberal Protestantism and an acceptance of the "natural philosophy" that was expressed in the writings of Walt Whitman and Henry David Thoreau. These two American writers believed that much of modern human anguish was due to urban environments and loss of contact with nature. The human foot had been made to touch earth, not concrete, and human dwellings were meant to be in harmony with their natural surroundings. In the spirited and energetic atmosphere of the times, it is perhaps not surprising that Wright also

[2]*The Bauhaus* a school of design founded in Germany in 1919 and continued in Chicago after 1937. The Bauhaus taught the importance of technical mastery and craftsmanship.

[3]*Expressionism* a style of painting developed in the twentieth century, in which the expression of emotion is considered more important than the representation of reality. Colors and forms are often distorted or exaggerated.

developed that insistence upon absolute freedom of mind that marks the true pioneer as well as the renowned artist. This is why he so often seemed more concerned with finding the proper form for an idea than with pleasing his clients. To Wright, the artistic integrity of his work was far more important than its practical function. Once, when the owner of one of his houses called to say that rain was dripping on him from a crack in the ceiling, Wright is said to have suggested that the man move his chair.

Both Wright's genius and obstinacy came to play their roles in his design for the Guggenheim Museum in New York City. In the early 1940s Solomon R. Guggenheim, who was committed to the development of modern painting, found himself in need of more space to house a growing collection of pictures. He decided that a museum of modern art ought to be the work of a leading modern architect. Ironically, he turned to Wright, a man known to have little liking for twentieth-century painting, and commissioned him to design the new museum. Wright's creation is one of the most original buildings in the world, a museum with its own place in the history of art. Yet as a picture gallery, it is a failure. Ultimately, the only thing it displays well is itself.

Perhaps at the time that the plans for the Guggenheim were being drawn up, the administrators of the museum were unaware of Wright's growing rejection of conventional square and rectangular forms of city buildings and blocks. Wright was continually searching for natural forms appropriate to human needs, forms that he described as "organic architecture, opening onto the world rather than insulating people from it." So he had begun to explore the possibilities of the

This home in Bloomfield Hills, Michigan, was designed by Frank Lloyd Wright in 1942.

triangle, the polygon (recalling the form of mineral crystals), and even the circle. For some time, he had been ready to take the logical step from the circle to the spiral, the form of conch shells, "plastic and continuous." This form is more properly called a helix, and is really a circle carried to the third dimension. Wright boldly designed the new building in the shape of an inverted conical spiral, and convinced Solomon Guggenheim that this form would make a magnificent museum.

The museum is essentially a long ramp that starts at ground level and spirals upward in five concentric turns, continually growing wider so that it opens out toward the top. Within the spiral is a vast central space, illuminated primarily by a huge skylight. At the first-floor level, the main spiral is joined with a smaller, round building, used for readings, lectures, and offices. A broad horizontal rectilinear base connects both elements and also relates the museum as a whole to its rectilinear environment of city blocks and conventional buildings.

In defense of his stunningly original design, Wright declared that he was not merely playing a game with forms: He believed that the helix was really the best shape for a picture gallery. He claimed that the conventional manner of displaying paintings in one dreary room after another distracts the attention of visitors by making them concerned with the condition of their feet rather than with the masterpieces on the walls. According to Wright, this museum fatigue was the result of bad architecture. At the Guggenheim, visitors would enter on the ground floor and be carried by elevator up to the top, where they would begin to slowly wind down along the spiral. Any weariness would be counteracted by the natural form of the shell, which would gently "spiral" visitors down to the first floor. As they descended, they would be able to study the paintings hung along the outward-leaning walls. In this way, each work of art would be viewed at an angle—as Wright believed the artist himself had seen it on the easel. But in reality, the museum is a challenge. Visitors must make their way down a ramp at an angle, studying paintings hung on a wall that both curves and slopes.

As a building, however, the Guggenheim Museum defines a magnificent space and has become a compulsory stop on even the most basic tour of New York. The startling effect of the Guggenheim lies in its unusual form and stark simplicity. While it was under construction—and remaining upright in apparent defiance of gravity-Wright would smirk happily and say of his colleagues, "They'll spend years trying to work it out."

Flavio Conti

Recalling Information

Circle the best response.

1. When the exhibition of modern architecture was presented in New York in 1932, Frank Lloyd Wright was:
   a. the oldest of the participants
   b. the youngest of the participants
   c. unknown
2. In his architectural work Wright was most concerned with:
   a. expressing his heritage of liberal Protestantism
   b. finding the correct form for an idea
   c. making his clients happy
3. It is ironic that Solomon Guggenheim chose Wright to design his museum of modern art because:
   a. it is one of the most original buildings in the world
   b. he found himself in need of more space for his collection
   c. Wright did not like modern art very much
4. Wright was searching for an "organic architecture" that would use forms found in nature, such as the:
   a. square b. cube c. polygon
5. One of the strikingly original aspects of the Guggenheim Museum is that it follows the form of an upside-down cone in a:
   a. spiral b. pyramid c. rectangle
6. Another unusual characteristic of the Guggenheim is that:
   a. it is only illuminated by five huge skylights
   b. visitors view paintings while they walk down a ramp
   c. paintings are displayed in one dreary room after another

Making Inferences and Conclusions

What inferences or conclusions can you make about Wright and his relationships with people from the following statements taken from the article?

1. "Wright commented, 'I warn you that having made an excellent start, I fully intend not only to be the greatest architect that has ever been but also the greatest of all future architects.'"

2. "With the help of devoted assistants, Wright had created dozens of these [innovative] houses year after year."

3. "Once, when the owner of one of his houses called to say that rain was dripping on him from a crack in the ceiling, Wright is said to have suggested that the man move his chair."

Word Detective

Play detective and find the following words in the article, using the clues given below and the number of blanks as aids.

1. An adjective beginning with *c* that means "present day."

   _____(par. 2)

2. A noun beginning with *p* that means "a person who goes before, preparing the way for others in a region or new field of work." This word is often used to refer to the early settlers of the American West.

   _____(par.3)

3. A synonym for *stubborness* that begins with *o*.

   _____(par. 4)

4. The opposite of *original* or *unusual*, beginning with *c*.

   _____(par. 5)

5. Two synonyms for *tiredness*, one beginning with / and the other with *w*.

6. A smile is *not* always nice: a noun that begins the same way as the word *smile* but means a smile that is offensive, insulting, or irritating.

   _____(par.8)

Talking It Over

1. What relationship do you see between Frank Lloyd Wright's character and his work?
2. Exactly what is innovative about Wright's design for the Guggenheim? Why did he choose to build it this way?
3. Referring to the Guggenheim Museum, the article states: "Yet as a picture gallery, it is a failure. Ultimately, the only thing it displays well is itself." Is this a fact or an opinion? Explain.
4. When you travel to new cities, do you pay attention to their architecture? Does it have an influence on you? In which city or region has the architecture impressed you the most? Why?
5. If you have seen the Guggenheim Museum, describe your reaction to it. If you have not seen it, tell what you think of it based on the article and photos.
6. For you, what is most important in a building?

Charlie Chaplin in the film *City Lights,* 1931. Chaplin has been called "the most universal human being of our time."

TIMED READING

Uno Asplund

CHARLIE CHAPLIN, CREATOR OF COMEDY

Years after his death, the comic films of movie actor and director Charlie Chaplin continue to be popular. He is particularly well known for his success as a creator of parodies, those humorous presentations that make fun of certain people, institutions, or systems in such a way as to point out their faults. Read the following excerpts (selections) from *Chaplin's Profiles,* a book on the life of Chaplin by Uno Asplund. Then do the exercise that follows. You should be able to complete the reading and the exercise in five minutes or less.

Charlie Chaplin, Creator of Comedy

Charlie Chaplin has broken all records in making people laugh. No one has so set a whole world laughing as the little man with the bowler hat, the cane, and the overlarge shoes.

Much has been written about Chaplin's art and his legendary career, and opinions have varied widely. But perhaps the commenta-

tor who called him "the most universal human being of our time" came closest to the truth. Those who have called him a genius stress the timeless and universal qualities in his work. It is an art filled with tragic undertones and deep human feeling, with which an audience cannot help but become involved and identified. It is for these reasons, I believe, that the figure of "Charlie" has kept its grip on generation after generation.

All his biographers agree that Chaplin's miserable childhood in the London slums was the decisive influence in his development and in the type of films he made. Chaplin himself emphasizes it in his memoirs. The more one reads about his earliest period, the more one is inclined to agree. For Chaplin, his suffering youth has a lingering fascination: It gave him a world that he could transform with his imagination onto the movie screen.

Chaplin was never afraid to tackle controversial subjects in his films. He released a parody on war *(Shoulder Arms)* only a few weeks before the American troops came home from the hell of the trenches in World War I (1918). This was regarded as sheer madness, but the parody was well received. So perfectly did it hit the nail on the head that even the homecoming soldiers found it irresistible and deeply appreciated this skit on what for them had been grim reality.

Churchgoers raged when Chaplin, in *The Pilgrim* (1923), attacked nonconformist religions. In *City Lights* (1931) he took his turn at mocking capitalism. *Modern Times* (1936) parodied the inhuman destruction of the machine age. *The Great Dictator* (1940) made fun of Hitler and proclaimed Chaplin's view of world politics. Chaplin, in his comic satirical way, fought what he perceived as tyranny and injustice.

Uno Asplund
Selections from *Chaplin's Profiles*

Completing a Summary

Complete the blanks of the following summary with appropriate words. Often more than one word can be used.

Summary

The figure of "Charlie" with his bowler hat, cane, and overlarge _____l is one of the most popular comic creations of all time. Almost everyone agrees that one quality of his genius is

that it is_____2 . When he was a child, Charlie Chaplin was very_____3 and lived in _____4. It is this world of_____5 that he often transforms with his_____6 onto the movie screen.

Charlie was not afraid to deal with_____7 subjects in his films. Shortly after the American_____8 returned from World War I, he released a film that _____9 war. Many people feared that this was_____10, but in fact it was_____ 11.Twoothersubjectsthatheparodiedin his films are_____12 and_____13.

SELECTION THREE Margaret Mead

ARE MEN MORE CREATIVE THAN WOMEN?

Margaret Mead, one of the most famous and widely read anthropologists of this century, has expressed her ideas on creativity in men and women. Why do you think that men have achieved more than women in almost every field throughout history? Read Margaret Mead's opinions and see if she gives the same reasons that you have given.

Are Men More Creative Than Women?

Throughout history it has been men, for the most part, who have engaged in public life. Men have sought for public achievement and recognition, while women have obtained their main satisfactions by bearing and rearing children. In women's eyes, public achievement makes a man more attractive as a marriage partner. But for men the situation is reversed. The more a woman achieves publicly, the less desirable she seems as a wife.

There are three possible positions one can take about male and female creativity. The first is that males are inherently more creative in all fields. The second is that if it were not for the greater appeal of creating and cherishing young human beings, females would be as creative as males. If this were the case, then if men were permitted the enjoyment women have always had in rearing young children, male creativity might be reduced also. (There is some indication in the United States today that this is so.) The third possible position is that certain forms of creativity are more congenial to one sex than to the other and that the great creative acts will therefore come from only one sex in a given field.

Margaret Mead
Selections from *Some Personal Views,* 1979

Talking It Over

1. What relationship does Margaret Mead make between marriage and public achievement? Do you agree?
2. What are the three possible positions given regarding male and female creativity? Are there other possible explanations? What position do you think is correct? Why?
3. What women can you think of who have been famous for their creativity?
4. What fields can you think of that are dominated almost completely by one sex? Can you think of reasons for this?
5. Do you think it is harder for women to excel in science, business, art, or politics nowadays, or do they have the same opportunities as men? Does this vary from one culture to another? Explain.

SELECTION FOUR

VELVET SHOES

Most people agree that writing good poetry is a creative act, but to some extent reading poetry should also be creative on the part of the reader. Most poems are not meant to give information but rather to create an emotional mood or state of mind through sounds and images (pictures in the mind). Read the following poem aloud several times (or listen to it read by someone else). Don't

worry if you do not understand all the words. Try to see the mental pictures it suggests, to hear the rhyme (identity in sound, usually in the last part of the word), and to feel the rhythm (pattern of beats or pulses in the words). See if you can enter into the emotional state of mind that the poet wants to create in you. Then answer the questions that follow.

Velvet Shoes

Let us walk in the white snow
In a soundless space;
With footsteps quiet and slow,
At a tranquil pace
Under veils ot lace.

I shall go shod[1] in silk
And you in wool,
White as a white cow's milk,
More beautiful
Than the breast of a gull.[2]

We shall walk through the still town
In a windless peace;
We shall step upon white down,[3]
Upon silver fleece,[4]
Upon softer than these.

We shall walk in velvet shoes;
Wherever we go
Silence will fall like dews
On white silence below.
We shall walk in the snow.

Elinor Wylie
(American, 1885-1928)

[1] *shod,* wearing shoes

[2] *gull,* seabird

[3] *down,* feathers

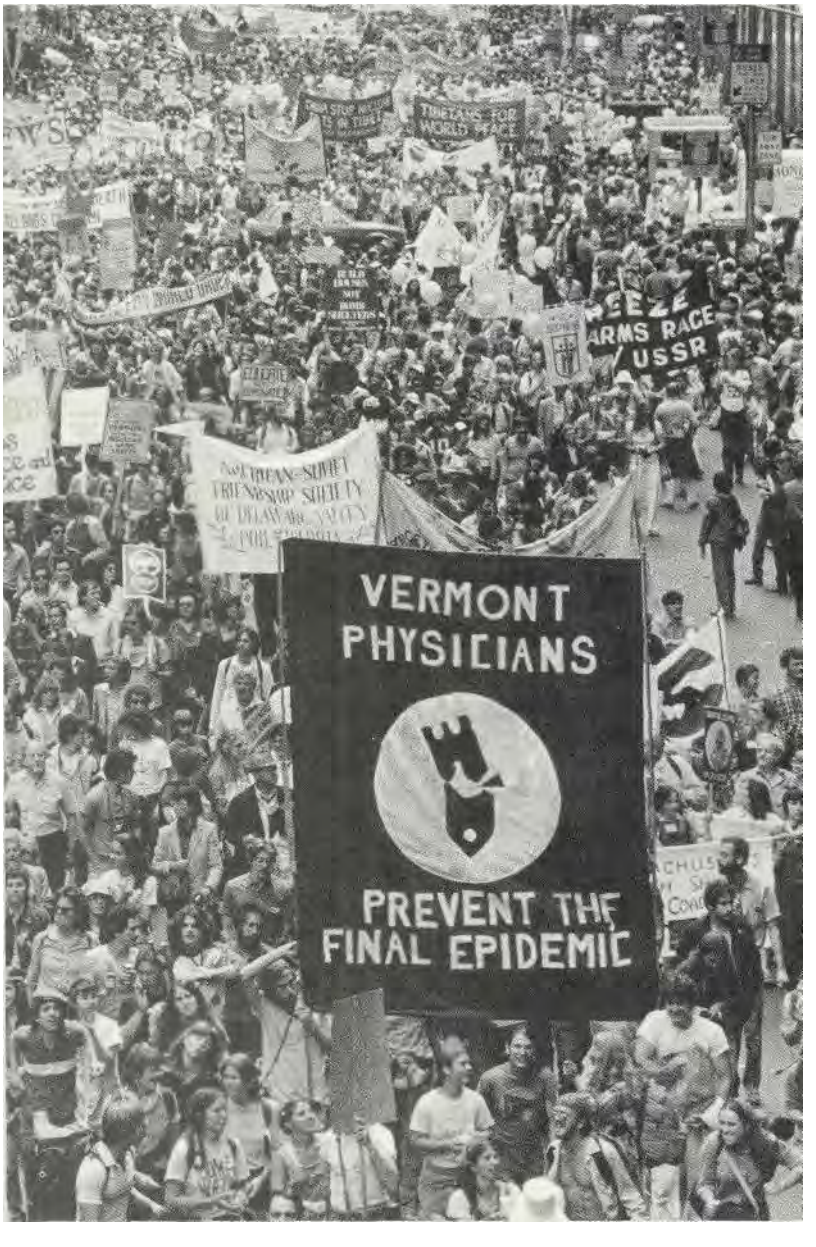
[4] *fleece,* coat of a sheep

Questions

1. What experience is the poet suggesting? Have you ever had this experience?
2. Does the rhyme seem regular or irregular to you? What sounds are the most common?
3. Does the rhythm seem slow or fast? Steady or varying?

4. How would you describe the mood of the poem?
5. What images are used? Why do they help us to experience the mood?
6. How does the rhyme and rhythm help?
7. What is the title of one of your favorite poems in your language? What is the name of the poet? Why do you like the poem?

CHAPTER 8
CHOICES



Making decisions is one of the constant necessities of human existence. At the personal level many people choose where and how to live, although others prefer leaving this to fate; the increasingly popular choice of an urban rather than a rural lifestyle is the theme of the first reading. The second and third readings present arguments for choices on both sides of two controversial topics. The question of whether or not to tighten the laws controlling guns is presented as an important choice at the national level for American voters, who are confronted with ever-increasing violence. Then, two very different views are given on how to avert atomic war.

SELECTION ONE

Ellen Switzer

I LOVE CITIES

One of the most important of personal choices is the decision of where to live. Today, the vast majority of the world's population seems to be choosing, when possible, to live in cities rather than in the small towns or countryside of their ancestors. The author of the following selection took a trip around the world visiting many cities in order to find out why this is happening and what the consequences are. What problems do you think the new urban dwellers encounter? Is this trend toward urbanization good or bad for a country? What attitude do governments take toward this movement? As you read, try to pick out the three main ideas of the selection and notice what examples are given to support these ideas.

Prerecsding Exercise: Defining New Words from Context

Practice your skills of guessing and expressing the meaning of new words from context by making up definitions for the italicized words. Some hints regarding the forms of the words are given to aid you. The sentences are taken directly from the following selection.

1. "In the past ten years, it has become increasingly difficult to *reconcile* how I feel about cities with what I am forced to think

about them." (lines 5-6) *(Hint:* The prefixes *re-,* meaning "again," and *con-,* meaning "together," might help you here.)

2. "Headlines tell us, almost daily, that some of my favorite cities are on the verge of financial and social *bankruptcy."* (lines 8-10) *(Hint:* The root *rupt,* which is used in *rupture,* means "a break," and the word *bank,* of course, means "a place for keeping money.")

3. "Cities seem to get the worst of bad government, and the best and most *progressive* administrations seem to have run out of ideas on how to solve urban difficulties." (lines 18-20) *(Hint:* The root word *progress,* meaning "change" or "new development," can aid you.)

4. "What are people looking for when they leave the countryside in which their families have lived for generations and move to large and problem-ridden cities?" (lines 27-29) *(Hint:* The word *-ridden,* used as the second part of many compound words, means "dominated by" or "filled with.")

5. "In even the most frighteningly confused, poverty-stricken, seemingly hopeless urban areas we found a community spirit that seemed to *prevail* against all difficulties." (lines 48-50) *(Hint:* The prefix *pre-* means "before" or "in front of," and the second part of the word comes from the Latin verb *valere,* meaning "to be strong.")

6. ". . . From a high city official in Jerusalem who worked with a loaded submachine gun slung behind his chair to a home economics teacher in Katmandu teaching the first principles of health and hygiene to a class of *semi-illiterate* girls." (lines 54-57) *(Hint:* The prefix *semi-* means "half" or "partly"; *il-* is

a variant of *in-,* meaning "not"; and *literate* comes from the same root as *letter* or *literature* and means "able to read.")

I Love Cities

I love cities, living in them, working in them, visiting them, and learning about their similarities and differences. Over the years, I have made my home in Berlin, Germany; Rome, Italy; Ankara, Turkey; and New York and New Haven, U.S.A.

In the past ten years, it has become increasingly difficult to reconcile how I *feel* about cities with what I am forced *to think* about them. There's no doubt about it: Today's cities and the people who live in them face serious problems. Headlines tell us, almost daily, that some of my favorite cities are on the verge of financial and social bankruptcy. All the evils of life in our decade seem to be concentrated in cities: pollution, congestion, overpopulation, poverty, drug abuse, and crime. If one mentions such adjectives as *filthy, sleazy, run-down, corruption-ridden,* or *teeming,* what immediately comes to mind is a street in the large city one knows best.

Some cities seem to be strangling in their own traffic jams. Others are almost buried under a mountain of uncollected garbage and trash. Venice is literally sinking into the water and Mexico City into the ground. Cities seem to get the worst of bad government, and the best and most progressive administrations seem to have run out of ideas on how to solve urban difficulties. And yet, to millions of people throughout the world, cities are still a symbol of hope.

Like most big cities, New York has many sides: on the left, a slum area in the Bronx; on the right, the home of a former mayor.

Although some cities (New York, for instance) seem to be losing population, very few city dwellers move into the rural countryside. Instead, they move either to another city or to an area around the city. From the air, some cities look like an ever-expanding doughnut. The center is becoming an empty hole, while the outer edges expand.

What are people looking for when they leave the countryside in which their families have lived for generations and move to large and problem-ridden cities? Everyday life for them seems to get worse, not better. Often they seem to get the worst in housing, education, health care, and jobs that their countries have to offer. And yet they rarely return to the rural area they have left. Some governments have tried persuasion and the promise of better homes, education, and health care to get families living in squalid huts or tenements in inner cities to go back into the farm country from which they came. Other, more tyrannical governments, have forcibly moved people out of the city and back to the country, only to see them come back to the cities as soon as official pressure allowed.

We don't really need statistics to prove to us that we are becoming, increasingly, an urban planet. The astronauts, flying their spaceship far above the globe, may have seen the earth as green and blue: vegetation and water. From an airplane, which gives us a closer view, the earth looks mainly gray and brown by day, black with millions of twinkling lights by night— . . .

From my trip around the world, the most important conclusion that I reached was that cities, large or small, European, Asian, African, or American, all have their share of problems. But they are not, in and of themselves, *the* problem. In even the most frighteningly confused, poverty-stricken, seemingly hopeless urban areas we found a community spirit that seemed to prevail against all difficulties. Everywhere there were creative, vital people: from the policeman walking the beat in London's most crowded slums to the woman physician in New Delhi trying to cope with four times the number of sick and dying that her hospital could hold; from a high city official in Jerusalem who worked with a loaded submachine gun slung behind his chair to a home economics teacher in Katmandu teaching the first principles of health and hygiene to a class of semi-illiterate girls. These people, of course, did not have ready-made solutions to their city's problems; but all felt that there was no reason to give up hope, . . . that with planning, hard work, and a lot of luck their cities might yet be made into places where families might live and someday work in decent and humane surroundings.

Ellen Switzer
From *Our Urban Planet*

Finding Support for Main Ideas

As a class or in small groups, make a list of examples given in the article for each of the following main ideas.

1. Cities and city dwellers of today face many serious problems.
2. Governments have tried in various ways, but without success, to keep country people from moving to the city.
3. Even in very poor and problem-ridden urban areas a community spirit seems to prevail against difficulties.

Talking It Over

1. Why does the author have difficulty in reconciling her feelings about cities with her thoughts about them?
2. Explain the comparison made between certain cities, viewed from an airplane, and an ever-expanding doughnut.
3. What do you think people are looking for when they move from the countryside to a city?
4. What cities have you lived in? Which ones have you visited? What urban problems did you see there?
5. In your opinion, where would you find more privacy: in a large city, in a small town, or in the countryside? Why? Where would you find more sense of community?
6. If you had your choice, would you prefer urban, town, or country living? Where exactly? Why?

Interpreting Charts

By the year 2000, more than half of the earth's population will be living in cities, a much higher precentage than at present. The following charts present statistics that relate to this process of world urbanization. Look them over and answer the questions that follow. Remember that it helps to skim the questions first.

Questions

1. Judging from the charts, would you say that the rich or the poor areas of the world are urbanizing more rapidly? Are you surprised by this fact? Why or why not?

WORLD URBANIZATION

Place	Percentage of City Dwellers 1980	2000
Africa	29%	42.5%
Latin America	65	72
North America	74	81
East Asia	33	45
South Asia	24	36
Europe	69	77
Oceania	76	83
USSR	69	76

TEN MOST POPULOUS URBAN AREAS IN THE YEAR 1980

1.	New York-northeastern New Jersey	20,400,000
2.	Tokyo-Yokohama	20,000,000
3.	Mexico City	15,000,000
4.	Sao Paulo	13,500,000
5.	Shanghai	13,400,000
6.	Los Angeles-Long Beach	11,700,000
7.	Beijing (Peking)	10,700,000
8.	Rio de Janeiro	10,700,000
9.	London	10,200,000
10.	Buenos Aires	10,100,000

TEN MOST POPULOUS URBAN AREAS IN THE YEAR 2000

1.	Mexico City	31,000,000
2.	Sao Paulo	25,800,000
3.	Tokyo-Yokohama	24,200,000
4.	New York-northeastern New Jersey	22,800,000
5.	Shanghai	22,700,000
6.	Beijing	19,900,000
7.	Rio de Janeiro	19,000,000
8.	Greater Bombay	17,100,000
9.	Calcutta	16,700,000
10.	Djakarta	16,600,000

Source: United Nations, *Patterns of Urban and Rural Population Growth, 1950-2000* (New York: 1979).

2. On which continent will there be the greatest increase in the number of city dwellers?

3. Which very populous cities will no longer be among the top ten by the year 2000?

4. What country will have the greatest number of cities among the top ten at the turn of the century? What problems might this cause for that country?

Save the City: Problem Solving in Groups

Discuss the following problem in small groups. After twenty minutes, one member of each group should report to the class on what solution or course or action his or her group has chosen.

Declinia, 1990

The imaginary country of Declinia in the year 1990 is a perfect example of the trend toward urbanization. The western part is a hilly region that used to be famous for wine making but is now largely depopulated. There are only a few, very poor roads that connect this area to the central capital, and most western inhabitants complain of isolation, lack of schools, and inadequate health services. The eastern area is a sandy coastal region with a steadily declining fishing industry. Recently, several multinational hotel companies have expressed interest in developing this area for tourism but they would only do so if the government of Declinia were prepared to build an international airport on the coast. The southern section of the nation has rich land and a tradition of successful mixed agriculture. Unfortunately, a five-year streak of bad weather has caused terrible crop failures, and each year more and more young people are

leaving the land and going north to look for employment in the cities.

Ten years ago only 40 percent of Declinians lived in the cities, 25 percent of them in the central capital, Pollutia. Today 60 percent of the population is urban and 45 percent live in tne crowded capital, most of them in squalid slums on the outskirts. Pollution, traffic problems, crime, and unemployment now plague the once-beautiful city, mainly because of its rapid increase in population. Recently, however, the discovery of important mineral deposits in the north has brought a ray of hope to this gloomy picture.

If you were in control of the government of Declinia, how would you use this sudden wealth to improve the economy and the quality of life for Declinians?

SELECTION TWO

Edward F. Dolan, Jr.

GUN CONTROL

America is known throughout the world for its freedom and high standard of living. It is also known as a land of violence. Do you feel there are more robberies and murders in the United States than in other parts of the world, or are they simply more publicized by the press? Is America's reputation for violence perhaps due mainly to Hollywood movies? Is it more true in some parts of the country than in others? Many Americans feel that the violence in their nation could be diminished by establishing stricter laws controlling gun ownership. Others strongly oppose such gun control. Is the purchase of guns strictly controlled in your country, or are ordinary people allowed to buy them easily? Do you think that strict control of the purchase of guns is a good or bad practice? Why? The following article discusses this important choice in the American context.

Prereading Exercise: Guessing the Meaning of Key Words from Context

For the following italicized words taken from the article, choose the correct meaning to match the context.

1. Some antismokers want to *ban* the sale of cigarettes completely,
   a. forbid b. reduce c. discourage

2. The total *havoc* created by the hurricane brought tears to his eyes,

   a. beauty b. damage c. interest

3. The group was arrested because they were plotting to *assassinate* the president.

   a. criticize b. murder c. capture

4. The doctor found the increase in patients stricken by the fatal disease *appalling*.

   a. disgusting b. informing c. frightening

5. The withdrawal of all the soldiers from the town left the inhabitants *vulnerable* to their enemies.

   a. open to attack b. ready for defense c. free from fear

6. They pretended to be loyal to the government, but in reality they were engaged in activities that were *subversive*.

   a. participating in cruelty and violence
   b. tending to overthrow an established institution
   c. directed toward inferior and inefficient quality

7. The *proponents* of the law suggested an open debate to increase its support before the election.

   a. those in favor
   b. those against
   c. those who were indifferent

8. The girl understood death for the first time when she saw her dog converted into an *inanimate* object after being struck by a car.

   a. angry b. wounded c. lifeless

9. After drinking a whole bottle of whiskey, the *intoxicated* man fell down the stairs.

   a. nervous b. insane c. drunk

Prereading Exercise: Analyzing Arguments for Point of View and Organization

The article about gun control is not simply presenting information; it is trying to persuade us through arguments to make a choice for or against a proposal. When reading argumentation, you should first identify the author's *point of view*. Is he or she for or against the proposal? Or is the author trying to present both sides, the *pros* (arguments for) and the *cons* (arguments against), in an objective manner? Scan the first four paragraphs quickly for words that

indicate the author's point of view. What are these words? What do they tell you about his point of view? As you read, try to think through each argument as it is presented, keeping in mind the point of view.

Gun Control

Americans participated in a great debate throughout the 1960s and 1970s. The debate continues into the 1980s. It is the argument over whether the use of the 150 million handguns, shotguns, and rifles in the United States should be restricted or banned altogether. And if so, how?

Opinions on what should be done conflict sharply. Many Americans are confused by all that has been said.

On the one hand, we hearthat something must be done immediately to stop the havoc wrought by the gun. Statistics tell us that it is responsible for more than 30,000 murders, suicides, and accidental deaths each year. It is used in countless crimes and is said to either breed or reflect the violence that has become such a significant and frightening aspect of our national life.

During the past two decades, the gun has been leveled against some of our most revered political and social leaders. It has cut down John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. It has left a fourth, Governor George Wallace of Alabama, crippled for life. Twice in the 1970s, it was used in an attempt to assassinate President Gerald Ford.

Many crimes involving the gun have also scarred the opening years of the 1980s. On the night of December 8, 1980, singer John Lennon was murdered by a gunman as he and his wife were entering the courtyard of their New York City apartment. A little more than three months later, newly elected President Ronald Reagan became the victim of a wound from a small-caliber revolver held in the hands of a would-be assassin. In a two-second burst of gunfire, the president and his surrounding aides were injured. Miraculously, no one was killed.

All the victims mentioned above were well-known public figures. But guns have also taken the lives of countless men and women who were not famous and who were known only to their friends and loved ones. More than 20,000 Americans are murdered each year. Guns of all types—rifles, shotguns, and handguns—are responsible for approximately 66 percent of these deaths. By itself, the handgun is responsible for more than 10,000 deaths.

With an increasing number of lives being taken each year, there is a call to control the gun, to curtail its use and the ease with which it may be purchased in many parts of the country, or to be rid of it altogether. However, there are also many Americans who, despite the appalling death rate, feel that we have the right to own firearms.

Opponents of strict gun controls argue that the right to own firearms is guaranteed by the U.S. Constitution. The claim is made that, without firearms, we would be more vulnerable than ever to criminal violence. Moreover, they claim, we would be unable to defend ourselves if subversive elements, a would-be dictator, or some foreign intruder attempted to take hold of the country. The privately owned gun helped us to win our freedom in the first place, they say; it can help us preserve that freedom today.

Further, opponents of gun control Je]i_us that gun-control laws don't work^ecause^he~people^/vho cause most of the trouble—the criminals—simply don't bother to obey them. But the proponents of control reply by producing statistics to show that control laws have kept the crime rates down in other nations. Strictly enforced controls, they believe, can do the same thing here.

Basically, the anticontrol people feel that to call for and enact laws against the gun is to move in the wrong direction. They recognize that there is much violence in our society and know that something must be done about it. But they argue that when the gun is involved in violence, it is not, in itself, responsible for the trouble. A gun, after all, is an inanimate object that is incapable of acting on its own. The fault lies with the people who misuse it—the criminals, the mentally ill, the emotionally unstable, the intoxicated. It will do no good, then,

to move against the gun. Violence will be reduced only if we restrict the people who pull the trigger.

Edward F. Dolan, Jr.

Recalling Arguments

As a class or in small groups, explain the arguments indicated by the following key words and phrases taken from the article. Then decide which are more convincing, the pros or the cons, and explain why.

Pro (For Gun Control)	**Con (Against Gun Control)**
1. 30,000 murders, suicides, and accidental deaths per year	1. the Constitution
2. assassinations of famous people and killing of others	2. subversive elements and the need to guarantee our freedom
3. control laws in other countries	3. vulnerability to criminal violence
4. 66 percent of murders in the United States	4. the gun is an inanimate object

Talking It Over

1. What recent assassinations or attempts at assassination have you heard about? Was the weapon a gun? If it was, how do you think the assassin obtained the gun?
2. If you lived in a crime-ridden area, would you keep a handgun in your home? Why or why not?
3. If you were an American voter, would you vote for or against a proposal to ban the sale of guns in the United States? Why?
4. In your opinion, what is the best way to combat violence?

Increasing Vocabulary

Follow the patterns to form words that were used in the article.

1. If you oppose a certain idea or proposal, you are its *opponent.* If you propose it, you are its_____

2. By changing the places of two numbers, from top to bottom and bottom to top, you invert them. This is called an *inversion.* By acting to subvert a society or institution, you engage in an act of_____

3. If you abridge an article, this shortening is called an *abridgement.* If you curtail a certain activity, this reduction or cutting down is called a_____

4. Someone who stops briefly before acting hesitates; this momentary pause is a *hesitation.* Someone who plans to assassinate a famous person is planning an_____

SELECTION THREE *U.S. News & World Report*

TWO VIEWS: HOW TO AVERT AN ATOMIC WAR

The following selection is composed of interviews with two men who have very different opinions on an important controversial question. Each one presents arguments in favor of his own viewpoint and tries to point out the flaws (errors) in the other's ideas. Do you understand the word *avert* in the title? What synonym can you think of for it? By looking at the brief identification given for each of the men, what do you predict about their views on this question? Which one of the two viewpoints do you guess in advance will be closer to your own? Why? Read and see if you change your mind. (Since the article is somewhat technical, do not worry if you do not understand every point. Read for the main ideas.)

Prereading Exercise: Defining New Words from Context

Technical Terms Used in Reference to the Arms Race

The article uses a number of technical terms that have come to have a specific meaning relating to the subject of the arms race between the United States and the Soviet Union. Read the following sentences, then write out your own definition or description for the terms in italics, using the context to aid you.

1. Both countries continue to produce atomic weapons, and so each builds up its *nuclear arsenal.*

2. Many people agree to the manufacture of these weapons but hope that there will never be a need for their *deployment.*

3. Some advisors feel that the new weapons will be *stabilizing* because they will produce a stable situation instead of the uncertain, constantly changing conditions that prevail at present.

4. The new *multiwarhead* missiles are more dangerous than the old missiles that carried only one explosive device apiece.

5. Many people believe that the policy of nuclear *deterrence* has prevented a world war from breaking out in the forty years since Hiroshima; each of the countries is restrained by fear of the other one's nuclear arsenal.

6. *First-strike* weapons, as the name implies, are not built for defensive purposes but rather for one quick attack with total victory.

Common Words Used with an Extended Meaning

Common words are sometimes brought into a more abstract context with an extended meaning. The fact that they are so common and concrete gives them added force. For example, the noun *freeze,* which usually means "turning into ice," has recently been used in the phrase *nuclear freeze* to mean a "total stop to the production of nuclear weapons." Look at the usual meaning given for the following italicized words. Then, using the hints provided, explain what these words mean in the context of the article.

1. The verb *blackmail* usually describes the criminal act of forcing someone by threats of harm to pay money or act in a certain way. General Scowcroft expresses the belief that under certain circumstances the Soviets might try to *blackmail* the Americans with their nuclear weapons.

2. In mathematics, the term *equation* means a proposition showing the equality between two numbers or quantities. General Scowcroft says that the Americans must build up weapons to persuade the Soviets that they cannot profit from nuclear war. He feels that the MX missile is an important part of that *equation.*

3. In mathematics, a *parallel* is a line that extends in the same direction as another line, exactly alongside it, without ever going toward or away from it. General Scowcroft maintains that there is a *parallel* between the antiwar movements in Europe before World War II and the antinuclear movements of today.

4. The word *disinvent* does not really exist in the dictionary, but an English-speaking person has no trouble understanding it. Perhaps this is because the prefix *dis-*, meaning "a separation, negation, or reversal," is so common. General Scowcroft asserts that it is not possible to *disinvent* nuclear weapons.

5. The verb *flounder* usually means "to struggle back and forth with clumsy, flopping movements similar to those of the flat-shaped fish called a *flounder."* Mr. Kehler believes that at present negotiations between the two superpowers are *floundering* because both sides are trying to build up arms.

6. A *hair trigger* is a special type of trigger (the small lever that fires a gun) that allows a gun to be fired with a very slight pressure of the finger. Mr. Kehler worries that the new nuclear weapons will put both countries in a *hair-trigger* situation.

7. When someone speaks about taking an important action and we feel that it is already too late to do so, we sometimes quote the old saying: "That is like closing the barn door *after the horse is out of the barn."* The interviewer suggests to Mr. Kehler that, as far as nuclear weapons are concerned, perhaps *"the horse is out of the barn."*

Two Views: How to Avert An Atomic War

Interview with Lieutenant General Brent Scowcroft

Chairman, President's Commission on Strategic Forces

1. Q. *General Scowcroft, what, in your view, is the best way to prevent the outbreak of nuclear war between the superpowers?*

A. There are two ways. First and foremost, we must keep Soviet leaders convinced that no resort to nuclear weapons on their part would be a feasible course of action. Second, both sides can move to organize their nuclear forces in ways that further reduce the already slim danger of war by miscalculation or accident.

Nuclear weapons are a fact; they cannot now be disinvented—desirable as that might be. Since they cannot be wished away, the task is to keep Moscow from ever initiating their use. The real danger would come if the Soviets ever reach the conclusion that the United States, no matter what the size of its nuclear arsenal, would be unwilling to use those weapons under any circumstances. At that point, the Soviets might conclude that they can blackmail us. It is there that the great danger of nuclear war exists.

2. Q. *Why not simply halt production and deployment of nuclear-arms systems on both sides, as proposed by nuclear-freeze advocates?*

A. Because the freeze might actually increase the risk of conflict. It has become a slogan, a belief, that there is some simple solution out there if only we would recognize it. It rests on questionable assumptions.

First, it assumes that the number of weapons is the fundamental problem—confusing the symptoms with the disease. The problem is U.S.-Soviet rivalry, not the arms themselves.

Second, it assumes that arms modernization makes the problem worse. If we're ever to solve our current dilemma, it will be through deployment of stabilizing weapons. The freeze keeps the problem the way it is now.

The last and most serious error is the assumption that a freeze is simple to achieve. Well, SALT I[1] was a partial freeze; it took four years to negotiate. SALT II extended that freeze; it took seven years. We would spend years negotiating a freeze, only to end up where we are now.

Ingh/Visao/Sao Paulo

'SALT I, 1972, and SALT II, 1979, (Strategic Arms Limitation Talks) are agreements between the U.S. and the U.S.S.R. limiting the number of strategic weapons.

3. Q. *Isn't the current American weapons buildup—specifically, the proposed deployment of the mu/tiwarhead MX—going to make the situation more unstable?*

A. No, it will not, because the Soviet Union perceives that there is a fundamental antagonism between our systems that is going to continue. It is only by strength that the United States can convince the Soviet Union that its only recourse is to enter serious arms-control negotiations.

4. Q. *Since both superpowers already possess enough weapons to destroy each other many times over, why does the United States need the MX missile for deterrence?*

A. Deterrence is composed of two elements. First, there is military capability. Second, there is the perceived will to use that military capability under certain circumstances. It doesn't matter what the facts are; what matters is what both sides believe the facts to be. Let me explain.

We believe that if one has a certain number of weapons that can destroy a certain number of cities, then it shouldn't be necessary to do more. But we have no reason to think that the Soviets have the same view of nuclear weapons. Therefore, we must build weapons simply to manipulate the perceptions of risk in the minds of Soviet leaders. In short, we must convince them that under no circumstances can they hope to profit by resorting to nuclear weapons. The MX is an important element in that equation.

5. Q. *Is the strategy of nuclear deterrence viable in the years ahead, given the emergence of strong antinuclear movements?*

A. I certainly hope so. There is an almost eerie parallel between the situation today and that of the 1930s. Then also there were antiwar movements, movies designed to demonstrate the horrors of war, the Oxford movement in Britain and so on. The result was to encourage the major power in Europe—Hitler's Germany—to feel that it could embark upon aggression with impunity. In the end, of course, we had a world war.

Interview with Randall Kehler

National Coordinator, Nuclear Weapons Freeze Campaign

1. Q. *Mr. Kehler, why do you think that a Soviet-American freeze on testing, production, and deployment of nuclear arsenals is the best way to avoid atomic war in the future?*

A. A freeze, if we can get one in the near future, will stop a new generation of dangerous, first-strike weaponry that is developing

on both sides—the American MX and the Soviet ICBM equivalent, the Trident 2 missile and the Soviet equivalent, the Pershing 2 missile and the Soviet equivalent, the long-range Cruise missile and the Soviet equivalent. All these weapons would be stopped right now with a freeze.

Secondly, we would then have an environment for negotiating genuine reductions instead of an environment in which negotiations flounder because both sides are still feverishly building.

2. Q. *Then the problem is not numbers of weapons but quality of weaponry coming.*

A. That's right. Everyone knows that both sides have an enormous capacity for overkill. That is an important issue, but the more immediate issue is qualitative—the new weapons that will put both countries on a hair-trigger footing.

There is this thing called "the ten-minute threat." The Soviets say that the Pershing 2 missile represents such a threat because it is being deployed within ten minutes of their command and control centers. And they threaten to create a ten-minute threat for the United States, probably by stationing ever more accurate submarine-based missiles off our coast. What is so dangerous about this new generation of weapons is the increasing reliance on computers. The idea of a ten-minute threat carries with it the notion that human beings will not have time to deliberate even twenty or thirty minutes, which they have now.

3. Q. So, *in a sense, the horse is already out of the barn—*

A. Let's say the first horse out of ten. Even that is a dangerous situation. We have to deal with that. But there are nine other horses on their way out of the barn. We should bend our attention to stopping them. If and when the other nine horses come out, either side may feel that it has reached that point where it could pull off a first strike. That would be a very dangerous situation.

Remember: What we're talking about is human judgment. There is no definitive, observable point at which suddenly you have first-strike capacity. It is a point at which human beings make a subjective judgment.

4. Q. *Wouldn't a freeze bar modernization in the form of smaller, less threatening missiles that are considered to be safer for both sides to have?*

A. The key word there is *modernization.* As far as I am concerned, *modernization* is a code word for buildup.

The small missile won't be ready until the 1990s. In the meantime, the new, more accurate first-strike weapons will be built and deployed.

Without a freeze that blocks the deployment of those weapons, we would have to live for a decade or more in a far more dangerous nuclear situation.

5. Q. *Do you reject as flawed the strategy of nuclear deterrence, which seeks to make the risks of war prohibitive for both sides?*

A. Certainly. First, it assumes that we won't have any accidents, that these weapons can just be sitting around and some mad general on either side won't push a button or some computer won't make an error. Second, it assumes that we can somehow keep tinkering with these devices, improving them, making them more "usable" and not somehow increase the danger of their being used.

But the most fundamental flaw is moral and ethical: Our security as a nation should not be based on the threat to annihilate millions of men, women, and children who have done nothing to us in any way but whose government happens to be our enemy.

6. Q. *Can the danger of nuclear war be eliminated altogether?*

A. Absolutely. I'm convinced that the freeze is the essential first step down that road.

The freeze campaign rests upon our unshakable conviction that human beings can do what must be done; that we have the potential to create the political will to stop the nuclear-arms race and to begin reducing and eventually abolishing nuclear weapons. That may seem unthinkable now, but it can be compared with other unthinkable goals that have been achieved when it was necessary to do so—goals such as the abolition of slavery.

U.S. News *& World Report*

Recalling Information

Choose the correct phrase to complete the following statements about the interviews.

Interview with General Scowcroft

1. General Scowcroft believes that the great danger of nuclear war exists in the possibility that:
   a. the United States might decide to break off negotiations
   b. the Soviets might conclude that the United States would never use nuclear weapons
   c. both sides might initiate a race to produce new missiles

2. He maintains that a nuclear freeze:
   a. would be simple to achieve
   b. might increase the risk of war
   c. could solve our current dilemma
3. According to his view, the deployment of new, more modern nuclear weapons by the Americans:
   a. is necessary to stabilize the situation
   b. would take many years to negotiate
   c. keeps the problem the way it is now
4. In his opinion, the strategy of nuclear deterrence:
   a. depends on what the facts are
   b. depends on what both sides believe
   c. is dangerous to world peace

Interview with Randall Kehler

5. Mr. Kehler thinks that a nuclear freeze would:
   a. permit the production of important first-strike weapons
   b. increase the enormous capacity of both sides for overkill
   c. create an environment for genuine negotiations
6. He believes that the deployment of new, more modern nuclear weapons by the United States would:
   a. greatly reduce world problems
   b. involve more accuracy and less reliance on computers
   c. result in a much more dangerous situation
7. In his opinion, the strategy of nuclear deterrence:
   a. is basically correct
   b. contains some important flaws
   c. makes a first step toward arms reduction
8. According to his view, the total elimination of the danger of nuclear war is:
   a. difficult but possible
   b. completely unthinkable
   c. not a political problem

Comparing Two Viewpoints

In small groups discuss the two lines of argument presented by General Scowcroft and Mr. Kehler on the question of how to avert a nuclear war. First, make a list of the key issues on which the two men disagree. After each issue, put down what each one thinks

about it. Try to clarify any sections that were not understood by everyone. Then decide which arguments you think are weak and which are strong. Finally, take a vote and report to the class which of the two viewpoints is preferred by the majority of your group and why.

Recognizing *Ad Hominem* Arguments

Sometimes a person introduces an *ad hominem* argument into the discussion of a controversial question. This Latin phrase, which means literally "to or against the man," refers to the technique of attacking the character of the people who have a different viewpoint by inferring that they are dangerous or not trustworthy. Do you find any *ad hominem* arguments in either of the interviews? Does General Scowcroft infer anything negative about members of antinuclear movements (such as Mr. Kehler)? Does Mr. Kehler infer anything negative about generals or members of the military? Do you feel that arguments of this kind should have an influence on us? Why or why not?

What's Your Opinion?

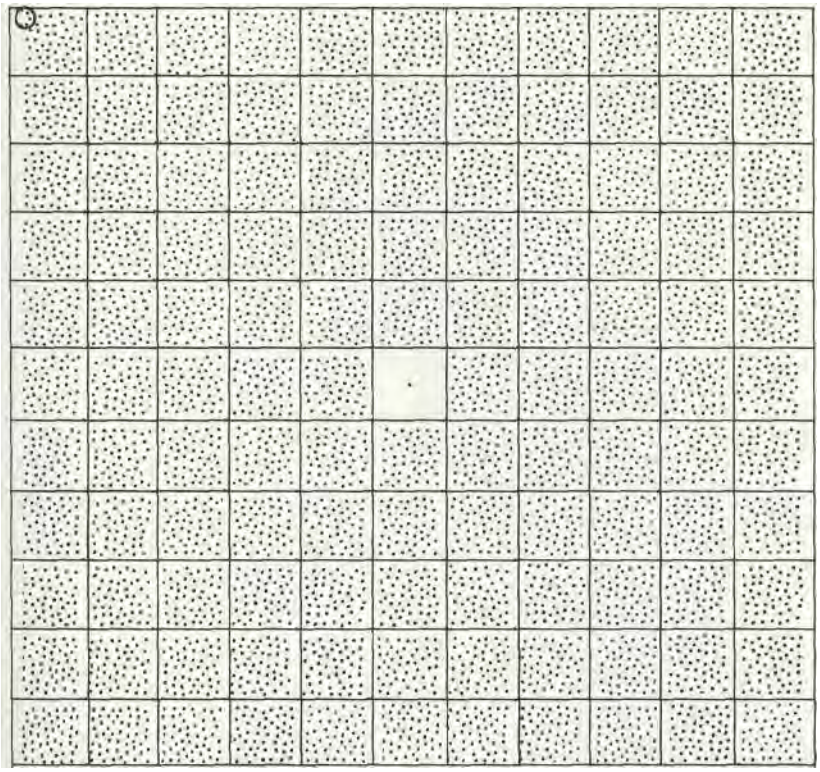
Choose two of the following statements and prepare to explain why you agree or disagree with them. You may be asked to write your opinions down or to tell them to the class.

1. Nations that do not currently have nuclear weapons should be allowed to produce them if they choose; it is not fair for the United States and the Soviet Union to dictate a nuclear policy to the world.
2. The only thing that an ordinary person can do to avert an atomic war is to hope and pray that this will never take place.
3. Antinuclear protest groups in the United States and Europe are actually doing more harm than good.
4. It is only the policy of nuclear deterrence that has kept us from a world war over the last forty or so years.

Interpreting a Dot Plot

The following type of chart is sometimes called a "dot plot." Each dot represents a particular quantity. In this case, each dot represents all the firepower of World War II, including the two atom bombs dropped on Japan. This equals 3 megatons. The dot in the center square, then, represents this quantity. In 1982, when

Firepower to Destroy a World, Plus



U.S. Senate staff have reviewed this chart and found it an accurate representation

Chart by James Geier, with Sharyl Green
NUCLEAR WEAPONS CHART (taken from the Vermont town meeting informational booklet on nuclear war, 1982)

this dot plot was made, the nuclear arsenals of the United States and the Soviet Union equalled 18,000 megatons, or the equivalent destructive capability of 6,000 World War Us. The chart has a total of 6,001 dots, each one equaling 3 megatons, and so represents the nuclear arsenal of the world in 1982, about half belonging to the United States and the other half to the Soviets.

The dots in the small circle in the upper left-hand square can destroy over 200 Soviet cities. Imagine the land mass of the Soviet Union to be the size of that small circle. If the land mass of the world were reduced to the same scale, it would be the size of a dime. Place a dime or your index finger on the chart. The dots covered represent the firepower of enough World War Us to destroy every large and medium-sized city in the entire world.

Look at the dot plot carefully, then answer the questions that follow.

Questions

1. What does each dot on the chart stand for?

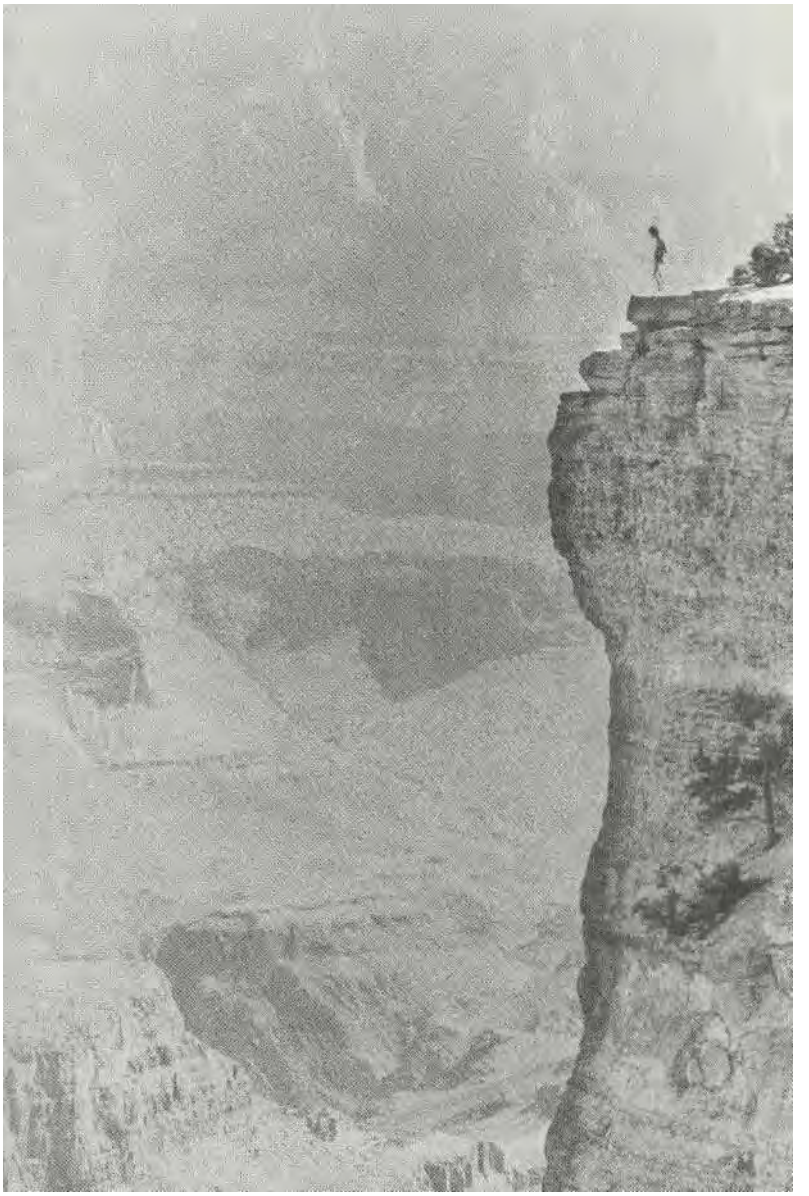
2. Why does the dot plot have 6,001 dots?

3. What connection is there between the dot plot and the term *overkill,* which was used in the two interviews?

4. Do you think that this chart could be used to support General Scowcroft's or Mr. Kehler's viewpoints on how to avert a nuclear war? Explain.

5. Do you feel any differently about the nuclear-arms debate after seeing the dot plot? Why or why not?

CHAPTER 9
THE PHYSICAL WORLD



As human knowledge expands, we learn more and more about the physical world that surrounds us. At the same time, our civilization threatens to destroy that world. Will our knowledge be great enough to save the planet and ourselves? The first selection in this chapter discusses the "greenhouse effect," which some scientists fear might someday turn the earth into a dead planet. The second selection presents some mysteries from the animal kingdom that scientists are just now beginning to understand through ingenious experiments. The last article deals with the destruction that time and air pollution are causing to the great monuments of many civilizations and the various attempts to rescue these monuments before it is too late.

SELECTION ONE

Kevin McKean

HOTHOUSE EARTH

Is the earth getting warmer each year? If so, what effects will this have? What is the "greenhouse effect," which some scientists say might destroy our planet? Will the burning of fossil fuels (coal, oil, natural gas) cause the earth to become a dead planet like Venus? The following article from *Discover* magazine discusses these and other questions.

Prereading Exercise: Separating Fact from Opinion

As you read, try to separate facts from opinions. Notice that at times statements are qualified by subordinate clauses or by modals such as *may, might, could,* or *would* in such a way as to indicate that they are based on opinion. On the other hand, phrases such as "it is clear" or "it is certain" or the quoting of exact statistics or measurements usually accompany statements based on facts. Scan the article to find one example of a fact and one of an opinion. Write them down here:

Fact: _____

Opinion: _____

Compare your answers with those of your classmates.

Hothouse Earth

Carbon dioxide from fossil fuels will probably cause a "greenhouse effect" that warms the climate. But how drastically, and how soon?

Headlines warned of rising temperatures and melting polar ice caps. Television newscasters spoke grimly about palm trees sprouting on New York City's Fifth Avenue and floods inundating Charleston, South Carolina, and Galveston, Texas, and other coastal cities.

These warnings appeared because scientists from the Environmental Protection Agency (EPA) and the National Academy of Sciences (NAS) issued reports on the severe climate changes that could result from the "greenhouse effect"—the gradual warming of the atmosphere caused by an increase in carbon dioxide levels from the burning of fossil fuels.

The EPA report concluded that average global temperatures could start to rise within a few decades—some say the rise has already begun—and reach levels nine degrees Fahrenheit higher than today's temperatures by the end of the next century. This, the experts said, could wreak havoc with global weather patterns, change annual amounts of rainfall, swell or dry up rivers, and raise the level of the seas. Farming, building, and the political stability of nations could be profoundly disrupted.

While admitting that this forecast was somewhat uncertain, the scientists warned against treating it as a cry of wolf. "We are deeply concerned about environmental changes of this magnitude," the National Academy of Sciences said.

Although there is considerable debate over how severe the greenhouse effect will be, one thing seems certain: Carbon dioxide levels are on the rise. Measurements at the federal atmospheric observatory on Mauna Loa volcano in Hawaii show that the concentration of the gas in the atmosphere has risen steadily from 315 parts per million in 1958 to 340 parts per million today. Air pockets trapped in glacial ice indicate that in the mid-nineteenth century, the concentration was only about 265 parts per million.

The evident culprit, scientists conclude, is the burning of coal, oil, synthetic fuels, and natural gas. These fossil energy sources release an estimated five and a half billion tons of carbon into the atmosphere each year as colorless, odorless CO_2 gas.

The increased carbon dioxide is probably not a threat to health, since normal indoor levels of the gas can run 1,000 parts per million or higher without apparent harm. However, it could profoundly affect the way the earth is heated by the sun. The sun's energy strikes the earth principally in the form of visible light. As the earth heats up,

it radiates this energy back into space, but at the much longer wavelengths of infrared light, or heat. Carbon dioxide lets the visible light pass through, but absorbs energy at infrared wavelengths. Thus, the more carbon dioxide in the atmosphere, the more the earth's heat is blocked from escaping—just as a blanket holds in the heat of a sleeper's body. In the late 1800s the Swedish scientist Svante Arrhenius gave this phenomenon its name when he compared it to the way glass traps air heated by the sun in a greenhouse.

Some scientists think the greenhouse effect already has begun: Average global temperatures have risen about one degree Fahrenheit in the past ninety years (with a dip from the mid-1940s to 1970). Others argue that the rise could be due to natural temperature fluctuations.

Nevertheless, most scientists agree that the accumulation of carbon dioxide has reached the point where an increase in temperature is imminent. The EPA study said average global temperatures probably would rise nearly four degrees by the twenty-first century—a total warming greater than that since the last ice age.

Rising temperatures would be just the beginning. The heating would shift global rainfall patterns, the EPA warned, bringing drought to some now-fertile areas and irrigating some deserts. Likewise, alpine glaciers and polar ice caps could melt substantially, causing the seas to rise two feet by the end of the century. Many low-lying communities could be flooded. Worst of all, the report said, the effect may be irreversible.

These grim conclusions were seconded, but in more cautious language, by the 496-page report released by the National Academy of Sciences. The NAS echoed some of the EPA's predictions, but saw in them "reason for caution, not panic." True, the study said, a four-degree heating would probably bring a 40 to 76 percent decrease in the amount of water in western rivers. But the NAS saw a silver lining in some of the dark clouds. A summer melting of the arctic ice pack, it pointed out, could open a land passage between the Atlantic and Pacific and encourage oil and gas exploration in the Arctic Ocean. Both agencies noted that increased carbon dioxide would make photosynthesis more efficient, increasing crop yields.

Even some of the good effects could have bad consequences, however. The Soviet Union and Canada, for example, could stand to benefit from a warming trend because it would make more of their frigid land farmable. And that fact might make them less likely to cooperate with any worldwide ban on fossil fuels. "Given that these two countries (and the former's allies) burn 25 percent of world coal," the NAS report said, "it is hard to see how a carbon dioxide control strategy can succeed without them."

Most scientists agreed with climate modeler James Hansen of the Goddard Institute for Space Studies in New York City that the report's predictions were "within the range of plausibility." That fact showed the faith that scientists now have in the computer models on which such studies are based. The EPA, for example, used separate computer simulations to predict world fuel consumption, the world distribution of carbon, and the temperature of the atmosphere. These models are extremely complex.

Running a climate model is like creating a world, says Jerry Mahlman, a meteorologist at Princeton's Geophysical Fluid Dynamics Laboratory. "First you turn on the sun, then you put in some oceans, add the atmosphere, and start the earth spinning." Climate modelers are not ready to call themselves God, he declares. "Our models don't have that kind of precision."

Even if the math is right, scientists can never be sure that they have included all variables and modeled them accurately. The biggest source of uncertainty in climate models is the oceans. Other important variables are clouds and gases like nitrous oxide, methane, ozone, and chlorofluorocarbons, which also contribute to the greenhouse effect.

Some critics of this research have maintained that the world already faces such great dangers from population growth, diminishing food supply, and the spread of nuclear weapons that the greenhouse threat seems mild by comparison. Others argue that since the earth has endured a long string of ice ages in the last two million to three million years, any warming is likely to be temporary. Even so, those who try to minimize the problem must also explain away the harsh conditions on the planet Venus. There, a runaway greenhouse effect is thought to account for surface temperatures approaching 900 degrees Fahrenheit; Venus's cloud-shrouded atmosphere is about 97 percent carbon dioxide.

Although few scientists think the earth will go the way of Venus, most agree that planning for the greenhouse problem should start soon. The EPA's John Hoffman says, for example, that the estimated $210 million damage that would result from the flooding of Charleston, South Carolina, could be cut in half by such measures as revised city planning and dikes. Similarly, catch basins and reservoirs could be built to supplement water supplies in drying regions. As Hoffman puts it, "We feel carbon dioxide is a very serious thing, but we think there *is* time to do research, and there *is* time to adapt." Meanwhile, scientists will be keeping an eye on the thermometer for the first definite sign that the greenhouse era has arrived.

Kevin McKean

Separating Fact front Opinion

On the basis of your reading of the article, tell which of the following statements are facts and which are opinions. If you are unsure about certain ones, scan the article for them and examine their context.

1._____Palm trees will some day be sprouting on New York City's Fifth Avenue.

2._____Average global temperatures have already begun to rise because of the greenhouse effect.

3._____Carbon dioxide levels in the atmosphere have risen in the last twenty-five years.

4._____Carbon dioxide lets visible light pass through but absorbs energy at infrared wavelengths.

5._____The melting of alpine glaciers and polar ice caps will soon cause the seas to rise and flood many coastal areas.

6._____An increase of carbon dioxide to even double the amount presently in the air would probably not be damaging to health.

7._____In the late 1800s a Swedish scientist invented the term *greenhouse effect.*

8._____Higher temperatures throughout the world would have good as well as bad effects.

9._____Since the earth has endured numerous ice ages over the last few million years, any warming will be temporary.

10._____The atmosphere of the very hot planet Venus is about *97* percent carbon dioxide.

Comprehending Complex Sentences

Study the following complex sentences from the article. Find the secondary clause(s) in each and decide how it changes the meaning of the main clause. Then, as a class or in small groups, check your understanding by selecting the phrase that best completes the explanation.

1. "Although there is considerable debate over how severe the greenhouse effect will be, one thing seems certain: Carbon

dioxide levels are on the rise." The severity of the greenhouse effect is:

a. one thing that seems certain
b. definitely on the rise
c. not acknowledged as a fact by everyone
d. not talked about very much

2. "Thus, the more carbon dioxide in the atmosphere, the more the earth's heat is blocked from escaping." The earth will get hotter if:

a. carbon dioxide increases
b. carbon dioxide decreases
c. the block becomes smaller
d. some atmosphere escapes

3. "Even if the math is right [in computer simulations], scientists can never be sure that they have included all variables and modeled them accurately." To make a correct computer simulation, a scientist must...

a. include all variables
b. model the variables in the right way
c. do the mathematics accurately
d. all of the above

4. "Some critics of this research have maintained that the world already faces such great dangers from population growth, diminishing food supply, and the spread of nuclear weapons that the greenhouse threat seems mild by comparison." Some scientists feel that the greenhouse effect...

a. is the greatest danger now facing the world
b. is less serious than other dangers at present
c. is the cause of several related dangers
d. is not really a danger at all for the moment

Talking It Over

1. Explain the comparison made between carbon dioxide in the atmosphere and a blanket over a sleeper's body. (par. 7)
2. Exactly what is the "greenhouse effect"?
3. How is a computer used to forecast environmental problems? Why is it difficult to be certain of the results?
4. What other uses have you heard of for computer simulations?
5. Do you consider the greenhouse threat serious? What do you think should be done to prepare for the possible rise in world temperatures?

Stories behind Words

All languages contain words or phrases with a special meaning taken from well-known stories or sayings. The preceding article includes two such phrases.

In lines 21-22 we are told that scientists warned against treating the forecast of rising temperatures as a "cry of wolf." This phrase is taken from the popular story about a young shepherd boy who liked to play tricks on his neighbors. He used to cry "Wolf! Wolf!" just for fun. At first everyone would come running to help him, but soon they realized that he was only fooling them. One day a wolf really did come, and he cried out: "Wolf! Wolf!" but no one came. So the wolf ate all his sheep. Now that you know the story, write down the meaning of a "cry of wolf."

According to lines 72-73, the NAS basically agreed with the grim predictions of the EPA about the greenhouse effect, but saw "a silver lining in some of the dark clouds." A common English saying often quoted to people with problems is "Every cloud has a silver lining." This refers to the patch of sunlight often seen underneath dark storm clouds. Now that you know the saying, explain what it means to see "a silver lining in some of the dark clouds."

Understanding Acronyms

An acronym is a word formed from the first letters (or first few letters) of words in a set phrase. Acronyms are often used to refer to international or governmental agencies, such as WHO for the World Health Organization, or SALT I for Strategic Arms Limitation Talks. Several technical words that have come into the English

language in recent years are really acronyms, such as RADAR (RAdio Detecting and Ranging). Write down the meanings of the following acronyms. If you do not know some of them, where should you go to find out?

International Agencies

NATO _____

OPEC

UNESCO _____

U.S. and Canadian Government Agencies

NASA _____

CIDA _____

New Technical Words

LASER_____

SCUBA_____

SNAFU _____

SELECTION TWO

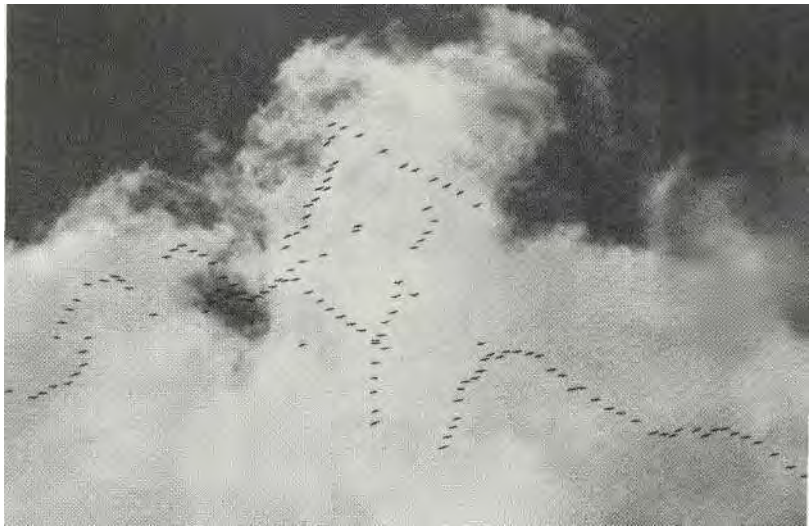
From *Life on Earth*

MIGRATION AND HOMING

Everyone knows that many animals have special abilities and instincts that we human beings lack. What examples can you think of? The following excerpt from the college biology textbook Lz'/e *on Earth* describes two examples of this that have puzzled people since ancient times. How do birds travel thousands of miles across open oceans and find their way to one particular island? How can animals return home after being carried far away? In recent years scientists have used the scientific method of experimentation to provide possible explanations for these mysteries. The following selection discusses some of these explanations.

Prereading Exercise: Outlining as You Read

Make an informal outline of the following selection as you read. First skim the selection in one or two minutes. As in most textbook



These sandhill cranes are migrating south over Alaska. Human beings unaided by maps and compasses could not match the long journeys routinely made by birds.

writing, the paragraphs are long, so you can use the topic of each paragraph as a heading. Look at the first sentence or two to find the topic. Write the topics in brief phrases, not complete sentences. Put down the three headings here:

1._____

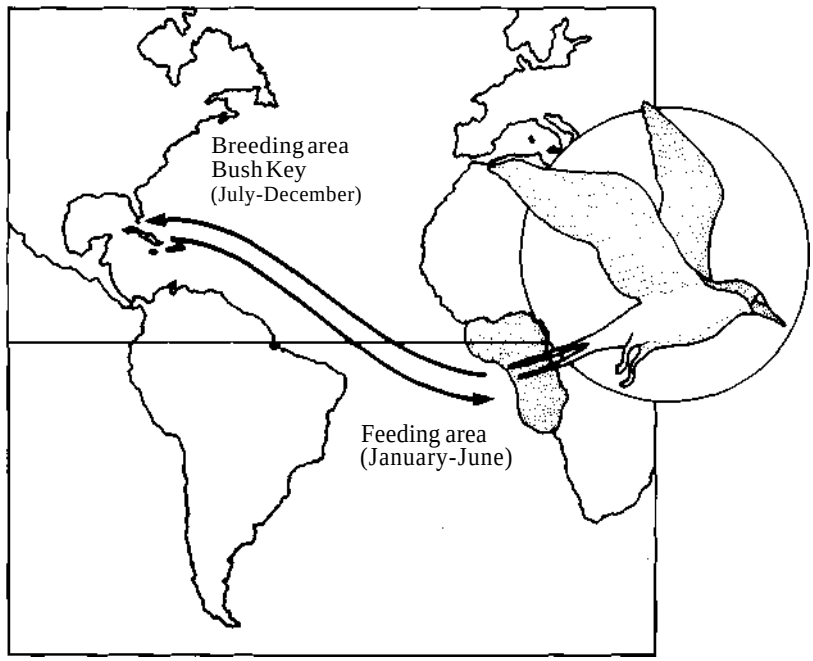
2._____

3._____

Compare them with other members of your class to find the shortest yet most complete way of writing the headings. Now write these on a sheet of paper, leaving a good deal of space in between. Then read the selection carefully and fill in examples and explanations under each heading. Notice that the textbook occasionally asks the reader a question and then gives the answer. Do you think it is important to write these down in your notes? Why or why not?

Migration and Homing

The annals of natural history contain many astonishing examples of the ability of animals to find their way home after making distant journeys. Salmon, for example, are born in freshwater streams and soon afterward journey down to sea. Several years later, after they have attained maturity, they swim back upstream to sprawn and, in



many cases, to die. The particular stream that serves as the journey's end is almost invariably the same one in which they were born. It is chosen out of dozens or hundreds of equally suitable streams. The expression "almost invariably" is used advisedly in this case. In one investigation by Canadian biologists, 469,326 young sockeye salmon were marked in a tributary of the Fraser River. Several years later almost 11,000 were recovered after they had completed a return journey to the very same stream, but not a single one was ever recovered from other streams nearby. What underwater guideposts can these fish possibly follow? It has been discovered by A. D. Hasler and his associates at the University of Wisconsin that the salmon, like many other fish, have an acute sense of smell and are able to remember slight differences in the chemical composition of water. The most reasonable theory to explain salmon homing is that each individual remembers the distinctive "fragrance" of its native stream. As it moves upstream it makes the correct choice each time a new tributary is encountered, until finally it arrives home.

Long-distance migration is especially common in birds, because many species must make annual journeys between their nesting grounds and prime feeding areas far away. Each year over 100,000 sooty terns, an attractive tropical sea bird, travel from the waters off the west coast of Africa all the way across the Atlantic to Bush Key, a tiny island near the tip of Florida. Here they build their nests and

breed. Once the young can fly, all journey back over the Atlantic. Why do the sooty terns migrate at all? Like many other sea birds, they find protection from cats, foxes, and other predators on isolated islands. It is evidently safer for them to make an entire transoceanic voyage to reach one such haven than it would be to try to nest on the nearby African shores. A somewhat different reason lies behind the north-south migration of birds in the temperate zones. Each spring a legion of migratory forms, from robins, thrushes, and warblers to geese and ducks, makes its way north into the greening countryside, where large quantities of food are becoming freshly available. Working rapidly, they are able to rear one or more broods of young. As winter approaches and the food supply declines, all head south again. Some species proceed all the way to Central and South America. The record annual journey in the Western Hemisphere is made by the golden plover, one group of which travels from northern Canada to southern South America. A second group of the same species migrates from Alaska to Hawaii and the Marquesas Islands. Human beings could never make such journeys unaided by maps and navigational instruments. How do the birds do it? A large part of the answer lies in their ability to use celestial clues. At migration time caged starlings become unusually restless. If permitted to see the sun they begin to fly toward the side of the cage that lies in the direction of their normal migration route. However, when the sky is overcast and the sun is obscured from view, their movements persist, but they are nondirectional. Other migratory birds fly at night and can evidently use the position of the stars to guide them. This surprising fact has been established by several biologists, including S. T. Emlen of Cornell University, who allowed a type of bird called indigo buntings to attempt flights under the artificial night sky of a planetarium. The birds oriented "correctly" with reference to the planetarium sky even when the positions of its constellations did not correspond with the position of the true constellations outside. Thus other outside influences were eliminated, and it could be concluded that the birds were able to orient to what they believed to be the position of the stars.

Even more impressive than the guidance of migratory movements by celestial clues is the phenomenon of homing. If you were blindfolded, taken to some completely unfamiliar place, and handed a magnetic compass, you could head north, south, or in any direction you arbitrarily chose—but you could not head home. Simple compass reading is also the essential ability demonstrated by migrating birds. But it is not enough in itself to explain how homing pigeons are able to return to their own lofts from as far as 600 miles away in a single day. Nor is it enough to account for such feats as that of one particular

Manx shearwater (a kind of sea bird), which, after being carried in an airplane from England to Boston, flew back across the Atlantic and arrived at its nest in England twelve days later. For a bird to travel home over unfamiliar terrain requires true navigation—that is, the ability to reckon its position on the surface of the earth with reference to the position of the distant goal. One of the currently most attractive hypotheses is that the birds somehow sense the earth's magnetic field, which varies systematically from point to point over the earth's surface. Evidence supporting this idea has come from experiments by William T. Keeton of Cornell University, who attached tiny magnets to the necks of homing pigeons in order to cancel the effects of the earth's magnetic field. Birds thus encumbered lost their homing ability, but birds burdened with nonmagnetic metal bars placed at the same position on the neck managed to travel home correctly. These birds were used as "controls" in the experiments.

From *Life on Earth*

Defining Words from Context

Write short definitions or explanations for the following words from the article. Scan for those you do not know. The meaning can be determined from context. Sometimes the meaning is explained several paragraphs after the word is first mentioned.

1. spawn (verb)_____
2. tributary (noun)_____
3. migration (noun) _____
4. celestial (adjective) _____
5. homing (noun) _____

Comparing Outlines

As a class or in small groups, compare your outlines. Did you write too much or too little under any of the headings? Choose the outline that would be the best aid for study and explain why.

Recalling Information

Take a minute or two to look over your outline. Then test your understanding of the article by selecting the correct answers to complete the following statements.

1. After becoming mature, salmon swim back to spawn:
   a. in the sea
   b. in the same stream in which they were born
   c. in any one of hundreds of tributaries
2. Salmon are able to find their way back because of their good sense of:
   a. sight b. taste c. smell
3. Each year sooty terns fly from Africa to an island near Florida to nest, probably because:
   a. there is no food for birds on the nearby African shores
   b. they are safe there from animals that would eat them
   c. their wing muscles become developed from the flight
4. Caged starlings fly in the direction of their migration route on sunny days but make only nondirectional movements when there is no sun. This experiment suggests that the starlings:
   a. navigate by an inborn compass
   b. fly only when it is warm
   c. use celestial clues for migration
5. Other experiments indicate that indigo buntings and certain other birds that fly at night navigate by:
   a. the position of the stars
   b. the shape of the land
   c. their sense of hearing
6. At present one of the best hypotheses to explain the homing of birds over areas they do not know is that they use:
   a. their keen sense of smell
   b. the movement of wind currents
   c. the magnetic field of the earth

Talking It Over

1. What other animals, besides birds and fish, seem to have special abilities and instincts that we human beings lack? What is the most interesting example of this that you have heard?
2. The experiments on homing discussed at the very end of the article used certain birds called "control" birds. Can you explain what they are and why "controls" like these are necessary to make the experiment scientific?
3. What do you think of the use of animals for scientific experiments? Is it justifiable to kill animals or cause them great pain in order to discover more knowledge?

TIMED READING *U.S. News & World Report*

MAN'S MONUMENTAL ABUSE OF WORLD LANDMARKS

The following article discusses another problem that involves the interaction of people and the physical world. Read it quickly and check your comprehension by taking the quiz at the end. You should be able to complete the reading and the quiz in five minutes.

Man's Monumental Abuse of World Landmarks

The Acropolis, Greece's sacred hill, has survived earthquakes, explosions, wars, and neglect—but worries are growing that urban pollution may finally destroy one of civilization's most handsome achievements.

The Parthenon, the roofless, 2,400-year-old temple atop the Acropolis, is typical of the plight of many of the world's most famous antiquities from New York to Cairo: They are fast decaying under chemical clouds and other by-products of industrialization.

In New York, the Statue of Liberty's copper right hand and the torch it holds are so corroded by air pollution and acid rain that they may be temporarily removed.

The Acropolis in Athens.

Across Europe, the stained-glass windows of virtually every major cathedral, including the magnificent.windows of Chartres, are being eaten away by pollution.

Even the 4,500-year-old Sphinx of Egypt—unvanquished by waves of foreign armies—is falling into ruin, blamed by some experts on rising salt levels resulting from the pools of water under the Sphinx. Layer by layer, the monumental man-beast is shedding its limestone skin as water seeps into the surface.

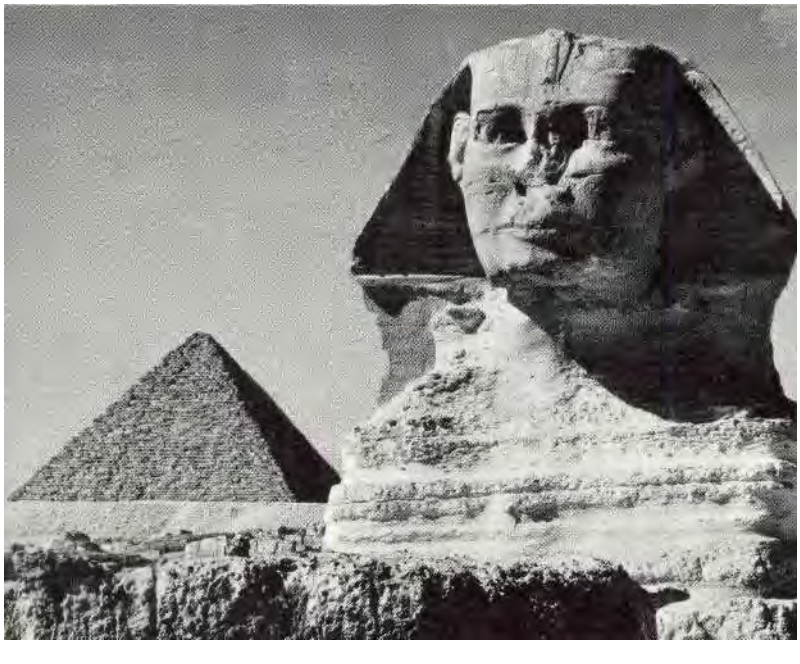
Another victim of air pollution—plus the relentless tides that have plagued it for centuries—is Venice, built on more than 100 small islands in Italy. Attacked at the bottom by floods and at the top by corrosive winds from the effluence of nearby factories, the city's magnificent churches and palaces are crumbling alarmingly.

In many areas, vast conservation efforts are underway. Greek officials, for example, have removed the worn and stained caryatids, pillars shaped like maidens, from the Acropolis to a nearby museum.

In Egypt, archaeologists are giving the Sphinx a mudpack—applying mud in layers to the limestone in the hope that it will draw out corrosive salts and prevent further deterioration.

Engineers have tried to counteract the sinking of Venice by building an aqueduct that brings fresh water from the Alps. Italian officials also have enforced a cleanup of some of the factories that were polluting the air.

Americans are taking steps to protect the Statue of Liberty. The



The Sphinx of Giza, Egypt, and the Pyramid of Micernus.

National Park Service plans to close portions of the landmark, which has greeted shipboard travelers for ninety-six years, for *a* $25 million overhaul.

Experts say it is too early to tell how effective such measures will be in the long run, but they hope current levels of destruction will at least be contained until permanent solutions are found.

Comprehension Quiz

1. It seems that the Acropolis, the sacred hill of the Greeks, is now being destroyed by:

   a. earthquakes b. wars c. pollution

2. The temple called the Parthenon is located in:

   a. Greece b. Italy c. France

3. The Statue of Liberty, which also seems to be deteriorating, is made of:

   a. stone b. copper c. wood

4. Experts believe that the recent crumbling of the ancient Sphinx of Egypt is due to:

   a. acid rain
   b. rising salt levels
   c. chemicals from nearby factories

5. In order to rescue certain old and beautiful monuments, experts are:

   a. applying mudpacks to them
   b. taking them away to museums
   c. both of the above

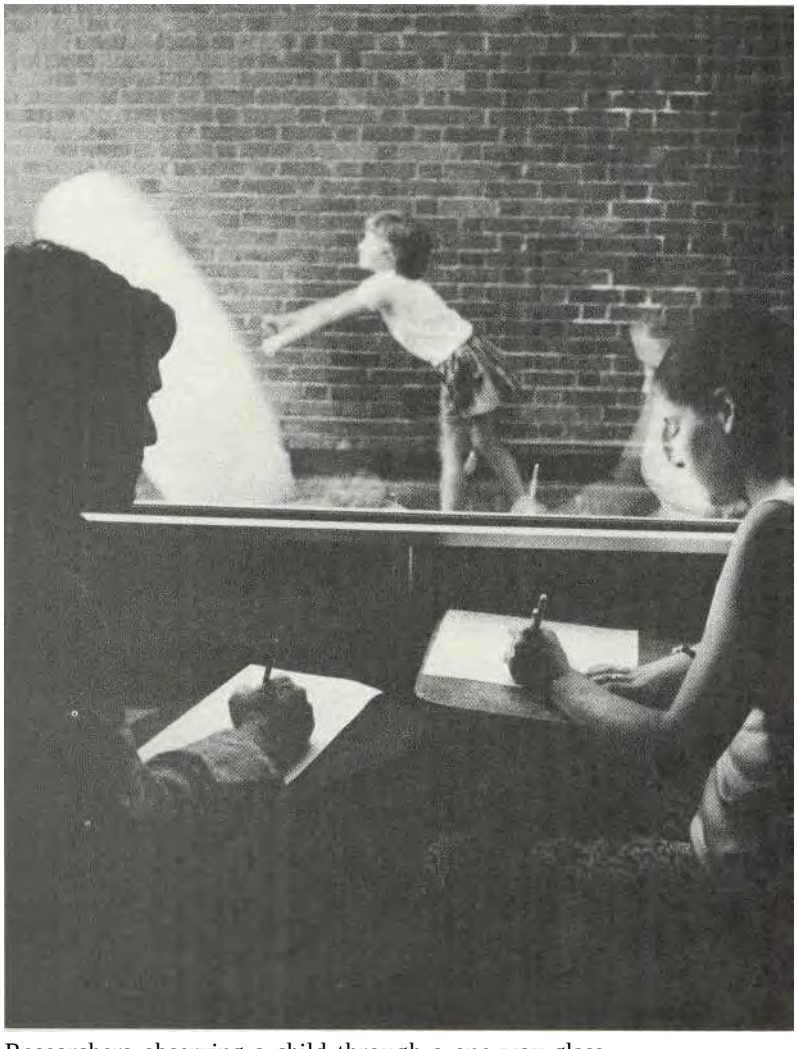
6. In an effort to save the treasures of Venice, engineers are:

   a. tearing down the old buildings and building new ones
   b. bringing in fresh water from the mountains
   c. both of the above

7. The main idea of this article is:

   a. the magnificent stained-glass windows of European cathedrals are in grave danger of being destroyed by industrial contamination and ought to be rescued.
   b. Experts are uncertain whether the many programs being carried out by engineers and archaeologists to save ancient treasures from destruction will be successful.
   c. In many parts of the world priceless old monuments are deteriorating because of pollution and other agents, while various efforts are underway to save them.

CHAPTER 10
HUMAN BEHAVIOR



Researchers observing a child through a one-way glass.

The way people behave can be viewed in many ways. Human behavior is studied in a disciplined and sometimes scientific way by anthropologists, psychologists, and sociologists. It has also been observed and recorded for centuries in literature. This chapter includes a selection from an anthropology textbook that examines the way people evaluate their own culture and other cultures. This is followed by two pieces of literature, a short story and a poem, which focus on the attitudes of people toward others.

SELECTION ONE

John Friedl

ETHNOCENTRISM

Is *eskimo* or *inuit* the correct term for the people who inhabit the Arctic? Should we feel repelled if we are asked to eat snake or dog? The following selection, taken from a textbook on anthropology, discusses these and other questions related to human behavior. Anthropology is defined in the dictionary as "the science that deals with the origins, physical and cultural development, racial characteristics, and social customs and beliefs of humankind." What do you imagine when you think of anthropologists? Do you think they are more concerned with the present or the past? In your opinion, is this as important a field of study as the "hard sciences" (physics, math, chemistry, and so on)? Why or why not?

Prereading Exercise: Scanning for a Key Definition

The title of the selection is a term commonly used by anthropologists, but the average English-speaking reader would not be familiar with it. In fact, the purpose of the whole selection is to give you an idea of what this term means and why it is important. Scan the first two paragraphs to find the author's explanation and write your own working definition of the term here.

ethnocentrism: _____

Ethnocentrism

Culture shock can be an excellent lesson in relative values and in understanding human differences. The reason culture shock occurs is that we are not prepared for these differences. Because of the way we are taught our culture, we are all *ethnocentric.* This term comes from the Greek root *ethnos,* meaning a people or group. Thus, it refers to the fact that our outlook or world view is centered on our own way of life. *Ethnocentrism* is the belief that one's own patterns of behavior are the best: the most natural, beautiful, right, or important. Therefore, other people, to the extent that they live differently, live by standards that are unhuman, irrational, unnatural, or wrong.

Ethnocentrism is the view that one's own culture is better than all others; it is the way all people feel about themselves as compared to outsiders. There is no one in our society who is not ethnocentric to some degree, no matter how liberal and open-minded he or she might claim to be. People will always find some aspect of another culture distasteful, be it sexual practices, a way of treating friends or relatives, or simply a food that they cannot manage to get down with a smile. This is not something we should be ashamed of, because it is a natural outcome of growing up in any society. However, as anthropologists who study other cultures, it is something we should constantly be aware of, so that when we are tempted to make value judgments about another way of life, we can look at the situation objectively and take our bias into account.

Ethnocentrism can be seen in many aspects of culture—myths, folktales, proverbs, and even language. For example, in many languages, especially those of non-Western societies, the word used to refer to one's own tribe or ethnic group literally means "mankind" or "human." This implies that members of other groups are less than human. For example, the term *eskimo,* used to refer to groups that inhabit the arctic and subarctic regions, is an Indian word used by neighbors of the Eskimos who observed their strange way of life but did not share it. The term means "eaters of raw flesh," and as such is an ethnocentric observation about cultural practices that were normal to one group and repulsive to another. On the other hand, if we look at one subgroup among the Alaskan natives we find them calling themselvess *inuit,* which means "real people" (they obviously did not think eating raw flesh was anything out of the ordinary). Here, then, is a contrast between one's own group, which is real, and the rest of the world, which is not so "real." Both terms, *eskimo* and

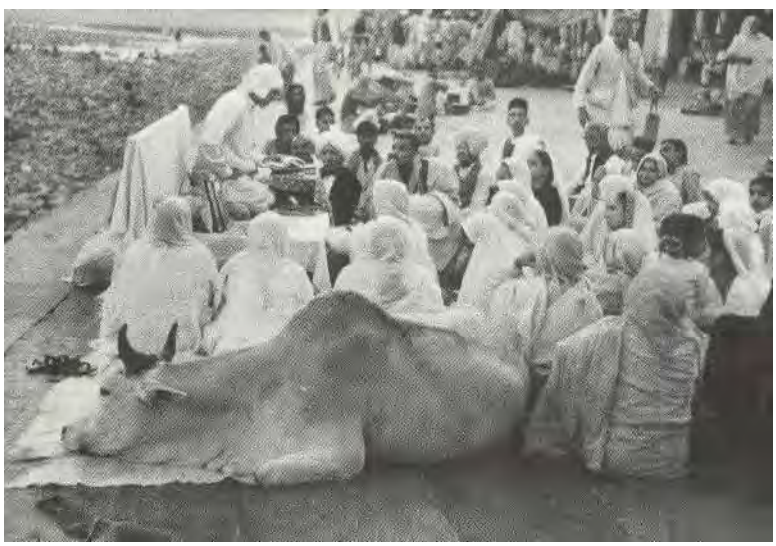
inuit, are equally ethnocentric—one as an observation about differences, the other as a self-evaluation. However, *inuit* is now seen as a more appropriate term because of its origin.

Another example of ethnocentrism in language can be found in the origin of the English term *barbarian.* Originally a Greek word, the term was used to refer to the tribes that lived around the edge of ancient Greek society. The Greeks referred to these people as *barbars* because they could not understand their speech. *Bar-bar* was the Greek word for the sound a dog makes, like our word *bow-wow.* The Greeks, in a classic example of ethnocentrism, considered those whose speech they could not understand to be on the same level as dogs, which also could not be understood. They did not grant such people the status of human being, much as the word *eskimo* gives those people subhuman status.

Shifting from language to myths and folktales, we find a good example of ethnocentrism in the creation myth of the Cherokee Indians. According to this story, the Creator made three clay images of a man and baked them in an oven. In his haste to admire his handiwork, he took the first image out of the oven before it was fully baked and found that it was too pale. He waited a while and then removed the second image; it was just right, a full reddish brown hue. He was so pleased with his work that he sat there and admired it, completely forgetting about the third image. Finally he smelled it burning, but by the time he could rescue it from the oven it had already been burnt, and it came out completely black!

Food preferences are perhaps the most familiar aspect of ethnocentrism. Every culture has developed preferences for certain kinds of food and drink, and equally strong negative attitudes toward others. It is interesting to note that much of this ethnocentrism is in our heads and not in our tongues, for something can taste delicious until we are told what it is. We have all heard stories about people being fed a meal of snake or horse meat or something equally repugnant in American culture and commenting on how tasty it was—until they were told what they had just eaten, upon which they turned green and hurriedly asked to be excused from the table.

Certain food preferences seem natural to us. We usually do not recognize that they are natural only because we have grown up with them; they are quite likely to be unnatural to someone from a different culture. In southeast Asia, for example, the majority of adults do not drink milk. To many Americans it is inconceivable that people in other parts of the world do not drink milk, since to us it is a "natural" food. In China, dog meat is a delicacy; but the thought of eating a dog is enough to make most Americans feel sick. Yet we can see how



Whereas in America cows are viewed as a favorite food, in India they are sacred; treatment of animals from culture to culture shows strong ethnocentrism.

this is part of a cultural pattern. Americans keep dogs as pets and tend to think of dogs as almost human. Therefore, we would not dream of eating dog meat. Horses, too, sometimes become pets, and horse meat is also rejected by most Americans, although not because of its taste. You may have eaten it without even knowing it, and you probably would not recognize it if someone didn't tell you what you were eating. On the other hand, we generally do not feel affection for cows or pigs, and we eat their meat without any feeling of regret. In India a cow receives the kind of care that a horse or even a dog

receives in our country, and the attitude of Indians toward eating beef is similar to our feeling about eating dog meat. On the other hand, in China dogs are not treated as kindly as they are in the United States. Since they are not pets, the attitude of Chinese people toward dogs is similar to our attitude toward cows.

John Freidl

Making Inferences

Tell which of the following statements are valid inferences that could be made from the article and which are not. Explain your opinions. Put a V in the blank if the statement is valid.

1._____Unfortunately, because of their lack of education, some people acquire the bad habit of ethnocentrism.

2._____Certain ethnic groups have inferior customs that are inhuman, unnatural, or wrong.

3._____It is normal for people to consider their own culture as the best and most beautiful.

4._____We tend to like things that are familiar to us and to dislike things we do not know well.

5._____The foods of certain cultures are naturally pleasing to the human tongue, and those of other cultures are distasteful.

Word Detective

Scan for the words in the article that correspond to the following clues.

1. two synonyms that mean "the way one looks at the world" (par.1)_____

2. two antonyms for "narrow minded" (par. 2) _____

3. a hyphenated term that means "an estimate about the worth

or goodness of oneself" (par. 3)_____

4. two adjectives beginning with *r* and meaning the opposite of "pleasing" (pars. 3 and 6) _____

5. a noun that means "a crude ignorant person" and has its origin in the sound made by a dog (par. 4)_____

6. another word for "shade" in reference to colors (par. 5) _____

7. an adjective meaning "impossible to imagine" (par. 7)

Finding Support for Main Ideas

Either orally or in writing, according to your teacher's instructions, give examples from the article to support the following main ideas.

1. Ethnocentrism is present in language.
2. Ethnocentrism is present in myths.
3. Ethnocentrism is present in food preferences.

Talking It Over

1. What is the meaning of the term *culture shock,* which is used in the first paragraph of the selection? When does culture shock occur? Is it a good or a bad experience for a person to go through?
2. Can you think of any examples of ethnocentrism, besides the ones given in the article?
3. What do you think is the main purpose of the article?
4. If you were visiting a foreign country and were asked to eat dog or snake meat, what would you do?
5. What has been your most difficult experience involving unusual food or other customs?

Ernest Hemingway in a cafe in Spain.

SELECTION TWO

Ernest Hemingway

A CLEAN, WELL-LIGHTED PLACE

Ernest Hemingway (1899-1961) is one of the most widely read of all modern American authors. His books have been translated into many languages. He is not the sort of writer who describes his characters in great detail. Therefore, the reader must infer a lot about the characters from what they say and do. Scan the story quickly for the speech and action of the people in it. Which predominates: dialogue or action? How many characters are there? As you read, try to understand what is going on in the mind of each one.

Prereading Exercise: Guessing the Meaning of New Words from Context

Read the following excerpts from the story and decide from context which meaning corresponds best to each italicized word. Even though some of the words are Spanish, the meaning should still be clear from the context.

1. " 'Last week he tried to commit suicide/ one waiter said.
   'Why?'
   'He was in *despair.'*
   'What about?'
   'Nothing.'
   'How do you know that it was nothing?'
   'He has plenty of money.'"

   a. poor health b. a sad state of mind c. financial trouble

2. "The waiter took the bottle back inside the cafe. He sat down at the table with his *colleague* again."

   a. client b. boss c. coworker

3. "'Finished/ he said, speaking with that *omission of syntax* stupid people employ when talking to drunken people or foreigners. 'No more tonight. Close now/"

   a. shortening of phrases
   b. strange accent
   c. blurred speech

4. "'Are you trying to insult me?' [younger waiter speaking]
   'No, *hombre,* only to make a joke/ …
   'Each night I am reluctant to close up because there may be someone who needs the cafe.' [older waiter speaking]
   'Hombre, there are bodegas open all night long/ "

   a. a funny insult
   b. a word you say to a friend
   c. the name of one of the waiters

5. "'A little cup/ said the waiter.
   The barman poured it for him.

   'You want another *capita?'* the barman asked."

   a. a small alcoholic drink
   b. a tiny saucer
   c. a spicy Spanish food

6. "Now, without thinking further, he would go home to his room. He would lie in the bed and finally, with daylight, he would go to sleep. After all, he said to himself, it is probably only *insomnia.* Many must have it."

   a. a serious illness
   b. severe nervous depression
   c. the inability to sleep

CHAPTER 10

A Clean, Well-Lighted Place

It was late and everyone had left the cafe except an old man who sat in the shadow the leaves of the tree made against the electric light. In the daytime the street was dusty, but at night the dew settled the dust and the old man liked to sit late because he was deaf and now at night it was quiet and he felt the difference. The two waiters inside the cafe knew that the old man was a little drunk, and while he was a good client they knew that if he became too drunk he would leave without paying, so they kept watch on him.

"Last week he tried to commit suicide," one waiter said.

"Why?"

"He was in despair."

"What about?"

"Nothing."

"How do you know it was nothng?"

"He has plenty of money."

They sat together at a table that was close against the wall near the door of the cafe and looked at the terrace where the tables were all empty except where the old man sat in the shadow of the leaves of the tree that moved slightly in the wind. A girl and a soldier went by in the street. The street light shone on the brass number on his collar. The girl wore no head covering and hurried beside him.

"The guard will pick him up," one waiter said.

"What does it matter if he gets what he's after?"

"He had better get off the street now. The guard will get him. They went by five minutes ago."

The old man sitting in the shadow rapped on his saucer with his glass. The younger waiter went over to him.

"What do you want?"

The old man looked at him. "Another brandy," he said.

"You'll be drunk," the waiter said. The old man looked at him. The waiter went away.

"He'll stay all night," he said to his colleague. "I'm sleepy now. I never get into bed before three o'clock. He should have killed himself last week."

The waiter took the brandy bottle and another saucer from the counter inside the cafe and marched out to the old man's table. He put down the saucer and poured the glass full of brandy.

"You should have killed yourself last week," he said to the deaf man. The old man motioned with his finger. "A little more," he said. The waiter poured on into the glass so that the brandy slopped over

and ran down the stem into the top saucer of the pile. "Thank you," the old man said. The waiter took the bottle back inside the cafe. He sat down at the table with his colleague again.

"He's drunk now," he said.

"He's drunk every night."

"What did he want to kill himself for?"

"How should I know."

"How did he do it?"

"He hung himself with a rope."

"Who cut him down?"

"His niece."

"Why did they do it?"

"Fear for his soul."

"How much money has he got?"

"He's got plenty."

"He must be eighty years old."

"Anyway I should say he was eighty."

"I wish he would go home. I never get to bed before three o'clock. What kind of hour is that to go to bed?"

"He stays up because he likes it."

"He's lonely. I'm not lonely. I have a wife waiting in bed for me."

"He had a wife once too."

"A wife would be no good to him now."

"You can't tell. He might be better with a wife."

"His niece looks after him."

"I know. You said she cut him down."

"I wouldn't want to be that old. An old man is a nasty thing."

"Not always. This old man is clean. He drinks without spilling. Even now, drunk. Look at him."

"I don't want to look at him. I wish he would go home. He has no regard for those who must work."

The old man looked from his glass across the square, then over at the waiters.

"Another brandy," he said, pointing to his glass. The waiter who was in a hurry came over.

"Finished," he said, speaking with that omission of syntax stupid people employ when talking to drunken people or foreigners. "No more tonight. Close now."

"Another," said the old man.

"No. Finished." The waiter wiped the edge of the table with a towel and shook his head.

The old man stood up, slowly counted the saucers, took a leather coin purse from his pocket and paid for the drinks, leaving half a peseta tip.

The waiter watched him go down the street, a very old man walking unsteadily but with dignity.

"Why didn't you let him stay and drink?" the unhurried waiter asked. They were putting up the shutters. "It's not half-past two."

"I want to go home to bed."

"What is an hour?"

"More to me than to him."

"An hour is the same."

"You talk like an old man yourself. He can buy a bottle and drink at home."

"It's not the same."

"No, it's not," agreed the waiter with a wife. He did not wish to be unjust. He was only in a hurry.

"And you? You have no fear of going home before your usual hour?"

"Are you trying to insult me?"

"No, *hombre,* only to make a joke."

"No," the waiter who was in a hurry said, rising from pulling down the metal shutters. "I have confidence. I am all confidence."

"You have health, confidence, and a job," the older waiter said. "You have everything."

"And what do you lack?"

"Everything but work."

"You have everything I have."

"No. I have never had confidence and I am not young."

"Come on. Stop talking nonsense and lock up."

"I am of those who like to stay late at the cafe," the older waiter said. "With all those who do not want to go to bed. With all those who need a light for the night."

"I want to go home and into bed."

"We are of two different kinds," the older waiter said. He was now dressed to go home. "It is not only a question of youth and confidence although those things are very beautiful. Each night I am reluctant to close up because there may be someone who needs the cafe."

"Hombre, there are *bodegas* open all night long."

"You do not understand. This is a clean and pleasant cafe. It is well lighted. The light is very good and also, now there are shadows of the leaves."

"Good night," said the younger waiter.

"Good night," the other said. Turning off the electric light he continued the conversation with himself. It is the light of course but it is necessary that the place be clean and pleasant. You do not want music. Certainly you do not want music. Nor can you stand before

a bar with dignity although that is all that is provided for these hours. What did he fear? It was not fear or dread. It was nothing that he knew too well. It was all a nothing and a man was nothing too. It was only that and light was all it needed and a certain cleanness and order. Some lived in it and never felt it but he knew it all was *nada y pues nada y nada y pues nada.*[1] Our *nada* who are in *nada, nada* be thy name thy kingdom *nada* thy will be *nada* in *nada* as it is in nada. Give us this *nada* our daily *nada* and *nada* us our *nada* as we *nada* our *nada* and *nada* us not into *nada* but deliver us from *nada; pues nada.* Hail nothing full of nothing, nothing is with thee. He smiled and stood before *a bar* with a shining steam pressure coffee machine.

"What's yours?" asked the barman.

"Nada."

"Otro loco mas,"[2] said the barman and turned away.

"A little cup," said the waiter.

The barman poured it for him.

"The light is very bright and pleasant but the bar is unpolished," the waiter said.

The barman looked at him but did not answer. It was too late at night for conversation.

"You want another *copita?"* the barman asked.

"No, thank you," said the waiter and went out. He disliked bars and *bodegas.* A clean, well-lighted cafe was a very different thing. Now, without thinking further, he would go home to his room. He would lie in the bed and finally, with daylight, he would go to sleep. After all, he said to himself, it is probably only insomnia. Many must have it.

Ernest Hemingway

Making Inferences about Character from Speech and Actions

Make inferences about the characters in the story from the following words and actions.

[1] *Nada* is the Spanish word for "nothing." *Y pues nada* means "and then nothing." The older waiter is reciting the most famous of all Christian prayers, the "Lord's Prayer," which begins, "Our Father which art in Heaven, hallowed be Thy name. . . ." However, instead of saying the correct words, he replaces many of them with the word *nada.* Afterward, he does the same with a small part of another prayer.

[2] Another crazy one.

1. We are told that the old man who is drinking tried to commit suicide the week before.

2. When asked what the old man was in despair about, one of the waiters says,
   "'Nothing.'
   'How do you know it was about nothing?'
   'He has plenty of money.'"
   The waiter who spoke last_____

3. The younger waiter says, "'He'll stay all night. . . . I'm sleepy now. I never get into bed before three o'clock. He should have killed himself last week.'"
   The younger waiter_____

4. After the younger waiter has told the old man that the cafe is closed, the older waiter says, "'Why didn't you let him stay and drink? . . . It's not half-past two.'"
   The older waiter_____

5. After the man and the younger waiter leave, the older waiter stays for a while and thinks. He recites a prayer in his mind but substitutes the word *nada* for many of the important words.
   The older waiter_____

Talking It Over

1. At one point, the older waiter says to the younger one, "'We are of two different kinds.'" What does he mean by this? Do you believe there are two different kinds of people?

2. Why do you think that Hemingway used some Spanish words in the story?
3. What element of the story do you think is the most important: the characters, plot, or setting? Why?
4. In your opinion, what is the meaning of the title?

Expressing the Theme

A story presents specific characters with their problems, interactions, and feelings. From these specific events you can usually make a generalization about human behavior or human nature; this is the *theme* or main idea of the story. In one sentence, write what you think is the theme of "A Clean, Well-Lighted Place."

SELECTION THREE Edwin Arlington Robinson

RICHARD CORY

Have you ever formed an impression of someone only to find out much later that you were completely wrong? In the following short poem, the American poet Edwin Arlington Robinson presents a word portrait of a man named Richard Cory. We see him through the eyes of other people who live in the same town, until the last line, when we are shown a different aspect of him. The ending forces us to entirely change the mental image we have built of the main character. As you read, try to understand what purpose the poet had in surprising us like this.

Prereading Exercise: Hearing Rhyme and Rhythm in Poetry

Like many poems, "Richard Cory" is meant to be heard more than to be read. That is why it uses *rhyme* and *rhythm. Rhyme* means that certain lines end with the same sounds. *Rhythm* means that the lines have a steady number of beats. Read the poem aloud

several times, paying attention to the sounds. Try to hear the patterns of the rhyme and rhythm. Sometimes it helps to tap out the beats with your hand as you read each line. Then answer these questions:

1. Which lines rhyme? Is there a regular pattern?
2. How many beats do you think there are in the first line? In the second? Do all the lines have the same number of beats?
3. Why do you think that the poet used rhyme and rhythm? Does it make any difference to the way you listen to or remember what is being said?

Richard Cory

Whenever Richard Cory went down town,
  We people on the pavement looked at him:
He was a gentleman from sole to crown,
  Clean favored, and imperially slim.

And he was always quietly arrayed,
  And he was always human when he talked;
But still he fluttered pulses when he said,
  "Good morning," and he glittered when he walked.

And he was rich—yes, richer than a king,
  And admirably schooled in every grace:
In fine, we thought that he was everything
  To make us wish that we were in his place.

So on we worked, and waited for the light,
  And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
  Went home and put a bullet through his head.

Edwin Arlington Robinson

Building a Mental Image from Details

Poetry often uses very precise language that suggests a lot of meaning in a few words. Tell which phrases from the poem are used to indicate the following qualities of Richard Cory. Why are the phrases in the poem better than the direct way of stating them below?

1. He always dressed in a conservative manner.
2. He seemed to be an educated, well-bred man from top to bottom.
3. His manners were correct, and he always knew the proper way to act.
4. Women felt attracted to him.
5. He was good-looking and not fat.

Talking It Over

1. How would you describe the attitude of the ordinary people of the town toward Richard Cory? What words from the poem suggest that they considered him to be superior and different?
2. What is surprising about the ending of the poem? Do the rhyme and rhythm bring the surprise more to our attention or less? Why?
3. What can we infer about Richard Cory from the ending? What can we infer about the people of the town from the way they felt about him?
4. Why is the poem ironic?

Making a Generalization

Write a general statement about what you think the poem says about human attitudes and behavior.

CHAPTER 11
TECHNOLOGY

Tracking station, Barstow, California.

The words *computer* and *laser* are recent additions to the English language, but they are now used with great frequency. The objects that these words refer to are examples of how technology is changing us, not only in the way we speak but in the way we work and live each day. The first article in this chapter discusses the far-reaching effects of computers on American life today. The second explains the laser and describes some of its varied uses. Finally, a timed reading summarizes the major achievements of U.S. and Soviet technology in the fulfillment of one of humanity's great dreams: the exploration of space.

SELECTION ONE

JudithB.Gardner

COMPUTERS FOR THE MASSES

The following article describes aspects of the "electronic revolution." What do you think is meant by this phrase, "electronic revolution," which is used in the first paragraph? What do you understand by the last word of the title? Why is this word used instead of the word *people* or *consumers?* In what places have you come into contact with computers? Have these experiences been positive or negative?

Prereading Exercise: Defining New Words from Context

Use clues from the context to make up simple definitions for the following terms:

1. paperwork (line 9) _____
2. instant access (lines 12-13) _____
3. white-collar crime (line 15) _____
4. bedrock of the U.S. economy (line 29) _____
5. routed automatically (lines 40-41) _____

6. security systems (line 44) _____

7. reference and referral services (line 48) _____

8. computer literacy (line 52) _____

Computers for the Masses

I

From the living room and family auto to the supermarket and office, it's impossible to escape the electronic revolution that is transforming the way people live and work.

Already, technological gains are bringing to people products, services, and recreation they never dreamed of just a few years ago: stereophonic television, t.v. sets that can be carried in a coat pocket, portable radios with stereo sound, home telephones that signal when another caller is on the line and forward calls from home to business, bill paying without the paperwork.

Outside the home, the dazzle of electronics is no less brilliant: a perfectly typed letter at the touch of a button, building and auto designs from a computer, cash from the bank at any hour, instant access to thousands of reference sources.

All this comes at a price. Robbery by computer now is the primary white-collar crime, according to some criminologists, and costs society anywhere from $100 million to $3 billion a year. Another problem raised by the use of more computers is the risk of invasion of personal privacy. There is also concern on the part of many workers that their jobs will be taken by computerized robots or some other form of automation.

II

The computer industry can trace its beginning to 1906, when inventor Lee DeForest perfected the three-element vacuum tube.

That device, the triode, made it possible to use one electric current to control the flow of another. From that development seventy-six years ago has evolved a $120-billion-a-year electronics industry that includes everything from laser beams for medicine and industry to guidance systems for weapons and video games.

This business, in which technological discoveries occur with regularity, is on its way to becoming a bedrock of the U.S. economy. By the end of the decade, according to some estimates, its sales will rival those of America's basic industries—steel, autos, and chemicals.

III

Currently, about 10 percent of all electronic-products sales are in consumer, rather than business-oriented, products. But at the rate advances are made in radios, t.v.s, computers, and telephones, people's lives will be changed more and more by electronics. For example:

- The gradual computerization of the telephone means that, in the not-too-distant future, a single phone number will be enough to reach a person, no matter where in the world he or she is. Or consumers calling a firm's single national number will be routed automatically to the nearest office.
- Computers will be essential to the smooth and efficient operation of the home, by regulating room temperatures, controlling lights, and activating security systems. People will be able to use them to leave messages with other households.
- Videotex systems will permit people to use television sets, telephones, and computers to shop and pay bills electronically, tap into reference and referral services, and take advantage of popular home computer programs such as games and foreign-language instruction. New York's Chemical Bank has a system that allows users to pay bills and mortgages by computer.

- Parents may be led by their children in computer literacy. Already, at least 173,000 computers are in public schools—an average of 2.2 per school—and rapid increases are expected. Also, some colleges now require that new students have their own computers, a trend bound to spread.

In short, America is at the beginning of a computer revolution, not only in the business world but also in the home.

Judith B. Gardner,
U.S. News & World Report

Separating Fact from Opinion

Tell which of the following statements (paraphrased from the article) are facts and which are opinions.

1._____It's impossible to escape the electronic revolution.

2._____You may now buy a t.v. set so small that it can be carried around in your pocket.

3._____Some autos and buildings are designed by computers nowadays.

4._____Many people use the computer to steal money.

5._____In the future a large number of jobs will be taken away from people and given to computerized robots.

6._____The three-element vacuum tube, or triode, was invented by Lee DeForest in 1906.

7._____By the 1990s computer sales will be as important to the U.S. economy as the steel or auto industries.

8._____At present, only 10 percent of electronic-product sales are in consumer products.

9._____Computers will soon be regulating room temperatures and controlling lights in the American home.

10._____U.S. business and home life will be completely revolutionized by the computer.

Identifying Main Ideas

Write 1, 2, and 3 in front of the statements that best express the main ideas of each of the three sections of the article. You may have to skim each section first. This should give you a summary of the article.

_____New technology will enable people to shop, pay bills, obtain information, play games, and learn foreign languages without leaving their own homes.

_____The computer business began with a discovery in 1906 and has expanded into a large, varied, and important industry with constant technological advances.

_____The dazzling revolution of electronics is bringing more harm than good to society because of crime, information control, and unemployment.

_____More and more electronic consumer products are becoming available for use in homes, telephone communications, and schools.

_____Computers are changing people's personal and professional lives in many ways, with both positive and negative effects.

_____The electronic industry is a f 120-billion-a-year business, including machines for medical uses as well as simple entertainment.

Talking It Over

1. In your opinion, what are some of the ways in which computers are helping society the most at present? Which of the possible uses for the future do you find most attractive?
2. Do you think that in general it is better to work with human beings rather than computers? What are some of the negative consequences that comptuers have had for society?
3. Do you have a favorite computer game? What is it? Why do you like it?
4. A few years ago, many people said that computers would never be able to play chess really well; now computers excel at the game, and perhaps soon a computer will win the world championship. If that happens, will we have to admit that computers are superior to human beings?
5. Do you think that computers are capable of original thought? Why or why not?

Expressing Agreement or Disagreement in Writing

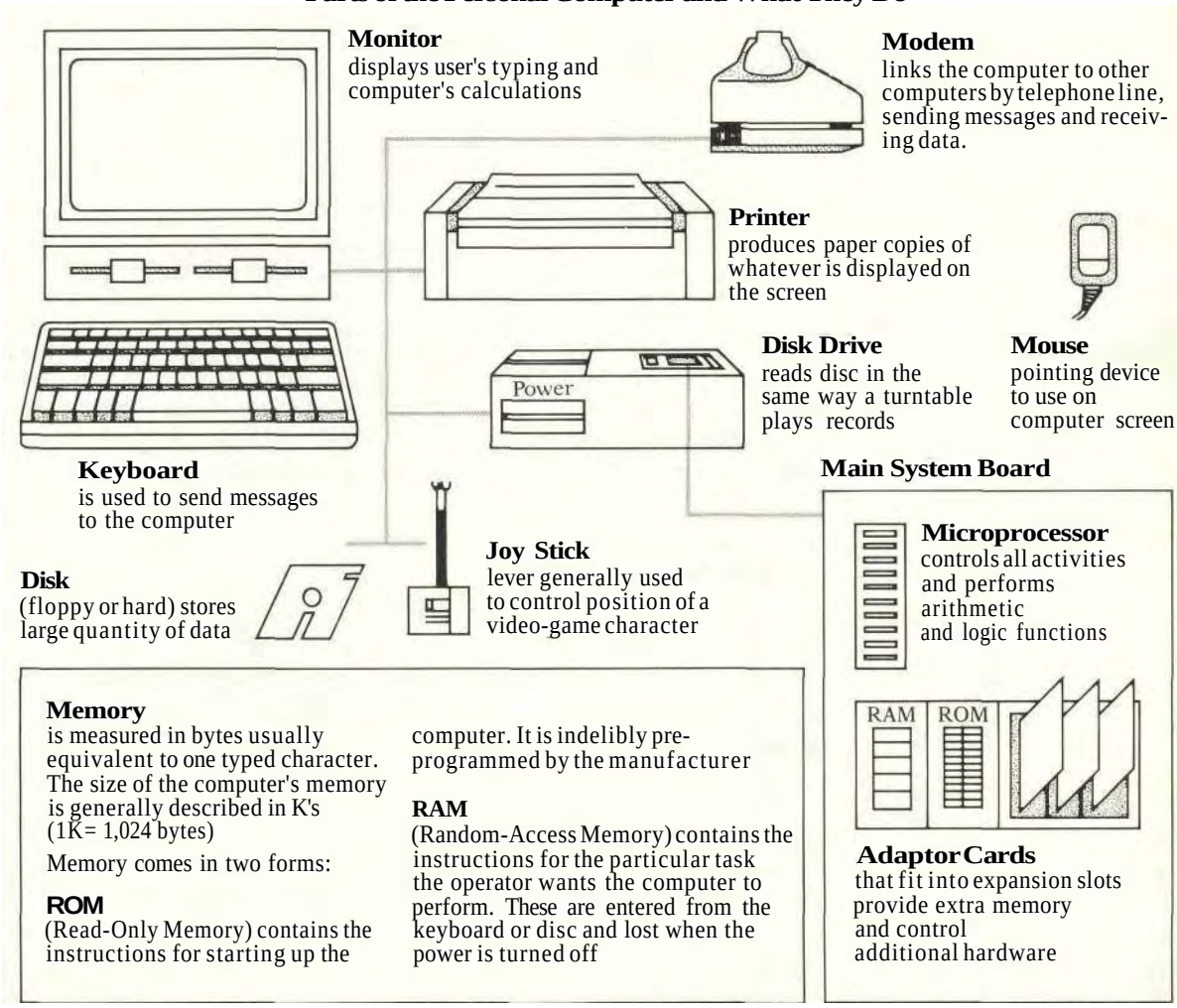
"Our society is being dehumanized by computers." Write a paragraph explaining why you agree or disagree with this statement. In the first sentence express how you feel about the question.

Then give at least three reasons (each one in a separate sentence) to support your opinion.

Using an Illustration to Learn Terminology

Are you computer literate? This illustration gives you an idea of the components that make up a personal, or "home," computer. Study it for five minutes. Then check your comprehension by answering the questions that follow. It will help if you scan the illustration and note the terms that seem obvious or that you already know; then concentration your efforts on the other terms.

Parts of the Personal Computer and What They Do



Questions

1. How do you tell your computer something?
2. What do the disks do?
3. Which part of the computer is like a record player? Why?
4. What's the difference between RAM and ROM? Which one is lost when you turn the computer off?
5. How many Ks do you need to store 2,000 words (assuming an average word is five letters)?

SELECTION TWO Jeff Hecht and Dick Teresi

LASER: SUPERTOOL OF THE 1980s

How much do you know about lasers? The word came into the English language quite recently, since the laser itself was only invented in 1958. Do you know what the letters of this acronym stand for? (Acronyms are explained in Chapter 9, page 185). List three of the fields in which lasers are being used currently:

(If you can't think of any, quickly scan the headings of the article to get an idea of what uses are discussed.) Do you think that lasers affect our lives more or less than computers? The following selection is a chapter from the book *Laser: Supertool of the 1980s,* which presents many facts about this new technology.

Prereading Exercise: Developing a Reading Strategy

Before beginning the article, decide on a reading strategy. Fill in the blanks to answer the following questions.

1. What is my main purpose for reading this article?

2. How many times will I need to read it?_____
3. Should I skim the article before reading it carefully or vice versa?

4. About how long should this take me? _____

Follow your strategy and see how successful it is.

Prereading Exercise: Scanning for Specific Meanings

Scan the selection for the following technical terms. Find their meanings in the context given in the reading. Then proceed with your reading strategy.

1. intensity
2. directionality
3. coherent
4. monochromatic
5. scalpel
6. thermonuclear fusion
7. holograms

Laser: Supertool of the 1980s

Think of a laser simply as a tool. One that uses light instead of mechanical energy. And a tool that allows its user to control the form and amount of energy directed at a particular place. The laser can cut through a two-inch-thick sheet of steel or detect a single atom. It can perform a task as dramatic as igniting a thermonuclear fusion reaction or as seemingly mundane as drilling a hole in a baby-bottle nipple.

What Is a Laser?

A laser is a device that produces a very special kind of light. You can think of it as a super flashlight. But the beam that is emitted by a laser differs from the light that comes out of a flashlight in four basic ways:

- Laser light is *intense.* Yet only a few lasers are *powerful.* That's not the contradiction you might think. Intensity is a measure of power per unit area, and even a laser that emits only a few milliwatts can produce a lot of intensity in a beam that's only a millimeter in diameter. In fact, it can produce an intensity equal to that of

sunlight. An ordinary lightbulb emits more light than a small laser like this, but that light spreads out all over the room. Some lasers can produce many thousands of watts continuously; others can produce trillions of watts in a pulse only a billionth of a second long.

Laser beams are narrow and will not spread out like ordinary light beams. This quality is called *directionality.* You know that even the most powerful flashlight beam will not travel far. Aim one at the sky, and its beam seems to disappear quickly. The beam begins to spread out as soon as it leaves the flashlight, eventually dispersing so much as to be useless. On the other hand, beams from lasers with only a few watts of power were bounded off the moon, and the light was still bright enough to be seen back on the earth. One of the first laser beams shot at the moon—in 1962—spread out only two and a half miles on the lunar surface. Not bad when you consider that it had traveled a quarter of a million miles!

Laser light is *coherent.* This means that all the light waves coming out of a laser are lined up with each other. An ordinary light source, such as a lightbulb, generates light waves that start at different times and head in different directions. It's like throwing a handful of pebbles into a lake. You cause some tiny splashes and a few ripples, but that's about all. But if you take the same pebbles and throw them one by one, at exactly the right rate, at the same spot, you

A new "cold" laser that explodes tissue instead of burning it is opening a new era in eye surgery. Here a doctor performs surgery on a patient with cataracts.

can generate a more sizable wave in the water. This is what a laser does, and this special property is useful in a variety of ways. Put another way, a lightbulb or a flashlight is like a shotgun; a laser is like a machine gun.

- Lasers produce light of only one color. Or, to say it in a more technical way, the light is *monochromatic.* Ordinary light comes in all the colors of visible light (that is, the *spectrum).* Mixed together, they come out white. Laser beams have been produced in every color of the rainbow (red is the most common laser color), as well as in many kinds of invisible light, but each laser can emit one color and one color only. There are such things as tunable lasers, which can be adjusted to produce several different colors, but even they can emit only one color at a time. A few lasers can emit several monochromatic wavelengths at once—but not a *continuous* spectrum containing all the colors of visible light as a lightbulb does. And then there are many lasers that project invisible light, such as infrared and ultraviolet light.

What Are Lasers Good For?

The range of uses for the laser is striking, going far beyond the original ideas of the scientists who developed the first models.

The wide variety of lasers is also striking. At one end of the scale there are lasers made from tiny semiconductor chips similar to those used in electronic circuits, no larger than grains of salt. At the other end, building-size laser weapons are being tested by the military.

The tasks that lasers perform are usually difficult or impossible with any other tool. Lasers are relatively expensive tools and are often brought in to do a job only because they can deliver the required type and amount of energy to the desired spot. Charles H. Townes, one of the inventors of the laser and a Nobel Prize winner, said recently that he believes the laser "is going to touch on a very great number of areas. The laser will do almost anything. But it costs. That is the only limitation."

The $50.000 Scalpel and Television Fibers

A typical surgical laser, for example, costs from $30,000 to $50,000 and up, or about a thousand times more than a good conventional scalpel. And to be honest, for many operations a scalpel may be better than a laser. But if you have a detached retina, a condition that could lead to blindness, you may be happy that these expensive scalpels

exist. A laser can do what a knife can't: weld the retina back to the eyeball. No incision is required for this delicate surgery, which can be performed right in the doctor's office. The laser beam shines through the lens of the patient's eye and is focused on the retina, producing a small lesion that helps hold it to the eyeball. Exotic as this sounds, a similar laser treatment has become a standard way of curing blindness caused by diabetes.

Laser medicine probably hasn't touched you personally (you'd know if it had), but laser communication has undoubtedly served you already. If you watched the Olympics or some of the major football games on television recently, you probably saw signals that were transmitted part of the way to your home by lasers. Lasers carry telephone signals in dozens of places around the country. In both cases, light from the lasers is carried through hair-thin fibers of glass—*fiber optics—a* technology that could ultimately bring a multitude of new communication services into your home.

Death Rays, Drills, Nuclear Fusion

Lasers are already commonplace items among our military, but probably not in the way you think. Their main function in the business of war is that of range finder and target designator, not ray gun. Lasers are used to measure the distances to targets or pinpoint them with a "bull's-eye," helping either guns or missiles to home in on the enemy. And yes, in an offshoot of H. G. Wells's idea, the U.S. military is also spending about $300 million a year trying to build lasers able to destroy targets ranging from helicopters to ballistic missiles and satellites. The Soviet Union has a comparable program and is believed to have already used a laser to temporarily blind the sensitive electronic "eyes" of a U.S. spy satellite.

In factories around the world, lasers are now used routinely to drill holes in diamonds, label automotive parts, and weld battery cases for heart pacemakers. Laser quality-control "inspectors" sit ever-vigilant on assembly lines, making sure that the sizes of parts do not deviate from an acceptable range.

One of the hopes for ending our energy problems is *thermonuclear fusion,* the process by which energy is generated by the sun. One way of creating fusion here on earth is to heat and compress pellets containing hydrogen to the temperatures and pressures needed to fuse the nuclei of the hydrogen atoms together, creating tiny hydrogen bombs and thus generating incredible power. What can compress these pellets? Lasers, of course.

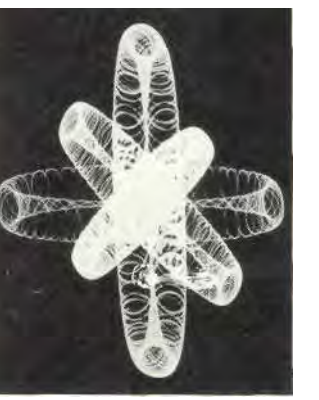
Three-Dimensional Images and Super Readers

Lasers are what make holograms possible—those three-dimensional images that seem to float before you, suspended in space. But holography has many seemingly mundane applications as well, from testing the quality of aircraft tires to measuring heat flow to aiding in the design of such things as hair dryers.

Lasers have made new art and new entertainment forms possible, even beyond holography. Laser light shows, the best known of which is *Laserium,* have been seen by millions of people around the world. A laser is also at the heart of one type of videodisk player, which plays back movies and television programs prerecorded on phonographlike disks.

Lasers can read. Those cryptic bar codes on food packages in supermarkets are read by scanning them with a laser beam. The pattern of reflected light is decoded to tell a computer in the back of the store what the label says. This not only tabulates the price on the cash register but automatically registers it in the computer's inventory memory. Lasers also read special typewriter faces, so that manuscripts can be typeset automatically, without human aid.

And lasers can write. It's simple for a computer to control a laser, making it write on film, special paper, or the drum of a copying machine, for later transfer to paper. Lasers expose printing plates for newspapers and print statements for insurance companies and mutual funds.



A typical *Laserium* image.

A Billion Dollars a Year

Lasers also serve the interests of pure scientific research, aiding in numerous and complicated experiments. Lasers can cause and control chemical reactions and someday might even propel rockets and aircraft.

The laser's catalogue of wonders is growing larger each day, as is the thriving laser industry. The market for lasers and related equipment hit $1 billion for the first time in 1980. That figure, which doesn't include sizable efforts in the Soviet Union and China, is nearly double the 1977 total sales figure.

But the laser has a long way to go. Its potential is only just beginning to be exploited. While the $1 billion figure may sound impressive, it is far less than the annual sales of many companies you've never heard of. To pick a familiar name, the RCA Corporation alone sold $7.5 billion worth of merchandise and services in 1979.

There are still many problems to be overcome regarding the use of the laser. These obstacles demand sophisticated and elaborate techniques—or the simple, brilliant insight that leads to breakthroughs. However, similar obstacles have been faced and overcome before. That's how we got to where we are now.

Jeff Hecht and Dick Teresi

Filling in Key Words to Make a Summary

Fill in the blanks with the appropriate key words from the article. In some cases, more than one word may be correct.

Lasers and Their Uses: A Summary

Basically we can think of a laser simply as a_____1 that produces a very special kind of_____2 . The beam from a laser is_____3 even if it is not powerful because it emits a lot of power per_____4 . Laser beams are narrow and do not spread out; this quality is known as_____5 . Light waves from a lightbulb start at different times and go out in different_____6 . but laser light is _____7 because the light waves are lined up with each other. Laser light is monochromatic, which means it is all of one_____8. Big and small lasers perform many jobs effectively but their one important limitation is that they _____9 a lot. Lasers are used in certain medical operations instead of a_____10 . They are used by the_____11 as range finders or target designators more than as_____12 . They are used in_____13 to drill holes in diamonds and label auto parts and for many other types of work. In the future they might be used to compress pellets that contain hydrogen to solve our_____14 problems

through the process of _____

_____15 ·

Lasers make the three-dimensional images known as _____16 possible. They have produced new forms of_____17 that have been seen by millions. In supermarkets they_____18 the bar codes on food packages. When controlled by_____19 they can also_____20 on film, special paper, or the drum of a copying machine. These and many other uses have caused lasers to become a $_____21 -a-year business that is still growing rapidly.

Talking It Over

1. What is the difference between a laser beam and ordinary light?
2. What are some uses of large lasers? Of small lasers?
3. How are you affected by lasers in your daily life?

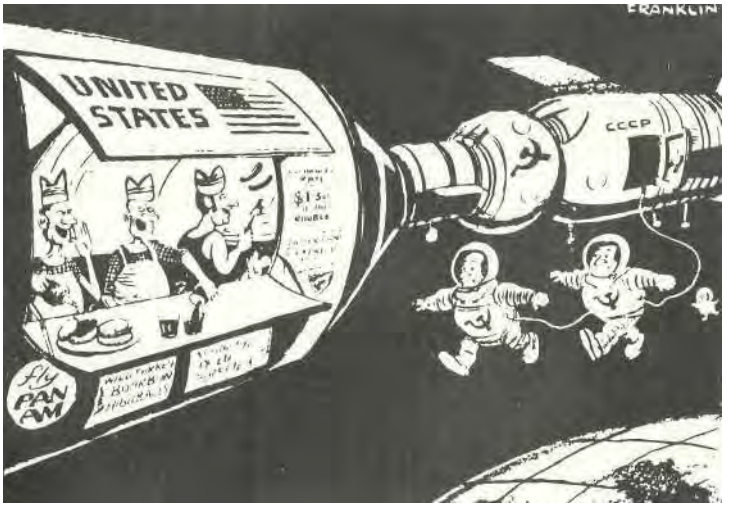
TIMED READING *U.S. News & World Report*

EXPLORING SPACE

Read the following summary of space achievements to find out what has been done in the last three decades and by whom (which feats have been accomplished by Americans and which by Russians). Then take the quiz at the end. Try to do this in twelve minutes.

Exploring Space

In the race for supremacy in space, the United States and the Soviet Union have established an impressive list of pioneering feats. Some significant milestones are indicated on the time line (page 230).

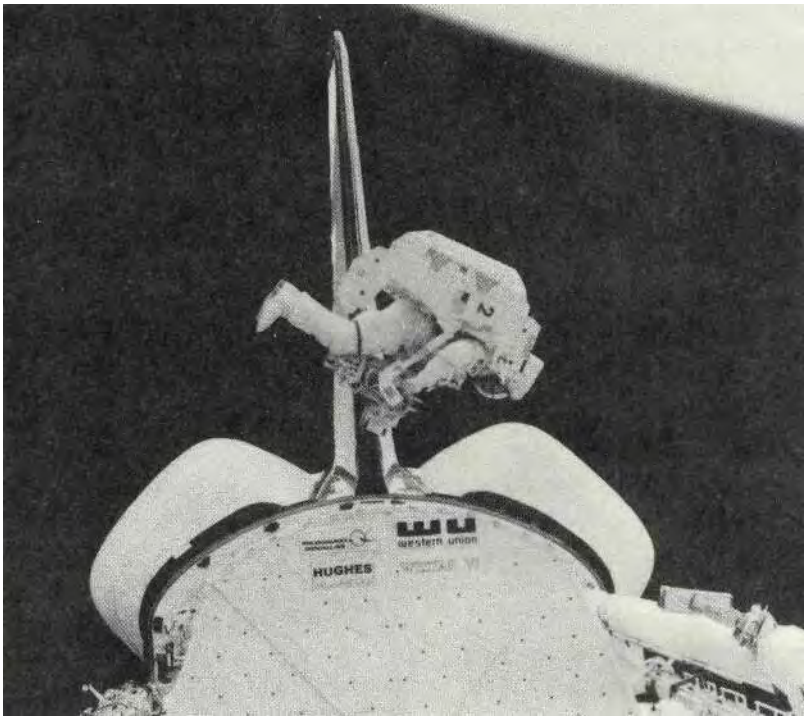


Franklin/The Sun/London

Achievements: Space Exploits That Paid Off on Earth

Following are some key benefits from space work in the last quarter century:

- *Communications.* About 90 percent of commercial benefits come through satellites—a global chain of about 120 orbiting links. Nearly 30,000 transatlantic telephone circuits are in use, carrying millions of phone calls, t.v. programs, and computer-to-computer messages every day. Satellites help search-and-rescue work, emergency medical care, and disaster aid. Worldwide, satellite communication is expected to become a $10 billion industry by 1990.
- *Earth sciences.* Observation satellites provide data ranging from pollution assessment and earthquake warnings to mineral resources and fisheries potential. Geologic mapping by *Landsat* and other craft lets researchers assess crop conditions, pinpoint flood damage, track icebergs, analyze land-use patterns, estimate population increases.
- *Weather.* Cameras and remote sensors provide meterologists with broader pictures of weather movements. Today's twenty-four-hour forecasts have the accuracy—84 percent—that twelve-hour forecasts did fifteen years ago, with huge savings to agriculture and aviation. Tracking of hurricanes, combined with computer analysis, allows earlier warnings.
- *Life sciences.* Dozens of materials—plastics, ceramics, metals, crystals—introduced through space research have application in



Technological systems designed for orbital workers such as this astronaut help spur useful "spinoff" products for people on earth.

surgery and biomedical studies. Monitoring equipment for astronauts now routinely diagnoses cardiac patients, stroke and spinal-cord injury patients. New parts for the human body are made of space age synthetics.

Military Uses: Most Important of All?

Satellites are at the heart of U.S. military operations in space, including vital "spy-in-the-sky" surveillance and continuous links to worldwide command posts. Among major space activities of the Pentagon:

- *Communications.* Satellites relay messages around the globe-instantaneous links to ships, planes, ground forces.
- *Intelligence monitors.* Orbiting observation posts provide detailed photos and data on military developments in the USSR and elsewhere. Sensitive spy satellites can spot movements of tanks or detect the firing of a ballistic missile seconds after it leaves the launch pad.
- *Navigation and weather.* Meteorological satellites keep constant watch on weather conditions. *Navstar* is an artificial star that

Exploring Space

In the race for supremacy in space, the United States and Russia have established an impressive list of pioneering feats.
Here are some significant milestones.

USSR

- **1984** — Soyuz 35 sets all-time crew-endurance record of 185 days
- **1980** — Venera 9 provides first pictures from surface of Venus, October; Apollo-Soyuz Test Project links Soviet and U.S. crews in space, July
- **1975** — Salyut 1, first space station in earth orbit; first space capsule to land on Mars, November
- **1970** — First unmanned moon landing with return of lunar soil to earth, September; first use of unmanned vehicle on the moon, November
- **1966** — Unmanned soft landing on the moon; Venera 3 reaches Venus, first human-made object to land on another planet
- **1965** — First space walk, Alexey Leonov
- **1963** — First woman in space, Valentina Tereshkova
- **1961** — Cosmonaut Yuri Gagarin, first man to orbit the earth
- **1957** — Sputnik 1, first human-made earth satellite

USA

- **1984** — First untethered spacewalk (using jet pack), from Space Shuttle
- **1982** — Landsat D earth-scanning satellite begins transmitting data; space shuttle schedules first operational mission for November
- **1981** — Space shuttle, first reusable spacecraft, begins first of four test runs
- **1979** — Voyager 1 returns photos of Saturn's rings, reveals active volcanoes on Jupiter's moon Io
- **1977** — Voyagers 1 and 2 begin journey to Jupiter, Saturn, Uranus, and Neptune
- **1976** — Vikings 1 and 2 perform first long-duration mission on Mars
- **1974** — Skylab 4 sets U.S. crew-endurance record of 84 days, February; Mariner 10 performs first spacecraft investigation of Mercury, March
- **1973** — First spacecraft probe of Jupiter, Pioneer 10
- **1972** — First use of a satellite to assess the earth's resources
- **1971** — Apollo 15 crew drives motorized vehicle 17 miles on the moon, July
- **1969** — Apollo 11, Neil Armstrong takes first step on the moon
- **1968** — Apollo 8, first manned flight to moon orbit
- **1967** — Surveyor 3 takes first pictures from the surface of the moon
- **1965** — Early Bird, first commercial communications satellite, linking the U.S. to Europe
- **1962** — Astronaut John Glenn orbits the earth; first successful interplanetary mission, Mariner 2 to Venus
- **1960** — Echo 1, first T.V. communications satellite
- **1958** — First U.S. satellite, Explorer 1

enables ships, planes, even individual soldiers to determine their location anywhere on the earth within 50 feet—a degree of accuracy never before attainable.

- *Ground-based systems.* The U.S. Air Force operates a spacewatch program in New Mexico and at four other sites that can spot objects as small as a soccer ball orbiting at a distance of twenty-five thousand miles. Computer analysis, backed by radar systems that can track hundreds of objects simultaneously, can keep tabs on all objects in space.
- *Antisatellite weapons.* Under development is a weapon to be launched from a jet fighter that could home in on hostile satellites. In store: possible laser or ion beams that could destroy or disable enemy missiles.

U.S. News & World Report

Quiz

Write *true* or *false* in front of each of the following statements referring to the article. Correct false statements to make them true.

Firsts

1._____The first human-made earth satellite was launched by the Soviet Union in 1969.

2._____John Glenn was the first man to orbit the earth.

3._____In the 1960s the Soviet Union sent the first woman into space.

4._____In the 1960s the Americans sent the first human-made object to another planet.

5._____In 1969 Neil Armstrong was the first human being to walk on the moon.

6._____The first space station was put into orbit by the Americans.

7._____The Russians were the first to use a satellite to assess the earth's resources.

8._____The Americans were the first to successfully operate a reusable spacecraft.

Generalizations

9._____Satellites were used for communications until the 1980s.

10._____So far the moon is the only place in outer space that has been visited by a human being.

11._____It has not yet been shown that people can survive for more than two weeks in space.

12._____The United States and the Soviet Union have cooperated on a successful space mission.

13._____The space program has dramatically improved world-wide communications.

14._____The space program has helped farmers and fishermen.

15._____Weather forecasts were actually more accurate fifteen years ago than they are today.

16._____Space research has brought great benefits to the military but not to medicine or business.

17._____An important military use of the satellite is for more accurate spying on other countries.

18._____*Navstar* is an artificial star used to change weather conditions.

19._____It is now possible to detect and track objects in space provided they are at least one kilometer in diameter.

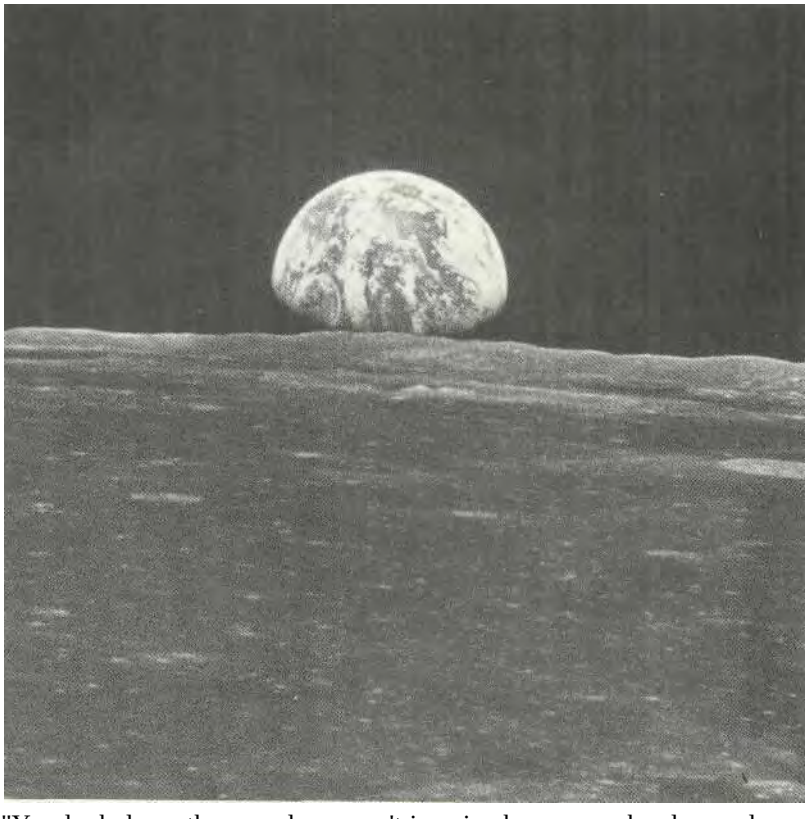
20._____Space research has not contributed to the design of weapons.

Talking It Over

1. It is obvious from the record that during the 1960s and 1970s the United States and the Soviet Union were involved in a "space race." Do you think that they would have achieved more or less if there had not been a great rivalry between them? Why?
2. What is your opinion of the huge amount of money that is spent on space programs? Would it be better to spend it on other programs instead? Why or why not?

CHAPTER 12

LIVING TOGETHER ON A SMALL PLANET



"You look down there, and you can't imagine how many borders and boundaries you cross, again and again and again, and you don't even see them. There you are—hundreds of people killing each other over some imaginary line that you're not even aware of, that you can't see. . . . And you realize that on that small spot, that little blue and white thing, is everything that means anything to you. All of history and music and poetry and art and birth and love: tears, joy, games. All of it on that little spot out there that you can cover with your thumb."—Russel Schweikert, astronaut

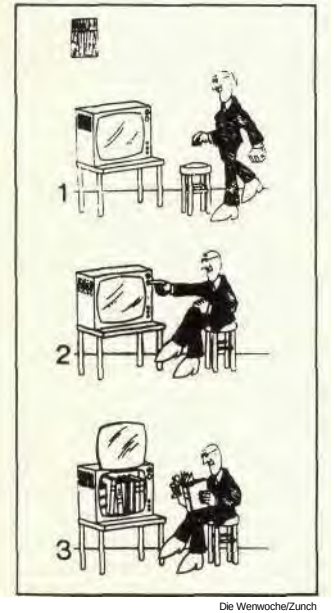
CHAPTER 12

This chapter is an invitation to read selections from four literary types or genres—essays, poetry, a speech, and a short story-using the skills you have practiced in previous chapters. The selections have been written by authors from different cultures who share with us their unique viewpoints and feelings about human existence and values. No prereading exercises are given; a content exercise and questions follow each selection.

SELECTION ONE

Jorge Luis Borges

BOOKS



Die Wenwoche/Zunch

In an age of films and television, with multiscreen cinemas, videotape recorders, and cable systems extending visual communication, many people predict that books will soon become obsolete. In the following short essay, Argentine poet and short story writer Jorge Luis Borges (1899-) gives his opinion on this question.

Books

I believe books will never disappear. It is impossible for it to happen. Of all mankind's diverse tools, undoubtedly the most astonishing are his books. All the others are extensions of the body. The telephone is an extension of his voice; the telescope and microscope extensions of his sight; the sword and the plow are extensions of his arms. In *Caesar and Cleopatra,* when Bernard Shaw refers to the Library of Alexandria, he says it is mankind's memory. I would add it is also mankind's imagination. Humanity's vigils have generated infinite pages of infinite books. Mankind owes all that we are to the written word. Why? What is our past but a succession of dreams? What difference is there between dreaming and remembering? Between remembering dreams and recalling the past? Books are the great memory of the centuries. Consequently their function is irreplaceable. If books were to disappear history would disappear. So would men.

Jorge Louis Borges

Recalling Information

Select the phrase that best completes the statement about Borges' ideas on books according to the essay.

1. Books are humanity's most astonishing:
   a. possibility b. tool c. dream
2. A book is an extension of the human:
   a. body b. voice c. imagination
3. If books were to disappear, human history would also disappear because people would:
   a. feel too sad to live
   b. no longer remember the past
   c. keep on dreaming of the future

Discussion

1. In your opinion, what is the main idea of this essay? Do you agree with it or not? Why?
2. Which would you prefer: to read a particular book or to see a film based on it? Why?
3. What is one of the best books you have ever read? In what language was it written? By whom? To what kind of person would you recommend it?

SELECTION TWO Bertrand Russell

WHAT I HAVE LIVED FOR

What are the goals of human existence? In other words, what do people live for? The answer to this question must certainly vary greatly with the individual. One viewpoint is given below by the British philosopher, mathematician, and writer Bertrand Russell (1872-1970). Besides being well known for his scholarship and prolific writing on many subjects, Russell gained a great deal of fame and notoriety during his life for his active campaigning for the causes of pacifism and a halt to nuclear armament. He wrote the following essay in his later years, while looking back on a long and active life.

What I Have Lived For

Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind. These passions, like great winds, have blown me hither and thither, in a wayward course, over a deep ocean of anguish, reaching to the verge of despair.

I have sought love, first, because it brings ecstasy—ecstasy so great that I would often have sacrificed all the rest of life for a few hours of this joy. I have sought it, next, because it relieves loneliness—that terrible loneliness in which one shivering consciousness looks over the rim of the world into the cold unfathomable lifeless abyss. I have sought it, finally, because in the union of love I have seen, in a mystic miniature, the prefiguring vision of the heaven that saints and poets have imagined. This is what I sought, and though it might seem too good for human life, this is what—at last—I have found.

With equal passion I have sought knowledge. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to apprehend the Pythagorean power by which number holds sway above the flux. A little of this, but not much, I have achieved.

Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to earth. Echoes of cries of pain reverberated in my heart. Children in famine, victims tortured by oppressors, helpless old people a hated burden to their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be. I long to alleviate the evil, but I cannot, and I too suffer.

This has been my life. I have found it worth living, and I would gladly live it again if the chance were offered to me.

Bertrand Russell

Recalling Information

Fill in the blanks of the following summary of Russell's ideas with key words from the essay.

Summary

Bertrand Russell states that three_____1 have ruled his life: the longing for_____2, the search for_____3, and pity for the _____4 of mankind. He sought love because it brings_____5 and because it relieves _____6 and also because in it he saw a vision of the_____7 imagined by saints and 8. He sought knowledge because he wanted to understand_____9 of men, to know_____10 the stars_____11, and to apprehend the power by which_____12 holds sway over a changing reality. While these passions led him upward, pity always brought him back to_____13. To him, loneliness, poverty, and _____14 make a_____15 of what human life should be.

Discussion

1. From the way the essay is written, which of Bertrand Russell's three passions do you think was most important to him? Why?
2. What inferences can you make about Bertrand Russell's character from the essay he wrote?
3. What are some other passions that often govern people's lives?
4. In your opinion, what are the most important goals in life? Do you think a person's ideas on this change as he or she grows older?

SELECTION THREE

Willie Morris

GOOD FRIENDS ... DOGS, SONS AND OTHERS

Willie Morris is a Southern journalist, author, and editor. He is the winner of several literary awards and in 1981 was the writer-in-residence at the University of Mississippi. In the following

excerpt from his essay "Good Friends . . . Dogs, Sons and Others," Morris writes about the value of a small group of friends from varied backgrounds.

Good Friends ... Dogs, Sons and Others

We are all terribly alone in this life, I fear. This is part of our mortality, and there is not really much we can do about it. The awful armor of our isolation is pierced only by those fragile loyalties which we pray will abide—children, or a lover, or friends. All of these ask for tenderness and care.

I am not just talking here about male friendships and female ones, but also about friendships of a nonsexual nature between men and women. One of the dividends of the women's movement of this generation, perhaps, has been the enhanced freedom of American women to choose affectionate relationships with men whom they trust outside the bedroom. Some of my own closest friends are women; I can count four whom I believe I would go to the brink for. Two are married to men I admire, one is a widow, one is divorced, and they are as important to me as anything in my existence, including my male friends, who are also only a few. I suspect a person can only have a handful of steadfast friends, if that. Be wary of those who claim to count their friendships by the dozens, unless they are politicians up for reelection.

Parenthetically, I must also go so far as to confess that one of my best friends is a big black dog of acute warmth and intelligence. He

and I are huckleberry friends who ride the river together. By my personal measure, another of my finest friends is my twenty-year-old son. We have lived through too many moments as a twosome to be forgetful of them. Among genuine friendships, never discount the possibility of good dogs and good sons.

At the core of friendship, I feel, is fidelity. We all make fools of ourselves now and again, and do things which cause us guilt—or worse, shame—and there are our times of ineluctable grief and sorrow. A trusting friend can call us back to earth and remind us of the universal failures and sufferings. Laughter is no less an ingredient of friendship than loyalty, or charity, or forgiveness. Conversely, in the lexicon of human cruelty, I rank the betrayal of a friend—even a friend from an earlier part of one's life—as dastardly almost as child abuse or manslaughter. I am reminded of the New York editor and writer who recently published a memoir belittling old friends, ferreting out their faults in retrospect as finely as a sculptor chiseling at a bust, all in the spirit of his own aggrandizement. Gratuitous betrayal often exacts its own special price.

I am reminded too of a worthier example, one that remains with me as vividly as the moment I first heard of it as a boy, so that it has become a kind of symbol for me. In his rookie season with the Brooklyn Dodgers, Jackie Robinson, the first black man to play Major League baseball, faced venom wherever he traveled—fastballs at his head, spikings on the bases, brutal epithets from the opposing dugouts and from the crowds. During one game on a hot day in St. Louis, the taunts and racial slurs seemed to reach a crescendo. In the midst of all this, the Dodger who was Jackie Robinson's particular friend, a Southern white named Peewee Reese, called time out. He walked from his position at shortstop toward Robinson at second base, put his arm around Robinson's shoulder and stood there with him for a long time. The gesture spoke more eloquently than the words: This man is my friend.

Even across the divide of death, friendship remains, an echo forever in the heart. The writer James Jones has been gone for more than three years, yet so alive was he for me that I have never quite admitted he is dead. He and his family lived down the road from me on eastern Long Island, and he struggled against death in his last months to finish his fictional trilogy of World War II. He was a connoisseur of cigars, a believer in the written word, and an enemy of meanness and pretense. He was courageous without ever talking much about courage; he appreciated mirth and he understood sorrow. I'm not sure why we were closer than brothers, for he was older than I and more inured of the sittings and winnowings of this world. Yet we were.

Two years ago, as I began a book which means much to me—struggling with the very first sentences with a radio somewhere in the background—the song that came on was the theme to the movie of Jim's big novel, *From Here to Eternity.* "Keep the faith," he might have said.

When I see an honored friend again after years of separation, it is like reassuming the words of an old conversation which had been halted momentarily by time. Surely, as one gets older, friendship becomes more precious to us, for it affirms the contours of our existence. It is a reservoir of shared experience, of having lived through many things in our brief and mutual moment on earth. To paraphrase another writer from Mississippi, it is a prop, a pillar, to help us not merely endure, but prevail.

Recalling Information

Write *true* or *false* in front of the statements about Morris's essay. Correct false ones to make them true.

According to Morris . . .

1._____One good result of the women's movement is that now American women can have real, nonsexual friendships with men.

2._____A person should have dozens of steadfast friends.

3._____Two of his best friends are a big black dog and his twenty-year-old son.

4._____Laughter is an important part of friendship.

5._____The New York editor who wrote an article about the faults of his old friends did nothing wrong.

6._____Sometimes a personal gesture of friendship speaks more loudly than words.

7._____Death is the only real end of friendship.

8._____As a person gets older, friendship becomes more precious.

Talking It Over

1. In your opinion, what is the main idea of this essay?
2. What can you infer about the author's character from what he has written?

3. What do you feel are the important qualities of a friend?
4. Do you think a person should have many friends or just a few? Why?
5. Do you think that friendships are different in North America from those in your culture?

SELECTION FOUR
POETRY

Any object, feeling, or thought can be the subject of a poem, but poets everywhere tend to speak mostly about the traditional themes of love, friendship, life, death, and the meaning of human existence. The following poems are by poets from different cultures and historical eras: Yevgeny Yevtushenko, Russian, twentieth century; Ono no Komachi, Japanese, ninth century (Heian period); Paavo Haavikko, Finnish, twentieth century; Maya Angelou, American, twentieth century; Omar Khayyam, Persian, twelfth century. Most poetry is written to convey feelings more than ideas. Poets generally employ unusual language in an original way to force us to see ordinary aspects of human experience in a new light. Read each poem several times, preferably aloud, to discover what feeling the poet is trying to convey.

People

No people are uninteresting.
Their fate is like the chronicle of planets.

Nothing in them is not particular
and planet is dissimilar from planet.

And if a man lived in obscurity
making his friends in that obscurity
obscurity is not uninteresting.

To each his world is private
and in that world one excellent minute.

And in that world one tragic minute.
These are private.

In any man who dies there dies with him
his first snow and kiss and fight.
It goes with him.

There are left books and bridges
and painted canvas and machinery.

Whose fate is to survive.
But what has gone is also not nothing.

By the rule of the game something has gone.
Not people die but worlds die in them.

Whom we knew as faulty, the earth's creatures.
Of whom, essentially, what did we know?

Brother of a brother? Friend of friends?
Lover of lover?

We who knew our fathers
In everything, in nothing.

They perish. They cannot be brought back.
The secret worlds are not regenerated.

And every time again and again
I make my lament against destruction.

Yevgeny Yevtushenko

Poem

That which fades away
Without revealing its altered color
Is in the world of love
The single flower which blossoms
In the fickle heart of man

Ono no Komachi

Poem

You marry the moon
and the sea and the moon and the woman:
earless all.

You'll listen to their voices, you'll talk to them
and they say
It's a game.

Paavo Haavikko

Caged Bird

Maya Angelou, poet, writer, and actress.

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze
and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn-bright lawn
and he names the sky his own.

But a caged bird stands on the grave of dreams
his shadow shouts in a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill

of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

Maya Angelou

The Rubaiyat of Omar Khayyam (Selections)

VIII

Come, fill the Cup, and in the fire of Spring
Your Winter garment of Repentance fling.
The Bird of Time has but a little way
To flutter—and the Bird is on the wing.

XII

A Book of Verses underneath the Bough,
A Jug of Wine, a Loaf of Bread and thou[1]
Beside me singing in the Wilderness—
Oh, Wilderness were Paradise enow[2] !

[1]you

[2]enough

XIII

Some for the Glories of This World and some
Sigh for the Prophet's Paradise[3] to come,
Ah, take the Cash, and let the Credit go
Nor heed[4] the rumble of the distant Drum!

[3]Heaven

[4]And don't listen to

Translated to English Verse by Edward Fitzgerald, Fifth edition

Recalling Information

"People"

1. To Yevtushenko the people who are interesting are:
   a. those who live in obscurity
   b. those who study the planets
   c. all people
2. After a person's death, some of the things that are left are:
   a. painted canvas and machinery
   b. his first snow and kiss and fight
   c. a private world

3. When a person dies, what dies?
   a. a book b. a world c. nothing

Poem (Ono no Komachi)

4. Love is compared to:
   a. the sea b. a flower c. rain
5. Love is seen as something:
   a. momentary b. permanent c. unchanging

Poem (Paavo Haavikko)

6. The moon, women, and the sea are shown as things that cannot:
   a. feel b. see c. hear
7. Love is shown as:
   a. serious b. playful c. meaningless

"Caged Bird"

8. The main theme of the poem is:
   a. the beauty of birds
   b. the fear of the unknown
   c. the importance of freedom
9. The poem is written with:
   a. rhyme b. rhythm c. both rhyme and rhythm

"The Rubaiyat"

10. The poet tells us that the most important thing in life is:
    a. to gain Paradise after death
    b. to enjoy the present moment
    c. to earn a lot of money

Talking It Over

1. Which of the poems did you like best for its sound?
2. Which of the poems did you like best for its meaning?
3. Why do you think that people compose poems? Why do people enjoy reading or listening to poems?
4. Think of a short poem or part of a poem that you like from your culture. Write down a simple translation or description of it here to share with your class.

SELECTION FIVE John F. Kennedy

INAUGURAL ADDRESS

John Fitzgerald Kennedy was the thirty-fifth president of the United States. He was the first Roman Catholic to be elected to the office and the youngest president in United States history. A popular and eloquent speaker, Kennedy in his inaugural address in January 1961 urged his fellow citizens to become committed to a new vision of peace, freedom, and prosperity with these words:

> "Ask not what your country can do for you—ask what you can do for your country."

Unfortunately, Kennedy didn't have much time to see his dreams for a new society become reality; he was assassinated in Dallas, Texas, on November 22, 1963. The following is an excerpt from his famous inaugural address.

Inaugural Address

. . . Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah—to "undo the heavy burdens . . . [and] let the oppressed go free."

And if a beachhead of cooperation may push back the angels of suspicion, let both sides join in creating a new endeavor: not a balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first 100 days. Nor will it be finished

in the first 1,000 days, nor in the life of this administration, nor even perhaps in our own lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—not as a call to bear the burden of a long twilight struggle year in and year out, "rejoicing in hope, patient in tribulation"—a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, north and south, east and west, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

President John Fitzgerald Kennedy gives his inaugural address in January of 1961.

And so, my fellow Americans: Ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: Ask not what America will do for you but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deed, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

John F. Kennedy

Recalling Information

Write *true* in front of those statements that express ideas from Kennedy's speech and *false* in front of those that do not. Correct false statements to make them true.

1._____The Soviet Union and the United States should try to identify and discuss the problems that divide them.

2._____Each side should try to gain complete control for itself of the inspection and control of arms.

3._____The two sides together should unite in their efforts to explore space and improve commerce and the arts.

4._____These goals should be accomplished in the first 1,000 days of Kennedy's administration as president.

5._____The common enemies of human beings are poverty, disease, communism, and socialism.

6._____Most people realize that the present moment is one of great challenge and are glad to be alive at this time.

7._____Americans should ask what their country can do for them.

8._____People from other countries should ask what America can do for them and for their people.

Talking It Over

1. Which of the goals mentioned in Kennedy's speech have been accomplished?
2. Do you think all of the goals he mentioned are possible to achieve? Why or why not? Which one do you consider the most important for today's world?

3. Why do you think that Kennedy's ideas were very popular with the young people of his time?
4. In 1961, Kennedy created the U.S. Peace Corps, an organization that sends Americans to countries in the developing world to work for two-year periods. In your opinion, is this a good idea or not? Explain.

SELECTION SIX

Margaret Craven

SUSANA AND THE SHEPHERD

Margaret Craven was born in Helena, Montana, and received her college degree from Stanford University. She is a former journalist and has written many short stories about life in western United States and in Canada as well as in the *novel I Heard the Owl Call My Name.* This short story discusses the loneliness and dreams of a young Basque shepherd in his early days in America.

Susana and the Shepherd

All the passengers on the big transcontinental plane were interested in the young Basque who occupied the rear seat. He was a good-looking lad with his dark eyes and his proud, inscrutable face,

tagged on the jacket with a check badge like a piece of luqqage because he couldn't speak an English word.

"He's a sheepherder from the Spanish Pyrenees," the stewardess replied to an inguiry. "The California Range Association is flying over many of them. Usually three or four come together. He's the first to come alone."

Several of the passengers tried to be friendly, but the young Basgue only stared at them, too bewildered and confused to smile, and finally a sure blonde, who had traveled in Spain, said she'd draw him out. She'd toss a little Spanish at him. She'd just go over and sit on the arm of his chair and give him the good old American *bienvenida.*

So she did it, and the young Basque fixed upon her a pair of scornful, suspicious eyes and ignored her.

"You know what I think?" said the defeated blonde to the stewardess. "I think his mother warned him to have nothing to do with American women. They'd eat him alive." And she was wrong; it was his grandmother who had warned him.

"Oh, he's a strange one," the stewardess told the navigator. "They're all silent, but this one wouldn't even talk if he knew how. I hope somebody meets him in San Francisco. I have strict orders not to turn him loose unless he's met."

The navigator was wiser. "He's from some small village, probably," he said. "Never seen a big city. Never been in a plane. If he's afraid, it's the kind of fear only the brave know. Otherwise he wouldn't be crossing an ocean and a continent to herd sheep for a stranger in a land he doesn't know. Let him alone. He's a kid with a dream."

And after that, across the plains and the mountains, the boy sat undisturbed, holding his dream, and his was the old dream many Basgue boys have held in their hearts. Their land was not big or rich enough to support all. By custom, a family's land was left to the eldest son. The younger sons, therefore, must emigrate; their only hope of keeping the land they loved was to leave it—and come back rich.

It was possible. From his own village in the Valle de Arce in the province of Navarra several had done it. Felipe Lacabe had done it. He had herded sheep for six years in a place called Nevada. In all that time he had learned no more than fifty English words, and been to town twice, and spent not one coin on drink, smokes, and girls. He had come back with twelve thousand dollars—a fabulous fortune—and he had bought himself a band of fine sheep and married the prettiest girl in Uriz.

Many had come back, and more had not. Whenever American tourists came to the remove villages of the Pyrenees some Basque father, prodded by his wife, said slowly, "If you have been to California, is it possible you know our son, Bonifacio?" or Fermin. Or Esteban. But they never did.

He, Juan Varra, was going to be one of the lucky ones. He had made up his mind. The American consul at Bilbao before whom he had appeared for his sheepherder's examination had praised him. The doctor who had given him his physical had spoken of his strength. And while he had waited the long months for the completion of his papers, the priest had strengthened him.

No Basque had ever been remembered for his words, the priest had said. Only for deeds and for courage. And if the ignorant thought he had a mist in his head like the mists of the mountains he loved, what of it? The thing to do was to be strong.

Yet when it was almost time to land the boy found it hard to be strong. He reminded himself that an unknown *americano* had paid seven hundred and eleven dollars and ten cents for his passage, sight unseen, and why? Because he knew—as who does not?—that for two thousand years the Basques have been famous for their skill with sheep.

He thought hard on *abuelita,* his grandmother. How confidently she had smiled at him as she had prepared his favorite omelet for his last supper at home. With no teeth, she had looked like a little old baby, and he vowed now that with his first wages he would send her enough money to buy a set of shiny white store teeth, so she could walk through the village, head high and smiling.

Also he thought of his little brother, who had begged to come along, who must emigrate, too, when he was older. He must set him an example. He must not fail.

Then the plane landed. The passengers began to file out slowly. He followed them. Surely El Cid, the bravest knight in all Christendom, never went forth to battle more staunchly than Juan Varra left that plane, the little stewardess at his heels, praying fervently somebody would meet him and ready to grab his jacket tails if no one did.

He was the first to pass the gate, and as he stepped through he saw the most beautiful sight possible to any Basque far from home. He saw another Basque. He saw a browned face, no longer young, which was smiling and showing some splendid gold teeth. And the voice was speaking his own dialect and it said, "Welcome, Juan Varra, and are the girls still as pretty in Navarra?" And this was Ancelito, thirty years from home and as much of a Basque as ever.

Ancelito collected his luggage and led him to the pickup truck. When they had left the confusion of the city, and were driving through the great wide green Sacramento Valley, Ancelito dropped pleasantries and began to speak so slowly and seriously in Spanish that the boy knew he must remember every word.

Now in early May the altilaria was already dry. The corkscrew spirals on the wild grass that can work their way into the sheep's hides had already formed. It was vital, therefore, that the sheep be moved at

once from the low range. Separated into bands, sheared, and branded, they had been driven to a central campsite, the trailer houses of the herders accompanying them. At the campsite, freight cars waited. The rich *americano* who owned the sheep had rented a whole train, and this very moment he was supervising the loading of the sheep bands into the cars. Tonight the train would carry the sheep across the great mountains into Nevada, where the long summer drive would begin at dawn.

Usually, said Ancelito, a youngster from the homeland was kept on the valley ranch for several weeks to accustom him to the strange American ways. But now they were desperate for herders. Last year they had lost two older men from heart attacks. The camp tender had found them at eight thousand feet, stiff in their blankets. It would be necessary for Juan Varra to go with them to Nevada and to start out at dawn with a band of two thousand sheep. Every other day a camp tender would bring him supplies and tell him where to find water. He would have a burro, of course, and a dog which Ancelito, himself, had trained.

"There is nothing to fear," Ancelito told him gravely. "The dog will know what you do not."

The boy said with dignity, "I have no fear."

Ancelito questioned him carefully, and in response the boy told him, shyly and briefly, a little of his dream. After four hours' driving, they came at last to the campsite.

In the trailer house Juan Varra ate a quick meal while Ancelito checked the clothes and the bedding he'd need. Then it was time to go, and they walked together through the dark to the train.

"You will go in the caboose," said Ancelito. "You will sleep better and tomorrow you will need that sleep. I will go by truck with the others, and I will see you at daybreak."

Once, at night in his bunk, the boy woke and felt the train moving under him and the cold air on his cheek, and he could hear the hard pull of the engine, and knew they were crossing the mountains. When he woke again, it was to the smell of coffee and the touch of a trainman's hand on his shoulder. He put on his shoes and his jacket and drank two cups of coffee. When he left the caboose, he stepped out into the clear dawn and such a sight as he had never seen.

Already the sheep were being spilled out into the sage, each band at a time, its loaded burro, herder, and dog waiting to drive it away.

Because he was new, his band was the last. Then it, too, was spilled into the sage, and his burro and dog and a sheep tender drove the band away from the tracks as Ancelito motioned him to wait.

The train moved on, the boy waiting by the truck while Ancelito

talked earnestly to the *americano* who owned the sheep, and though they spoke English and the boy could not understand a word, he knew the *americano* was worried.

"Andy, I'm scared to death to send him out. Can he do it?"

"Yes. He's used to hardship. He is not an American boy. He does not put his manhood in a car that can go ninety miles an hour. It is in himself."

"I know. He'll have the inbred willingness to endure."

"He has something else. He has a dream."

"All right. Let him go."

Then Ancelito gave the boy his directions and told him where he would find water. The owner shook his hand.

Juan ran into the sage and took the crook from the tender and he gave the old signal to the dog with a lift of his hand and he was off and on his own. He did not permit himself to look back for some moments. When he did so, it was as if the truck, the men, and other bands of sheep had ever existed, so quickly had the land taken them. And it was unlike any land he had ever seen, and vaster than any he had ever imagined.

The sage and the green buckbrush stretched as endlessly as eternity, broken only by a few small yellow sunflowers and a very occasional pine. No friendly villages. No small white houses with cheerful red-tiled roofs. Nothing but mountains which did not stand up proudly as mountains should, but lay rolling beneath his old high shoes.

He could scarely bear to look at the sheep, so great was his disappointment. How ugly they were with their strange snub-nosed faces. The factory-made crook was awkward to his hand, and so long that he was sure he would never be able to trip a ewe neatly by the hind leg. Even the motley-colored Australian shepherd was unlike any dog he had known.

But the burro was the same. It trudged along with the sheep, carrying his supplies, topped by his big square bedroll. And the sheep baaed like sheep. The lambs frolicked like the lambs at home. And the dog let the sheep scatter only so far, rounding in the strays, circling watchfully.

He counted the black sheep—the markers—carefully. There were twenty-one. He counted the bellwethers. At the nooning-up he would unpack the burro, check his supplies and repack in his own precise way. He would make a fire and set a pot of beans to simmer, and cook himself a meal of ham and eggs. And this night when the coyotes yapped and the dog answered them, prowling the bed grounds, thoughts of home would creep to his little tent and he would begin

the long battle against loneliness. And he swore now, by all the lady saints and the gentlemen saints in the entire heaven, that he would fight it each night until he won.

It took him six weeks. He had no calendar and no watch, and he needed neither. Each day followed the familiar pattern. He was up before daylight, building his fire beneath the heavy U-shaped iron, brewing his coffee. When the burro was packed, the daily trek began, the sheep scattering over a mile, the boy following, his beat-up .30.30 in a sling on his back, the dog circling, alert to every sound of his voice, every movement of his hands.

Each nooning-up Juan cooked his meal while the sheep lay in the sage, chewing their cud. And every other day the sheep tender came bumping through the buckbrush in his four-wheel-drive truck, bringing fresh meat and food, even water if necessary, and an eight-pound round loaf of white Basque bread which he had baked in a long pit. The sheep tender was a Basque also, but he had been too long alone. He had lost his dream. He could not talk easily to anyone, and when he spoke, it was always of some cafe called Estrellita or Espanola in some valley town where he could fill himself up on red wine, poured from a goatskin, and eat prodigiously.

Sometimes on the rainy nights when the coyotes cried like women, the boy was so homesick for his land and his people that it was an agony within him, and he rose shaken and white. He dreamed one night of his *abuelita,* smiling and showing her toothless gums, and when he awoke, his cheeks were wet, and though never for an instant did he admit it was from anything but rain leaking in the tent, after that he felt better.

Gradually the sheep did not seem quite so snub-nosed and ugly. They became the familiar sheep. He knew them, and a few too well—especially the cantankerous ewe with the twin lambs which he called "La *Bruja,"* the witch. He grew fond of his burro, and he loved the dog as deeply as a man can love a friend.

Then the six weeks were over, and with his band he took the old trail toward the higher mountains, the little burro leading the way because it knew it well. They reached the river, followed and forded it into the great national forest, traveling twenty miles in three days into the juniper range.

They were in the juniper forest a week, working their way up to the ponderosa and the sugar pine, and here the boy's loneliness left him. Often he saw deer browsing at dawn and dusk; a doe keeping herself carefully between him and her fawn. Once, in the early evening when the sheep had settled for the night, he came on a mother bear, scolding, slapping, and cuffing her two cubs to hurry them out of his way. Even the birds were a delight, the mountain bluebirds and

jays, and sapsuckers and the black and yellow orioles. Here he was no longer a boy far from home. He was a Basque herder at his best, responsible and resourceful, like a soldier at some lonely outpost.

The tender's truck could not follow them now. The *americano* who owned the sheep had established two cabins at seventy-five hundred feet from which several tenders took supplies to the various sheep bands by pack mule. And when Juan saw Ancelito riding through the trees leading a mule he laughed aloud, startled by the sound of his own voice.

The mule was a walking grocery, its pack bags heavy with flour sacks, each fat with supplies.

Then for the first time Juan Varra was afraid. He was so afraid he wanted to bolt like *La Bruja,* the witch ewe. On the mule bringing up the rear was a girl.

Ancelito dismounted. . . . Had it gone well? . . . Yes. . . . Had he been lonely? . . . No—perhaps a very little at first. And as he spoke not once did the boy glance at the girl.

It was only Susana, said Ancelito; and she was his daughter, come to the cabins for a few days, as he had promised her. She was quite harmless. As women go, she was no trouble. She would get the noon meal while they unpacked the supplies.

And she did. While the boy and Ancelito unpacked the supplies and discussed the best sites for the bed grounds and the danger of bears, Juan could hear the girl moving at the fire.

When the meal was ready and they sat down for slabs of jack cheese, ham and eggs, fresh bread and coffee, he was forced to look at her. Her feet were as big as a boy's. Her legs were encased in thick blue cotton pants like a boy's. Her top half was submerged in a shirt like a boy's. Her hair was drawn tight to the back of her head, and hung in a thick brush, suitable only for a horse's tail. Furthermore, she did not look up at him from under her lashes and touch him with the briefest of cool, sweet glances to tell him she saw every single thing about him and found it good. She looked straight at him, and boldly, as one boy takes the measure of another.

He did not direct to her one word. When the meal was over and Ancelito and his daughter were mounted and leaving, he cast an *"adios"* into the air, which she could take to include her if she wished.

"Is he alive?" Susana asked her father, when the mules had started.

"Is he stupid?"

"No. He is silent. He is Basque. I am Basque."

"When you came to this country you were not like that."

"I was exactly like that. He is afraid of you. But do not worry. I have told him you are harmless."

"Father, you didn't."

"But certainly. It would do you no good to make eyes at this one. He has a dream. He will save his money. He will go back to his village a *millionario* and will marry the most beautiful girl in all Navarra. Now, if you were as wise as your mother—"

"Papacito," said Susana slowly, "are the girls so pretty in Navarra?"

And Ancelito smiled at her and said, "Beyond description."

The voices carried back to the boy in the high clear air, and though they were in English, he did not miss the scorn in the girl's voice. That night among the supplies he found that Ancelito had left him a beginner's Spanish-English reader.

Love may need no words, but resentment can use several. The next day Juan Varra opened the first crack in the dark tomb in which he was determined to bury himself for six years. He began to learn to read English.

Two days later, when the grocery mule came through the trees, the boy put on his most proud and silent Basque face, lest the girl think he was glad to see her. But it was not Ancelito and Susana who followed the mule. It was the dull camp tender who had lost his dreams.

Juan did not admit his disappointment. He had no time to think of girls. The bears were troublesome. One old killer bear followed the sheep band, killing a ewe each night, and the boy tracked him and shot him. In all, he killed four bears.

In July the rams were brought in, and in August all the sheep band were driven to a mountain valley where the ewes were culled, the lambs separated into the fats and the feeders. On the way back to the high range with his reassembled band, Juan passed his first campers, and they were friendly. A little boy chased the lambs and couldn't catch them. The father gave him cigarettes, and the wife smiled at him and made him a present of a kitten.

After that, the cat followed along with the sheep, and though Juan told himself he kept her only to keep the chipmunks from his food, he carried her under his jacket in the thunderstorms, and let her sleep at the foot of his bedroll.

Then, in October, the long drive was done. The sheep were carried by two- and three-decker trucks from the mountains to the low delta to browse on the corn stubble; the burrow was left behind, a cook wagon carried supplies. Just before Christmas the bands were driven to the home ranch to wait for the lambing, and it was here, in a neat white house, that Ancelito, the foreman, lived with Susana. The boy did not ask for her.

"Am I rich yet?" he asked Ancelito anxiously.

"In this country you are poor as a thin mouse," said Ancelito. "But at home already you can buy the finest house in the village."

It was Ancelito who helped him send money to his *abuelita* for the store teeth and presents for the family. It was Ancelito who brought from town the clothes he needed. After that, he spent nothing, and each month the *americano* who owned the sheep deposited his wages in a savings account in his name. When, at Christmas, the other herders left the trailer houses and drove to town for a fine binge, he did not go. And when he was working with the sheep near the white house and saw something soft and obviously feminine fluttering on the clothesline in the rear, he looked the other way, so tight was the dream still within him.

Right after Christmas the drop band was collected in a big open field and lambing began. Four hundred lambs were born each night, the boy working out in the cold, helping the young ewes that were having trouble with their firstborn, turning the lambs. One morning the *americano* was helping put each ewe and her new lamb into a portable *chiquero,* or pen, so she would claim her lamb, and he watched the boy work.

"He is wonderful," he said. "He will save twenty-five per cent more lambs. . . . Andy, we must keep this one."

"I have thought of it," said Ancelito.

The last night of the lambing, through no fault of his own, the boy lost two little lambs, and this, to a Basque herder, is not cause for sadness, but for heartbreak. Ancelito took him to the white house for food and comfort, and there in the warm kitchen waited Susana.

Gone were the boy's shoes, the pants, and the horse's tail. She was as shy as a forest creature and as sweet as any young girl in Navarra on her saint's day. She was the daughter of a Basque and she, too, could be silent. She placed the coffee pot before them without a word, and plates of ham and eggs. Then she left them, turning at the door.

"I am so sorry, Juan," and for an instant her glance touched his cheek and was gone.

He did not see her again, because this was the busy time. Lamb tails to be docked. New sheep bands to be formed. The ewes to be sheared and branded, and the winter was gone, and May here again, and the sheep drive to the campsite to go by train to Nevada. And the first year was over, and the cycle began again.

Now repetition had replaced newness, making the second year even lonelier than the first. In the buckbrush, loneliness became an entity, pressing constantly upon him. The boy talked aloud sometimes to the cat and the burro. The dog, of course, was his abiding friend.

Rarely the camp tender brought him letters from home. Those from

his *abuelita* and his little brother were the same. They loved him; they missed him. But the letter from his eldest brother, who was head ot the family, held a new tone. How fortunate Juan was to be in that land where everyone was rich and all was easy. How hard it was to be the one who was left behind. Oh, he must not stay away too long. If he worked harder and was given a raise—if he saved all beyond the barest necessities, perhaps five years would be enough or even four.

In the juniper forest one June day he heard a strange little whimpering, crying sound, and came on a lone fawn. He longed to make a pet of it, to keep it with him, as the herders did sometimes. But he could not bear to take it from its mother, to teach it to be unafraid of man, to notch its ear so that when some hunter shot it he would know that once it had had too good a friend in man. It reminded him of the girl.

Then again he had driven the sheep band into the ponderosa and sugar pines of the high ranges, and he was home in the mountains.

When the grocery mule came through the trees, Ancelito was with it, but not Susana. This time the boy asked for her.

"And how is your daughter?" he asked formally, and Ancelito said she was well. She was going to school this summer. She was educating her head.

"It is that she does not wish a husband?" the boy asked slowly, and Ancelito said that, like all girls, she hoped to find one. But in this country it was the custom for many girls to help their husband get started. Suppose Susana should marry a man who wished to own *a* sheep band of his very own. What a fine thing if she could help him. Did Juan know that the sheepman chosen as the year's best in all California was the son of a Basque whose father had come first as a herder? No doubt his wife had helped him, as his mother had helped his father. It was one of the strange American ways.

Several times this year the forest ranger came by at nooning-up and shared his meal. And once a party of mountaineers coming out from a climb passed by and hailed him. He had picked up enough English to say a few words now, but he was alone so much that the sound of a voice always startled him and filled him with uneasiness, because it broke the quiet monotony in which he lived.

Then at last it was fall and he and the sheep were back on the delta, working their way toward the home ranch.

"How rich am I now?" he asked Ancelito, who took out his pencil for a bit of figuring and replied gravely, "In this country you have a modest savings, but in Navarra you are a man of some means. All your relatives are trying to borrow money."

When the sheep band neared the home ranch, the boy watched eagerly for Susana to come home for the holidays from the school she attended, forty miles distant. And one afternoon just before Christmas, while he was working in the big field where the drop band was to be collected for the lambing, he saw her arrive, and the sight filled him with horror.

There was a loud and sudden roar, and into the ranch road from the highway bounced a small, open, ancient and rattletrap car, Susana at the wheel, her legs in jeans, her hair streaming behind her in a horse-tail.

"She goes back and forth to school this way," said Ancelito calmly. "Scares the sheep. It is amazing what an *americana* will do to educate her head and get ready to help her husband."

It was cold during this year's lambing, and again Juan worked each night in the big open field with the ewes, and late one night twin lambs lost their mother, arriving in this world so weak that in the morning he and Ancelito carried them to the house and bedded them in the warmth of the kitchen stove.

When the boy had finished working with the lambs and stood up, ready to return to the field, he saw that Susana was watching him quietly, sweet and feminine as she had been when she had prepared breakfast the year before.

"You had a good year, Juan?" she asked in Spanish.

"Si."

"You were lonely?"

"A Basque is never lonely."

"See, *papacito,* he is afraid of me."

"I am afraid of no one."

"He is afraid of me. He is like the others. He learns nothing. He gives nothing. All he sees in this country is money. All he wants is to grab. He is stupid, *papacito.* He is more stupid than the sheep."

The boy followed Ancelito back to the field.

"She likes you," said Ancelito complacently. "If she did not like you, she would not be so *furiosa."*

One day from the fields Juan saw the little rattletrap car take off down the road, and he knew Susana had gone back to school. He put her resolutely from his mind, and the months slipped by until the sheep bands were driven to the campsite and the second year was done.

The third year was as like the second as the second had been like the first. The loneliness and the constant movement of the sheep. The noonings-up and the bedding-down, and the watchful eye that never forgot to count the bellwethers and the black sheep. The

coyotes yapping in the night, and the bears coming in the night, and the cat, the dog, and the burro. Only the details differed, and the girl's scornful words, and the thought of the girl was constantly in his mind.

In October, two days before the sheep bands were to leave the mountains, an early blizzard caught them; the snow falling so fast and heavily that they could not be driven out in time. The boy built a fire of green wood, so much smoke would rise to guide the camp tender, and Ancelito saw it and came with horses and men to trample and pack the snow so the sheep could move.

"Am I rich now?" Juan asked, sitting beside Ancelito in the truck on their way down to the delta.

"You are not quite a *millionario,"* said Ancelito. "You have a little more than five thousand dollars. In your village it would be a very large sum," and he spoke sadly.

"My work has not been good?" asked the boy. "The *americano* is not satisfied?"

"He is much pleased. This morning when the sheep were safe from the blizzard, I called Susana to tell him. She says there are many letters for you. When a Basque family takes thus to the pen, the news must be bad."

They rode in silence, not to the corn stubble this time, but to the white house, and when they went into the kitchen, Susana handed his letters to the boy, her eyes big and worried.

They left him to read them alone, and when they returned to the kitchen, he was sitting quietly, the letters spread on the table before him, his face stricken. He did not look up.

"My *abuelita* is dead," he said, and when Ancelito tried to comfort him, he made no response, and when Susana set hot coffee before him, he did not thank her. He was silent as only a Basque can be silent.

"Shall I tell you what is wrong?" asked Ancelito. "Shall I tell you how I know?"

The boy did not answer.

"When I came to this country," said Ancelito, "I spent ten years alone with the sheep. I had a dream also. I thought only of my people and the day I would return to them. When I did so, I could not stand it. I had forgotten such poverty. Things were bad in my village. Everyone was poor and I was rich, and between us was a wall of jealousy I could not tear down or climb over."

The boy did not look up.

"Have you not seen the wall in these letters? Is not your elder brother already resentful? Does he not complain bitterly of your good fortune?"

The boy was silent.

"I bought my parents the finest house in the village! I paid sixty American dollars for it. I gave them money to care for them, and I came back here where I shall never be rich. It is a friendly country. This is what matters."

"Papacito, it is useless!" cried Susana. "He is so stupid! Can you believe it? He does not know we love him of truth. He does not know you feel to him as a man to his own son. Let him save and go back. Let him be rich and miserable. Let him marry the most beautiful girl in all of Navarra. What do I care?" And she sat down at the table and began to cry as only a Basque girl can cry—loud and furiously.

Then the boy looked up. "Is it possible to bring my little brother to this country?" he asked slowly.

"It would take time, but it is possible. He could live with us. He could go to school. Susana could teach him to speak English."

"Is it possible Susana could teach me also? Could she teach me to tell her in English that in the mountains when I am alone with the sheep I do not think of any girl in Navarra? I think of her."

"This she would do gladly."

"Then if I have lost my dream, I can replace it with another. And if I do not return, it is nothing. I am a Basque," said the boy proudly, "and a Basque cannot lose his homeland, because he takes it with him always."

Margaret Craven

Recalling Information

Choose the phrase that best answers the question about the story.

1. What was the attitude of the other passengers on the plane toward Juan Varra?
   a. They were afraid of him because he seemed so proud and silent.
   b. They were friendly and interested in him and wanted to draw him out.
   c. They disliked him and looked down on him for being poor and ignorant.
2. Why did so many Basque boys leave their homeland?
   a. Because they longed for travel and adventure.
   b. Because they wanted to keep the land they loved.
   c. Because they needed money for drinks, smokes, and girls.
3. According to tradition, what were Basques especially known for?

a. their excellence in speaking
b. their courage and actions
c. their physical strength

4. The two people Juan missed and thought about the most were his *abuelita* and:

a. the village priest b. El Cid c. his little brother

5. Who was Ancelito?

a. a Basque who had left home long ago
b. a rich *americano* who owned sheep
c. a camp tender who brought supplies

6. Why did Juan have to start work right away?

a. Because two of the herders had died recently.
b. Because it was the custom to start boys immediately.
c. Because the law did not permit rest periods.

7. At first, what did Juan think of the sheep that were given to him?

a. They were the most beautiful he had ever seen.
b. They were just like the sheep back in Spain.
c. They were ugly and different from those he knew.

8. Who was Juan's best friend during his time in the mountains?

a. *La Bruja* b. the dog c. his burro

9. When was Juan really afraid for the first time?

a. when he lost some sheep
b. when he tracked the killer bear
c. when he saw the girl

10. Why did Juan begin to learn English?

a. Because he had fallen in love with Susana.
b. Because he felt resentful toward Susana.
c. Because he wanted to talk with Susana's father.

11. What was the important gift that Juan received from one of the campers?

a. a dictionary b. a gun c. a cat

12. What was the new tone that Juan noticed in the letters from his eldest brother?

a. admiration b. envy c. friendship

13. According to Ancelito, why had Susana gone away to school?

a. to learn a profession and become famous
b. to educate herself to help her future husband
c. to see more of the world and learn about customs

14. What made Ancelito think that Susana liked Juan?

a. She got very angry with him.
b. She asked about him often.
c. She dropped her eyes when she said his name.

15. What was the bad news that Juan received by letter?

a. His relatives wanted to borrow money.
b. Susana was going to get married.
c. His grandmother had died.

16. At the end, what did Juan discover about his dream?

a. It was silly and worthless.
b. He could put another in its place.
c. He would never lose it.

Talking It Over

1. What big problem does the main character, Juan Varra, have at first when he arrives in California? How does he overcome it? How long does it take him?
2. How does Juan change during the story? What people and experiences cause this change?
3. In your opinion, which of the characters in the story are realistic? Explain.
4. Have you ever known anyone who left his or her native country to work or study for a long period of time? Did that person return or not? Why? Do you think it would be possible for most people to live happily in a foreign country for the rest of their lives? Why or why not?

Expressing an Opinion

Write down your opinion of the story's ending, answering the following question: Did Juan Varra make the right decision or not? Why? After ten minutes, read your answers aloud in class or in small groups.