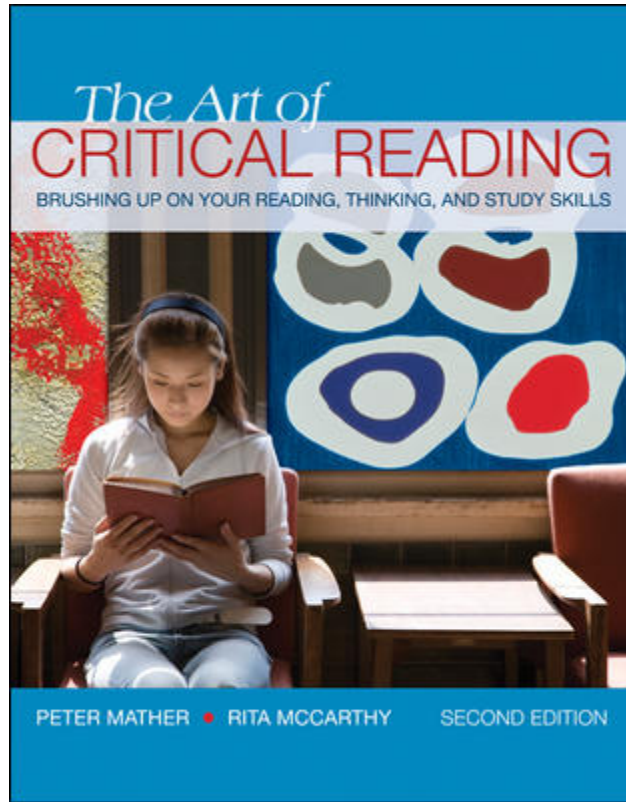


Pre-publication Copy
Annotated Instructor's Edition
Introduction and Chapters 1 through 3



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Learning How to Be a Successful Student

PART 1



CHAPTERS IN PART 1

Introduction 2

CHAPTER 1 Life in College and Beyond 31

The School of Athens (1510)

BY RAPHAEL

Scala/Art Resource, NY

Introduction



Three Musicians (1921) BY PABLO PICASSO

Digital Image © The Museum of Modern Art/Licensed by SCALA/Art Resource, NY. The Museum of Modern Art, NY, U.S.A. © 2009 Estate of Pablo Picasso/Artists Rights Society (ARS), New York

View and Reflect

1. This painting by Picasso is quite large. In fact, the three musicians, who include a Harlequin and a monk, are approximately life-size. What instruments are recognizable in the painting?
2. What animal is depicted on the left? Although the animal's body parts are disconnected, what parts can you clearly recognize?
3. What is the overall mood of the painting? Is it a solemn or happy occasion?
4. The painting is done in the cubist style, which tries to portray three-dimensional objects in two-dimensional space. The result is a flat, jigsaw puzzle effect. Which parts of the painting give the feeling of something being cut out and pasted on paper?

One of the desired outcomes of a college education is the ability to think critically. But it's important to be able to think creatively as well. A creative thinker can generate many solutions to a problem, and a critical thinker can determine which solution is the best.

The selections that follow will explain the processes of creative and critical thinking.

SELECTION



Bull's Head
(1943) BY PABLO
PICASSO

Photo: Beatrice Hatala. © ARS, NY. Réunion des Musées Nationaux/Art Resource, NY. Musée Picasso, Paris, France.

"Intelligence and creativity are not the same thing."

GETTING THE PICTURE

The influential artist Pablo Picasso once said, "Every child is an artist. The problem is how to remain an artist once he grows up." Picasso, noted for his creativity, meant that children are unafraid to try new things even at the risk of feeling foolish or experiencing failure. As we age, many of us place more emphasis on saving face, being practical, and thinking inside the box.

Picasso, as the story goes, took a walk around his yard one day and saw an old, rusted bicycle. He took the seat and the handlebars back to his studio and welded them together to create his famous sculpture of the head of a

bull. The selection below explains the creative process and the characteristics of creative thinkers like Picasso who don't just think of a bicycle seat as something to sit on. Perhaps, after reading the selection, you'll be able to unleash some of your own creative energy.

BIO-SKETCH

John Santrock is a professor of psychology and human development at the University of Texas. He is the author of many popular, well-regarded textbooks.

BRUSHING UP ON VOCABULARY

divergent differing; deviating; having no finite limits

convergent coming together; merging

Excerpt from
PSYCHOLOGY

by John Santrock

Creativity

- 1 What does it mean to be creative? **Creativity** is the ability to think about something in novel and unusual ways and to come up with unconventional solutions to problems. Intelligence and creativity are not the same things. Many highly intelligent people produce large numbers of products, but the products are not necessarily novel. Highly creative people defy the crowd, whereas people who are highly intelligent but not creative often try simply to please the crowd.
- 2 Creative people tend to be divergent thinkers. **Divergent thinking** produces many answers to the same question. In contrast, the kind of thinking required on conventional intelligence tests is **convergent thinking**. For example, a typical item on an intelligence test is "How many quarters will you get in return for 60 dimes?" There is only one correct

answer to this question. However, the following question has many possible answers: what image comes to mind when you hear the phrase “sitting alone in a dark room”?

- 3 Thinking further about intelligence and creativity, most creative people are quite intelligent, but the reverse is not necessarily true. Many highly intelligent people are not very creative.

Steps in the Creative Process

- 4 The creative process has often been described as a five-step sequence:
1. *Preparation.* You become immersed in a problem or an issue that interests you and arouses your curiosity.
 2. *Incubation.* You churn ideas around in your head. This is the point at which you are likely to make some unusual connections in your thinking.
 3. *Insight.* At this point, you experience the “Aha!” moment when all the pieces of the puzzle seem to fit together.
 4. *Evaluation.* Now you must decide whether the idea is valuable and worth pursuing. Is the idea really novel, or is it obvious?
 5. *Elaboration.* This final step often covers the longest span of time and the hardest work. This is what the famous twentieth-century American inventor Thomas Edison was talking about when he said that creativity is 1 percent inspiration and 99 percent perspiration. Elaboration may require a great deal of perspiration.

Characteristics of Creative Thinkers

- 5 Creative thinkers tend to have the following characteristics:
- 6 • *Flexibility and playful thinking.* Creative thinkers are flexible and play with problems, which gives rise to a paradox. Although creativity takes hard work, the work goes more smoothly if it is taken lightly. In a way humor greases the wheels of creativity. When you are joking around, you are more likely to consider any possibility. Having fun helps to disarm the inner censor that can condemn your ideas as off base.
 - 7 • *Inner motivation.* Creative people often are motivated by the joy of creating. They tend to be less inspired by grades, money, or favorable feedback from others. Thus creative people are motivated more internally than externally.
 - 8 • *Willingness to risk.* Creative people make more mistakes than their less imaginative counterparts. It's not that they are less proficient but that they come up with more ideas, more possibilities. They win some, they lose some. For example, the twentieth-century Spanish artist Pablo Picasso created more than 20,000 paintings. Not all of them were masterpieces. Creative thinkers learn to cope with unsuccessful projects and see failure as an opportunity to learn.
 - 9 • *Objective evaluation of work.* Despite the stereotype that creative people are eccentric and highly subjective, most creative thinkers strive to evaluate their work objectively. They may use an established set of criteria to make judgments or rely on the judgments of respected, trusted others.

“Creativity requires the courage to let go of certainties.”

—Erich Fromm

Living a More Creative Life

- 10 Here are recommendations for achieving a more creative life:

- 11 • *Try to be surprised by something every day.* Maybe it is something you see, hear, or read about. Become absorbed in a lecture or a book. Be open to what the

“The world is but a canvas to the imagination.”

—Henry David Thoreau

world is telling you. Life is a stream of experiences. Swim widely and deeply in it, and your life will be richer.

- 12 • *Try to surprise at least one person every day.* In a lot of things you do, you have to be predictable and patterned. Do something different. Ask a question you normally would not ask. Invite someone to go to a show or a museum you have never visited.
- 13 • *Write down every day what surprised you and how you surprised others.* Most creative people keep a diary, notes, or lab records to ensure that experiences are not fleeting or forgotten.
- 14 • *When something sparks your interest, follow it.* The world is our business. We can't know which parts are more interesting until we make a serious effort to learn as much about as many aspects of it as possible.
- 15 • *Take charge of your schedule.* Figure out which time of the day is your most creative time. Carve out time for yourself when your creative energy is at its best.
- 16 • *Spend time in settings that stimulate your creativity.* Many report their highest levels of creativity occur when they are walking, jogging, driving, or swimming. These activities are semiautomatic in that they take only a certain amount of attention while leaving some free to make connection among ideas. Highly creative people also report coming up with novel ideas in the deeply relaxed state we are in when we are half-asleep, half-awake.
- 17 To evaluate the extent to which you engage in creative thinking complete the following chart.

“The best way to have a good idea is to have lots of ideas.”

—Linus Pauling

How Creative Is Your Thinking

Rate each of the following items as they apply to you on a scale from 1 = not like me at all, 2 = somewhat unlike me, 3 = somewhat like me, 4 = very much like me.

1. I am good at coming up with lots of new and unique ideas. _____
2. I like to brainstorm with others to creatively find solutions to problems. _____
3. I'm a flexible person and like to play with my thinking. _____
4. I like to be around creative people, and I learn from how they think. _____
5. I like to be surprised by something every day. _____
6. I wake up in the morning with a mission. _____
7. I search for alternative solutions to problems rather than giving a pat answer. _____
8. I know which settings stimulate me to be creative, and I try to spend time in those settings. _____
9. I tend to be internally motivated. _____

Total your scores for all 9 items. Your creativity score is _____. If you scored 32–36 points, you likely are a creative thinker. If you scored 27–31 points, you are inclined to be creative, but could benefit from thinking about some ways to get more creativity in your life. If you scored 26 or below, seriously think about ways to become more creative.

Source: pp. 408–411 from PSYCHOLOGY WITH IN-PSYCH CD-ROM AND POWERWEB, 7/e by John Santrock. Copyright © 2003. Reprinted by permission of McGraw-Hill Companies, Inc.



COMPREHENSION CHECKUP

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

- F 1. Intelligence and creativity are precisely the same thing.
- T 2. Many highly intelligent people are not very creative.
- F 3. In the creative process, evaluation takes the most time and requires the hardest work.
- T 4. Humor is an asset in the creative process.
- F 5. External motivation plays a large part in the creative process.
- T 6. Creative people have a positive attitude toward failure.
- F 7. Most creative thinkers are highly eccentric.
- T 8. To live a creative life, the author recommends being open to new experiences.
- F 9. Predictability is an essential characteristic of the creative life.
- T 10. People sometimes come up with creative ideas when they are doing a physical activity that requires little mental energy.

Vocabulary Practice

Answer the following in the blank provided.

1. You put your car in *reverse*. Are you going forward or backward?
backward
2. Your cousin is *proficient* at typing. Is she skilled or unskilled?
skilled
3. If you come up with a *novel* way to travel, are you coming up with something that is new or something that has been done before? new
4. If you are *striving* for an A in class, are you making a strong effort or a weak one? strong
5. If you got a *fleeting* glimpse of a friend at a basketball game, did you see a great deal of her or very little? very little
6. If you *defied* your commander, are you being obedient or disobedient?
disobedient
7. If your thinking is *flexible*, can you change your mind about something, or must you “stick to your guns”? You can change your mind.
8. If you take a test with all multiple-choice questions, are you taking an *objective* test or a *subjective* one? objective
9. If you *disarm* an alarm system, are you turning it on or off?
off
10. If the label on the medicine bottle says, “For *external* use only,” should you swallow the medicine? No

11. Give an example of something that is completely *predictable*.
(Answers will vary.) _____
12. What is wrong with using *stereotypes*? (Answers will vary.) _____



In Your Own Words

1. Give your own definition of *creativity*.
2. What does the author mean when he says, "Humor greases the wheels of creativity"?
3. It has been suggested by various creativity experts that the testing process could be improved to allow for more creative responses. For instance, professors might give more points for the most unusual correct answers to a question. Or professors might ask questions that have more than one correct answer and then give credit based on the number of correct answers a student gives. What do you think about these suggestions? Should test-makers be encouraged to allow for more creative responses?
4. Study the following problems to determine how creative you are.
 - a. What objects can you think of that begin with the letters "br"?
 - b. How could discarded aluminum cans be put to use?
 - c. How many uses can you think of for a newspaper?
 - d. What would happen if everyone suddenly lost the sense of balance and could no longer stay upright?
5. How is Garfield illustrating creative problem solving in the cartoon below?

GARFIELD®



GARFIELD © 1995, PAWS INC. Reprinted with permission of UNIVERSAL PRESS SYNDICATE. All rights reserved.

6. Which of the following is more likely an example of creative thinking? Explain the reasons for your choice.
 - a. A 16-year-old trying to come up with as many reasons as she can to explain her poor grades to avoid being grounded.
 - b. A 16-year-old taking a multiple-choice test.
7. When a group tries to come up with as many solutions to a problem as possible, it's called *brainstorming*. Why is this technique considered a creative thinking strategy?



The Art of Writing

A **paradox** is a statement that seems contradictory to common sense but nevertheless may be true. A coach who says to his formerly undefeated team that “this was a good loss” is stating a paradox because most of us don’t think of a loss as something positive. In this case, the coach probably meant that the team had grown complacent and needed a wake-up call.

It is a paradox that doing nothing is often more tiring than working hard or that standing appears to be more tiring than walking.

One of the most famous literary paradoxes comes from the poem *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge. A paraphrase of it is, “Water, water, everywhere, and not a drop to drink.” The poet is referring to being adrift in the sea, parched with thirst, and yet surrounded by salty water.

Can you think of some paradoxes of your own? Try to come up with several, and include an explanation for each.



Internet Activity

At the end of many reading selections, you will find one or more suggested Internet activities. Although we have checked each site, websites do come and go, and URLs change frequently. If the Internet site mentioned in the activity is no longer available, then use a search engine like Google <www.google.com> or Yahoo! <www.yahoo.com> to find a similar site.

Check out the following website to try out some creative thinking activities. Can activities like these help you become a more creative individual?

http://www.mycoted.com/Category:Creativity_Techniques

Study the following tests of divergent thinking. How would you complete each drawing?

Unique: “Foot and toes”
Common: “Table with things on top”

Unique: “Lollipop bursting into pieces”
Common: “Flower”

Unique: “Two haystacks on a flying carpet”
Common: “Two igloos”

(a)

Complete this drawing

Ordinary response
Creative subjects

(b)

From Dennis Coon, *Approach to Mind and Behavior*, 10th ed., pp. 361. Copyright © Thomson Learning. Reprinted with permission of Wadsworth, a division of Thomson Learning; www.thomsonrights.com. Fax 800-730-2215.

SELECTION



Nampeyo, Hopi pottermaker, seated, with examples of her work.

The National Archives

“Nampeyo’s success became a pattern that other Indian artists would follow.”

GETTING THE PICTURE

The craft of ceramics involves making objects from clay, a naturally occurring earth substance. Nearly every known culture has practiced the craft of ceramics, and civilizations in the Middle East understood the basic techniques as early as 5000 B.C.E. One method for creating ceramic pots is known as *coiling*. The ceramist rolls out ropelike strands of clay, then coils them upon one another and joins them together. The coils can then be smoothed to produce a uniform, flat wall. The early Native American peoples of the southwestern United States made extraordinarily fine pots by this method. In the twentieth century, their craft was revived by a few supremely talented and creative individuals, including

the famous Nampeyo, whose work is described in the selection below.

Source: Information from Mark Getlein, *Gilbert’s Living with Art*, New York: McGraw-Hill, 2005, p. 278.

BIO-SKETCH

Now retired, Duane Preble was a professor of art at the University of Hawaii from 1961 to 1991. Preble currently serves on the Board of Trustees of Hawaii’s major art museum, the Honolulu Academy of Arts.

BRUSHING UP ON VOCABULARY

abstract emphasizing line and color in a nonrepresentational design.

curator the person in charge of a museum or art collection.

shards fragments of broken earthenware.

Excerpt from

ARTFORMS

by Duane Preble

Shaping Her People’s Heritage: Nampeyo (1857?–1942)

- 1 Traditional Native American ceramic arts had fallen into decline when Nampeyo first learned the trade from her grandmother. Most Indians in the Hopi region of Arizona, and even the Pueblo peoples of New Mexico, made very little pottery. The encroachment of mass produced goods, coupled with the severe poverty of both regions, led most Native families in the late nineteenth century to buy low-priced dishes and cooking utensils from white traders rather than pursue the ancient and time-consuming art of ceramics. Nampeyo’s fusion of artistic talent and interest in the past sparked a pottery revival that spread throughout the Southwest and continues to this day.
- 2 The date of her birth is uncertain, since no one kept close records of such things in the village of Hano on land that the Hopis called First Mesa. She was born into the

Snake Clan, and was given the name Nampeyo, which means “Snake That Does Not Bite.” There were no paved roads leading to the village, and the nearest city—Winslow, Arizona—was three days’ journey away. In that isolated environment, Nampeyo grew up. Her family responded to her early artistic interests by sending her to a neighboring village to learn pottery-making from her grandmother, one of the few who still made pots. Her grandmother’s large water jars were rather simply decorated, with only one or two designs on the face of each one.

3 Sometime in the middle 1890s, Nampeyo began picking up broken shards of pottery from the near-by site of an ancient Hopi village called Sikyatki. This village had been abandoned well before the Spanish Conquest. The ancient pottery fragments were more ornate and abstract than the basic symbols that Nampeyo had been painting; she was fascinated by the ancient designs and began to incorporate them into her own pots.

4 In 1895, the anthropologist Jesse Walter Fewkes arrived to dig and study the ruins of Sikyatki, and his presence transformed Nampeyo’s work. Her husband was one of several assistants to Fewkes; he helped with the digging and told the anthropologist what he knew about the ancestral customs of the Hopi peoples. Fewkes and his assistants and students unearthed hundreds of burials, finding many more examples of ancient Hopi pottery in excellent condition. It was traditional to bury the dead with a seed jar, a low container with a narrow opening at the top, as a symbol of spiritual rebirth. These jars had abstract designs in brown or black over a rich yellow body. Her husband brought pieces home for Nampeyo, and soon she met Fewkes and accompanied him on digs.

5 Nampeyo invigorated her pottery by her sustained exposure to the work of her ancestors. She copied, studied, and practiced the ancient symbols. She mastered the shape of the traditional seed jar. Because the clay in the ancient pots was of finer quality than she was used to making, she sought new places to dig better clay from the earth. Fewkes, keenly interested in this revival of ancient techniques, took Nampeyo to Chicago so that she could demonstrate her knowledge to the curators of the Field Museum of Natural History. She also demonstrated her skills to tourists and archaeologists at the Grand Canyon.

*“All acts performed
in the world begin with
imagination.”*
—Barbara Grizzuti Harrison

6 Once she learned the vocabulary of symbols, she found that she could freely adapt and combine them, rather than merely copy ancient models. She told an anthropologist, “When I first began to paint, I used to go to the ancient village and pick up pieces of pottery and copy the designs. That is how I learned to paint. But now I just close my eyes and see designs and I paint them.” Fewkes referred to her as a “thorough artist.”

7 Probably Nampeyo’s biggest surprise was that non-native Americans were interested in buying her pots. She discovered that there was a ready market for pottery with the ancient designs. In this effort she was a pioneer. The relatively rare ancient pottery had always found buyers among a few select collectors; however, when Nampeyo began making pots in that style, to her delight she found that she could easily sell her entire production. She used the new income to support her entire extended family, and alleviate some of the poverty on First Mesa.

8 Nampeyo’s success became a pattern that other Indian artists would follow. In the Pueblo of San Ildefonso, Maria Martinez and her husband, in collaboration with anthropologist Edgar Hewitt, soon reintroduced ancient black pottery from that Pueblo. Lucy Lewis of Acoma was similarly inspired by ancient designs. The revival of Pueblo

and Hopi pottery contributed to the creation, in 1932, of the Native American Arts and Crafts Board, the first government attempt to encourage Native creators to practice their traditional art forms.

- 9 Nampeyo continued to produce work herself until she began to lose her eyesight in the 1920s. Her husband painted some of her designs until his death in 1932. Today her great-granddaughters continue the tradition.

Source: Duane Preble, et al., *Artforms: An Introduction to the Visual Arts, 7th Edition*, pp. 215–216. Copyright © 2002. Reprinted by permission of Pearson Education Inc., Upper Saddle River, NJ.



COMPREHENSION CHECKUP

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

- F 1. Nampeyo learned the art of pottery making from her aunt and cousins.
- T 2. Nampeyo had obtained samples of pottery from the ruins of Sityaki before the arrival of Fewkes.
- T 3. Nampeyo's art began with basic symbols and gradually evolved into more complex designs.
- F 4. Nampeyo's skill in making pots lives on in her sons.
- F 5. Nampeyo began to lose her sight in the 1930s.
- T 6. Nampeyo's work was largely derivative in the beginning of her career but became more original as time passed.
- T 7. The clay used in the ancient pots was of a superior quality to that in Nampeyo's early work.
- T 8. When Nampeyo began making money from her pots, she shared the proceeds with her family.
- F 9. Before Nampeyo, no one was interested in collecting ancient pottery.
- T 10. Nampeyo's pot designs were more ornate than her grandmother's.

Multiple Choice

Write the letter of the correct choice in the blank provided.

- d 1. Which of the following best states the main idea of the selection?
- Probably Nampeyo's biggest surprise was that non-native Americans were interested in buying her pots.
 - Fewkes referred to her as a "thorough artist."
 - Nampeyo invigorated her pottery by her sustained exposure to the work of her ancestors.
 - Nampeyo's fusion of artistic talent and interest in the past sparked a pottery revival that spread throughout the Southwest and continues to this day.

- ^c 2. The author wrote this selection to
- persuade the reader to support the art of indigenous peoples
 - describe in detail the beautiful pots created by Nampeyo
 - explain how a gifted artist revived a Native American art form
 - tell the story of the ancient Hopi
- ^a 3. In paragraph 8, the examples of Maria Martinez and Lucy Lewis illustrated
- that other Native American artists followed in the footsteps of Nampeyo
 - the rivalry between fellow artists
 - the importance of excavating ancient sites
 - the usefulness of seed jars
- ^d 4. The tradition of pottery making had fallen into decline because of
- the amount of time required to make a pot
 - the availability of cheap dishes
 - the lack of appropriate clay
 - both a and b
- ^c 5. The seed jars of the early Hopi had all of the following characteristics *except*
- they were decorated with abstract designs.
 - they were a symbol of spiritual rebirth.
 - they were always completely white.
 - they were low with a narrow opening.
- ^c 6. Nampeyo visited all of the following places *except*
- the Field Museum of Natural History in Chicago
 - the Grand Canyon
 - the Pueblo of San Ildefonso
 - the ruins of Sikyatki
- ^b 7. All of the following were mentioned as being instrumental in Nampeyo's success *except*
- her grandmother, who introduced her to the art of pottery making
 - the late Senator Barry Goldwater, who was an avid collector of her pots
 - her husband, who brought ancient pottery shards home to her
 - the anthropologist Jesse Walter Fewkes, who allowed her to accompany him on digs
- ^d 8. The village of Hano
- is located on the First Mesa
 - is largely isolated
 - is on Hopi land
 - all of the above
- ^b 9. If something is relatively rare, it means that it
- can be found readily
 - is somewhat hard to find
 - has been cooked too much
 - is commonplace
- ^d 10. Nampeyo is considered to be a pioneer. This means that she
- helped settle the West
 - initiated something
 - guided the way for others to follow
 - both b and c

Vocabulary Practice

Fill in the blanks with a word from the list below. Not all of the words will be used.

alleviate	extended	isolated	sparked
collaboration	fusion	ornate	sustained
coupled	incorporate	pioneer	
encroachment	invigorated	revival	

- The **ornate** Palace of Versailles, home to the kings of France, welcomes thousands of visitors each year.
- Many people take medication to **alleviate** the painful symptoms of arthritis.
- Amelia Earhart, the first woman to pilot an airplane across the Atlantic Ocean, was a **pioneer** in the field of aviation.
- There has been a **revival** of interest in the music of the sixties.
- Realizing that everyone had forgotten to invite Brittany to the office party, Caroline hurriedly **extended** an invitation.
- After a workout at the gym and a long swim in the heated pool, Greg felt **invigorated**.
- After the blizzard, the people in the small village were left completely **isolated** from emergency services and supplies.
- In many places along the coast, the **encroachment** of the sea on the land is causing concern.
- In the three-car crash, many observers were surprised that no one **sustained** any injuries.
- Their close **collaboration** on the project resulted in many gains for the company.



In Your Own Words

- What characteristics do you think innovators possess? What makes someone decide to attempt something that hasn't been done before?
- In what ways did Nampeyo's family encourage her artistic talent? How can we encourage more people to participate in the arts?
- Many of the great painters spent years copying the masters before developing their own distinct styles. Is it necessary to copy others before you can develop your own vision?
- Do you think anthropologists would be able to investigate digs today the way Fewkes did in 1895? What is likely to happen today if an anthropologist proposes to dig in ancient burial grounds?



Written Assignment

Give a detailed description of a piece of pottery. Try to make your description so vivid that someone could draw a picture of it based on your words.



Internet Activity

Visit one of the following websites to learn more about Nampeyo. Write a few short paragraphs giving additional biographical information about her that was not included in the reading selection.

www.statemuseum.arizona.edu/nampeyo

www.meyna.com/nampeyo.html

SELECTION

“Critical thinkers analyze the evidence supporting their beliefs and probe for weaknesses in their reasoning.”

GETTING THE PICTURE

To succeed as a college student, you will need to be able to read, write, and think critically. The following selection from a popular introductory psychology textbook defines the process of critical thinking.

BIO-SKETCH

After earning a doctorate in psychology from the University of Arizona, Dennis Coon taught for 22 years at Santa Barbara City College in California. He recently returned to Tucson, Arizona, to teach, write, edit, and consult. Although he has written two college textbooks that have been used by 2 million students, his real passion is teaching introductory psychology classes.

BRUSHING UP ON VOCABULARY

empirical testing gathering verifiable information from experience or experiments.

guru a leader or person with some authority and respect. Originally, a *guru* was a Hindu spiritual leader or guide.

anecdotal evidence information gathered about a person through a series of observations rather than through systematic research. Teachers often collect *anecdotal* information about their students through firsthand observation.

Excerpt from

PSYCHOLOGY

by Dennis Coon

Critical Thinking—Uncommon Sense

- 1 Most of us would be skeptical when buying a used car. But all too often, we may be tempted to “buy” outrageous claims about topics such as “channeling,” dowsing, the occult, the Bermuda Triangle, hypnosis, UFOs, numerology, and so forth. Likewise, most of us easily accept our ignorance of subatomic physics. But because we deal with human behavior every day, we tend to think that we already know what is true and what is false.

“Thought is the strongest thing we have. Work done by true and profound thought—that is a real force.”

—Albert Schweitzer

For these, and many more reasons, learning to think critically is one of the lasting benefits of getting an education. Facts and theories may change. Thinking and problem-solving skills last a lifetime.

Critical thinkers are willing to ask hard questions and challenge conventional wisdom. For example, many people believe that punishment (such as a spanking) is a good way to reinforce learning in children. Actually, nothing could be farther from the truth. That’s why a critical thinker would immediately ask: “Does punishment work? If so, when? Under what conditions does it not work? What are its drawbacks? Are there better ways to guide learning?”

4 The core of critical thinking is a willingness to actively evaluate ideas. It is, in a sense, the ability to stand outside yourself and reflect on the quality of your own thoughts. Critical thinkers analyze the evidence supporting their beliefs and probe for weaknesses in their reasoning. They question assumptions and look for alternate conclusions. True knowledge, they recognize, comes from constantly revising and enlarging our understanding of the world.

5 Critical thinking is built upon four basic principles:

6 1. *Few “truths” transcend the need for empirical testing.* It is true that religious beliefs and personal values may be held without supporting evidence. But most other ideas can be evaluated by applying the rules of logic and evidence.

7 2. *Evidence varies in quality.* Judging the quality of evidence is crucial. Imagine that you are a juror in a courtroom, judging claims made by two battling lawyers. To judge correctly, you can’t just weigh the evidence. You must also critically evaluate the *quality* of the evidence. Then you can give greater weight to the most credible facts.

8 3. *Authority or claimed expertise does not automatically make an idea true.* Just because a teacher, guru, celebrity, or authority is convinced or sincere doesn’t mean you should automatically believe them. It is unscientific and self-demeaning to just take the word of an “expert” without asking, “What evidence convinced him or her? How good is it? Is there a better explanation?” This is especially true of information on the Internet, which is often inaccurate.

9 4. *Critical thinking requires an open mind.* Be prepared to consider daring departures and go wherever the evidence leads. However, it is possible to be so “open-minded” that you simply become gullible. Critical thinkers try to strike a balance between open-mindedness and healthy skepticism. Being open-minded means that you consider all possibilities before drawing a conclusion; it is the ability to change your views under the impact of new and more convincing evidence.

A Case Study of Critical Thinking

10 An anxious mother watches her son eat a candy bar and says, “Watch, it’s like lighting a fuse on a firecracker. He’ll be bouncing off the walls in a few minutes.” Is she right? Will a “sugar buzz” make her son “hyper”? Does eating excessive amounts of sugar adversely affect children’s behavior? What are the implications of this claim? If it is true, children who eat sugar should display measurable changes in behavior.

11 *Anecdotal Evidence.* What evidence is there to support the claim? It should be easy to find parents who will attest that their children become high-strung, inattentive, or unruly after eating sugar. However, parents are not likely to be

objective observers. Beliefs about “sugar highs” are common and could easily color parents’ views.

- 12 *Casual Observations.* Perhaps it would help to observe children directly. Let’s say you decide to watch children at a birthday party, where you know large amounts of sugary foods will be consumed. As predicted by the claim, children at the party become loud and boisterous after eating cake, ice cream, and candy. How persuasive is this evidence? Actually, it is seriously flawed. Birthday parties expose children to bright lights, loud noises, and unfamiliar situations. Any of these conditions, and others as well, could easily explain the children’s “hyper” activity.
- 13 *Authority.* For nearly 50 years, many doctors, teachers, nutritionists, and other “experts” have emphatically stated that sugar causes childhood misbehavior. Should you believe them? Unfortunately, most of these “expert” opinions are based on anecdotes and casual observations that are little better than those we have already reviewed.
- 14 *Formal Evidence.* The truth is, parents, casual observers, and many authorities have been wrong. Dr. Mark Wolraich and his colleagues recently reviewed 23 scientific studies on sugar and children. In each study, children consumed known amounts of sugar and were then observed or tested. The clear-cut conclusion in all of the studies was that sugar does not affect aggression, mood, motor skills, or cognitive skills.
- 15 Studies like those we just reviewed tend to be convincing because they are based on systematic, controlled observation. But don’t just accept the investigators’ conclusions. It is important to review the evidence yourself and decide if it is convincing.

Source: *Psychology: A Modular Approach to Mind and Behavior*, 10th ed., pp. 44–45, 2006. Reprinted with permission of Wadsworth, a division of Thomson Learning.

COMPREHENSION CHECKUP

Fill in the Blanks

Fill in the blanks with details from the selection.

- Critical thinking refers to an ability to evaluate, compare, analyze, _____ **critique** _____, and synthesize information.
- The core of critical thinking is a willingness to actively _____ **evaluate** _____ ideas.
- _____ **Empirical** _____ testing is needed to evaluate most ideas.
- The quality of the _____ **evidence** _____ must be critically evaluated.
- Even the evidence of an _____ **authority** _____ must be evaluated.
- Critical thinkers must keep an open _____ **mind** _____.
- The problem with anecdotal evidence is that people are not _____ **objective** _____ observers.
- Casual _____ **observation** _____ is not always reliable.
- An authority might want to offer an expert _____ **opinion** _____.
- You should _____ **review** _____ the evidence yourself to determine if it is convincing.

Vocabulary Practice

Using a dictionary, define the following words. Then use ten of the words in a sentence. You may change or add endings. The paragraph number in parentheses tells you where the word is located in the selection.

1. skeptical (1) having doubt
2. conventional (3) conforming to accepted standards
3. reinforce (3) strengthen
4. drawbacks (3) disadvantages
5. probe (4) search or examine thoroughly
6. transcend (6) rise above or go beyond the ordinary limits of
7. crucial (7) of vital or critical importance
8. credible (7) capable of being believed
9. demeaning (8) lowering in dignity or standing
10. gullible (9) easily deceived or cheated
11. open-minded (9) having or showing a mind receptive to new ideas or arrangements
12. adversely (10) unfavorably or antagonistically
13. attest (11) testify or bear witness
14. unruly (11) not submissive or cooperative
15. color (11) cause to appear different from the reality
16. boisterous (12) rough and noisy
17. flawed (12) imperfect
18. anecdotes (13) short accounts of incidents or events



In Your Own Words

1. Many advertisers claim that you can increase your ability to think critically by doing mental exercises. Do you think these exercises are likely to work?
2. What is the difference between critical thinking and negative thinking?

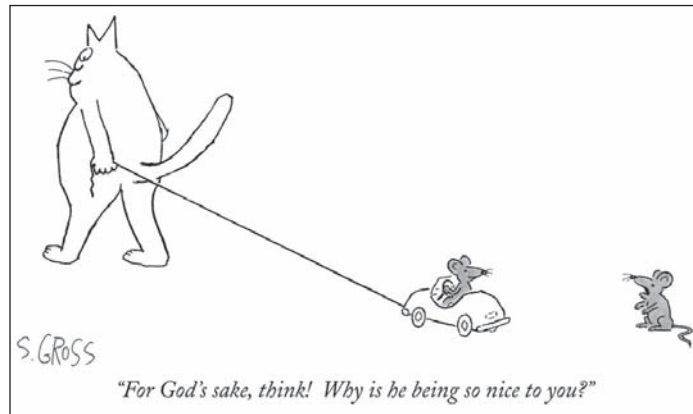


The Art of Writing

1. In a few paragraphs, explain the following: To think critically, you must be willing to think creatively.
2. Pick one of the following real-life situations, and explain how you arrived at your solution.
 - a. You are no longer getting along with your live-in girlfriend/boyfriend. You want her/him to move out, but you'd still like to remain friends.
 - b. Your neighbor's new puppy barks for large parts of the night, and as a result, you're not getting enough sleep. You're close friends with the neighbor, who has done you a lot of favors in the past. How do you solve the problem?
 - c. Your girlfriend/boyfriend has resumed smoking after quitting for two years. You can't stand to be around second-hand smoke. What do you do?

3. Which basic principle of critical thinking is illustrated by the following cartoon? Explain your choice.

New Yorker Cartoon BY SAM GROSS



© The New Yorker Collection 1998 Sam Gross from cartoonbank.com. All rights reserved.



Internet Activity

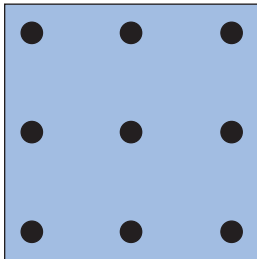
Consult the following website:

<http://www.virtualsalt.com/crebook1.htm>

Evaluate the author's suggestions. Which ones do you think might work for you?

CRITICAL THINKING AND PROBLEM SOLVING

Several problems are given below. They are meant to test your critical thinking and problem-solving abilities. To solve them, you need to look at each problem in a different way. Be cautious about making assumptions. The answers are in the Appendix.



The nine-dot problem. The answer is found on page 30.

- Nine dots are arranged in a square. Can you connect them by drawing four continuous straight lines without lifting your pencil from the paper?
- Unscramble each set of letters to make a word that uses all the letters:

- MEST _____
- LFAE _____
- DUB _____
- STKAL _____
- OTOR _____
- LTEPA _____

Now try a new list:

- FINEK _____
- OPONS _____
- KROF _____
- PUC _____
- SDIH _____
- LTEPA _____

- c. See how many of the following questions you can answer correctly.
1. Argentinians do not have a fourth of July. T or F?
 2. How many birthdays does the average person have?
 3. A farmer had 19 sheep. All but 9 died. How many sheep did the farmer have left?
 4. Some months have 30 days, some have 31. How many months have 28 days?
 5. I have two coins that together total 30 cents. One of the coins is not a nickel. What are the two coins?
 6. If there are twelve one-cent candies in a dozen, how many two-cent candies are there in a dozen?
- d. How many uses can you think of for a newspaper? The answer is found on page 30.

SELECTION

*“And do not ever stop learning and improving your mind,
because if you do, you are going to be left behind.”*

GETTING THE PICTURE

The following selection is from a college commencement speech delivered by Marian Wright Edelman at Washington University in St. Louis, Missouri, on May 15, 1992. The eight lessons she mentions in the speech were meant to serve as “road maps” for graduating seniors. Because Edelman does not feel that she “has all the answers,” students were urged to “ignore, revise, or use all or any of the lessons as they see fit.” Edelman, who considers her life a testament to the American Dream, hopes that her words of advice might aid some in “developing a positive passion in life.”

BIO-SKETCH

Marian Wright Edelman, the youngest of five children, was born in 1939 in Bennettsville, South Carolina. In the days when African-Americans were not allowed in city parks, Edelman’s father built a park for them behind his church. Edelman graduated from Spelman College, a historically African-American college in Atlanta, went on to graduate from Yale Law School, and became the first African-American admitted to the Mississippi Bar. She has written many articles and books, including her autobiographical bestseller, *The Measure of Our Success: A Letter to My Children and Yours*. She is the founder and president of the Children’s Defense Fund, has served on many boards, and has received numerous honorary awards. She is married to Peter Edelman, a professor at Georgetown Law School. They have three sons and two granddaughters.

BRUSHING UP ON VOCABULARY

free lunch something acquired without due effort or cost. The term originated in the 1800s from the custom of taverns offering free food to their patrons to encourage them to buy drinks. Today *free lunch* is often used in a pejorative way.

cut corners do something in the easiest or least expensive way; act illegally. The term was first used in the late 1800s. It originally meant to go around a corner as closely as possible so as to reduce the distance traveled, thereby saving time.

SELECTION *continued*

expediency regard for what is advantageous rather than for what is right or just. The word *expediency* is derived from the Latin *expedire*, meaning “to free one caught by the foot.”

illiterate *illiterate* is derived from the Latin word *litera*, meaning “letter.” So an *illiterate* is someone who does not know letters—that is, someone who lacks the ability to read.

integrity adherence to moral and ethical principles; honesty. The word *integrity* is derived from the Latin *integer*, meaning “a whole number.” The word later came to mean “in one piece.”

Commencement Address

by Marian Wright Edelman



Washington University
St. Louis, Missouri
May 15, 1992

1 I WANT TO SHARE A FEW LESSONS of life taken from a letter that I wrote to my own three wonderful sons. I recognize that you can take or leave these lessons, but you won't be able to say that you were never told them. Let me give you a few of them.

*“The lust for comfort, that 2
stealthy thing that enters
the house a guest and then
becomes a host,
and then a master.”*

—Kahlil Gibran

2 The first lesson is, there is no free lunch. Do not feel entitled to anything you do not sweat or struggle for. Your degree will get you in the door, but it will not get you to the top of the career ladder or keep you there. You have got to work your way up hard and continuously.

3 Remember not to be lazy. Do your homework. Pay attention to detail. Take care and pride in your work. Take the initiative in creating your own opportunity and do not wait around for other people to discover you or do you a favor. Do not assume a door is closed; push on it. Do not assume if it was closed yesterday that it is closed today. And do not ever stop learning and improving your mind, because if you do, you are going to be left behind.

4 Lesson two is, assign yourself. Daddy used to ask us whether the teacher gave us any homework and if we said no, he said, well, assign yourself some. Do not wait around for somebody else to direct you to do what you are able to figure out and do for yourself. Do not do just as little as you can to get by.

5 Do not be a political bystander or grumbler. Vote. Democracy is not a spectator sport. Run for political office. But when you do run and when you do win, don't begin to think that you or your reelection are the only point. If you see a need, do not ask, “Why doesn't somebody do something?” Ask, “Why

don't I do something?" Hard work and persistence and initiative are still the non-magic carpets to success for most of us.

6 Lesson three: Never work just for money. Money will not save your soul or build a decent family or help you sleep at night. We are the richest nation on earth with the highest incarceration rate and also with some of the highest drug addiction and child poverty rates in the world.

7 Do not confuse wealth or fame with character. Do not tolerate or condone moral corruption or violence, whether it is found in high or low places, whatever its color or class. It is not okay to push drugs or to use them even if every person in America is doing it. It is not okay to cheat or to lie even if every public- and private-sector official you know does. Be honest and demand that those who represent you be honest. Do not confuse morality with legality. Dr. King once noted that everything Hitler did in Nazi Germany was legal. Do not give anyone the proxy for your conscience.

8 Lesson four: Do not be afraid of taking risks or being criticized. If you do not want to be criticized, do not do anything, do not say anything, and do not be anything. Do not be afraid of failing. It is the way you learn to do things right. It doesn't matter how many times you fall down. All that matters is how many times you get up. Do not wait for everybody to come along to get something done. It is always a few people who get things done and keep things going.

9 This country desperately needs more wise and courageous shepherds and fewer sheep who do not borrow from integrity to fund expediency.

10 Lesson five: Take parenting and family life seriously, and insist that those you work for and who represent you also do so. Our nation mouths family values that we do not practice or honor in our policies.

11 I hope that your generation will raise your sons to be fair to other people's daughters and share parenting responsibilities. I am the mother of three sons, so I have told them to "share," and not just help with, family life.

12 I hope that you will stress family rituals and be moral examples for your children, because if you cut corners, they will too. If you lie, they will too. If you spend all of your money on yourself and tithe no portion of it for your university or civic causes or religious life, they will not either.

13 Lesson six is please remember and help America remember that the fellowship of human beings is more important than the fellowship of race and class and gender in a democratic society. Be decent and fair and insist that others do so in your presence. Do not tell, do not laugh at or acquiesce in racial, ethnic, religious, or gender jokes or any practice intended to demean rather than enhance another human being. Walk away from such jokes. Make them unacceptable in your presence.

14 And let us not spend a lot of time uselessly pinning and denying blame rather than healing our divisions. Rabbi Abraham Heschel put it aptly when he said, "We are not all equally guilty, but we are all equally responsible for building a decent and just America."

15 Lesson seven: Listen for the "sound of the genuine" within yourself. Einstein said, "Small is the number of them that see with their own eyes and feel with their own heart." Try to be one of them.

*"To bring up a child
in a way he should
go, travel that way
yourself once in
a while."*

—Josh Billings

“Knock the ‘t’ off
of the ‘can’t.’”

—George Reeves

- 16 Howard Thurman, the great black theologian, said to my Spelman colleagues in Atlanta, Georgia, “There is in every one of us something that waits and listens for the sound of the genuine in ourselves, and it is the only true guide you’ll ever have. And if you cannot hear it, you will all of your life spend your days on the ends of strings that somebody else pulls.”
- 17 You will find as you go out from this place so many noises and competing demands in your lives that many of you may never find out who you are. I hope that you will learn to be quiet enough to hear the sound of the genuine within yourself so that you can then hear it in other people.
- 18 Lesson eight: Never think life is not worth living or that you cannot make a difference. Never give up. I do not care how hard it gets; and it will get very hard sometimes. An old proverb reminds us that when you get to your wit’s end, remember that is where God lives.
- 19 Harriet Beecher Stowe said that when you get into a tight place and everything goes against you, till it seems as though you cannot hang on for another minute, never give up then, for that is just the place and the time the tide will turn.
- 20 I do not care how bad the job market is. I do not care how hard the challenges seem to be. Hang in with life. And do not think you have to win or win immediately or even at all to make a difference. Sometimes it is important to lose for things that matter. And do not think you have to make a big difference to make America different.
- 21 My role model was an illiterate slave woman, Sojourner Truth, who could not read or write, but she could not stand second-class treatment of women and she hated slavery. My favorite Sojourner story came one day when she was making a speech against slavery, and she got heckled by a man who stood up in the audience and said, “Old slave woman, I don’t care any more about your antislavery talk than for an old fleabite.” And she snapped back and said, “That’s all right. The Lord willing, I’m going to keep you scratching.”
- 22 So often we think we have got to make a big difference and be a big dog. Let us just try to be little fleas biting. Enough fleas biting strategically can make very big dogs very uncomfortable. I am convinced that together fleas for justice, and fleas in schools and religious congregations, and fleas in homes as parents committed to a decent American society are going to transform our nation and make it un-American for any child to be poor or without health care in our rich land.
- 23 Finally, let me just hope that you will understand that you cannot save your own children without trying to help save other people’s children. They have got to walk the same streets. We have got to pass on to them a country that was better than the one that we inherited.
- 24 What do you think would happen if every American, if every one of you, reached out and grabbed the hand of a child and committed yourself to seeing that no child is left behind? I hope that you will think about doing that, because everything that we hold dear as a people with faith depends on each of us committing to leaving no American child behind.

Source: Marian Wright Edelman, *The Measure of Our Success*, pp. 76–84. Copyright © 1992 by Marian Wright Edelman. Reprinted by permission of Beacon Press, Boston.

**COMPREHENSION CHECKUP****Multiple Choice**

Write the letter of the correct answer in the blank provided.

- d 1. Which of the following does Edelman consider key to career success?
- If you are special, someone will “discover” you.
 - A good degree is all you need.
 - Look at the big picture and ignore the details.
 - Keep working hard.
- d 2. Edelman would agree with which of the following?
- If someone asks you to do a task, and another task needs to be done as well, do both tasks without waiting to be asked.
 - If you see a need, try to fill it.
 - Don’t do any more homework than you have to.
 - Both a and b
- a 3. With respect to parents and their children, Edelman would agree with which of the following statements?
- Parents should serve as moral role models for their children.
 - Our nation takes family values seriously.
 - Good parenting is not as important today as it was 50 years ago.
 - Children are not likely to emulate their parents’ attitudes and beliefs.
- d 4. Edelman is passionate about
- trying hard and taking initiative
 - the importance of leading a moral life
 - protecting and helping children
 - all of the above
- b 5. Edelman mentioned in the excerpt that failure
- is to be avoided at all costs
 - is the way that you learn to do things right
 - is something you should be ashamed of
 - is rarely experienced by successful people
- c 6. Edelman would agree with which of the following?
- We should care only about our own children.
 - How children are raised doesn’t matter much for society.
 - Our society should make a commitment to protecting and nurturing all of its children.
 - How parents’ behave doesn’t have much effect on how their children behave.
- b 7. Edelman is likely to admire those who
- spend all of their money on themselves
 - donate money to charitable causes
 - marry into money
 - work hard to become powerful and famous
- d 8. Edelman is likely to agree with which of the following?
- It’s every person for her- or himself.
 - The end justifies the means.
 - If corporate CEOs are lying, it’s okay for you to lie as well.
 - Lying and cheating to succeed are not acceptable.

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

- T 9. Edelman's role model was Sojourner Truth.
- F 10. Edelman likely feels that one vote is relatively insignificant in the scheme of things.
- F 11. Edelman agrees that people should try to avoid being criticized.
- T 12. Edelman believes that something can be legal and still not be moral.
- T 13. Edelman believes that it is important to listen to yourself.
- F 14. Edelman believes that the easy path is the best one.
- T 15. Edelman believes that the little contributions people make over time can make a big difference.

Vocabulary in Context

Look through the paragraph indicated in parentheses to find a word that matches the definition given below.

- having a right or claim to something (paragraph 2) entitled
- confinement; imprisonment (6) incarceration
- disregard; overlook; excuse (7) condone
- power or agency to act for another (7) proxy
- just right; fittingly; appropriately (14) aptly
- a person who specializes in the study of divine things or religious truth (16) theologian
- associates; fellow members of a profession (16) colleagues
- harassed with impertinent questions; shouted insults (21) heckled

Choose one of the following words to complete the sentences below. Use each word only once. Be sure to pay close attention to the context clues provided.

continuously	corruption	initiative	persistence	pinned
rituals	snickered	strategic	tide	tithe

- Despite many obstacles to her academic success, Estella refused to give in, and finally her persistence paid off with a \$10,000 scholarship to the college of her choice.
- Ruben took the initiative in collecting 10,000 signatures to get the proposal for a light-rail system on the ballot.
- When Carrie got an F in English, she pinned the blame on everyone but herself.
- Because she was continuously in pain from her leukemia, her doctor decided to try radiation as a palliative treatment.

5. Even though Marcus was on a fixed income, he was able to _____ **tithe** _____ a portion of his salary to his new church.
6. The audience _____ **snickered** _____ when the microphone went dead, but the politician continued with his speech completely unaware.
7. One of my daily _____ **rituals** _____ is a 45-minute walk with my friend Marilyn.
8. In many reality television shows, the players form _____ **strategic** _____ alliances in order to win.
9. The _____ **tide** _____ turned against him, and he lost the election.
10. The new mayor's biggest job is to weed out _____ **corruption** _____ in governmental agencies.

Vocabulary in Context

Without using a dictionary, define the following phrases.

1. political bystander (paragraph 5) _____ **person who doesn't participate in politics** _____
2. spectator sport (5) _____ **onlooker to sport** _____
3. mouths family values (10) _____ **not fully supportive; paying lip service to** _____
4. wit's end (18) _____ **point of no return; can't handle anything more** _____
5. tight place (19) _____ **in a bind; difficult situation** _____
6. hang in (20) _____ **keep at something; persevere** _____
7. second-class treatment (21) _____ **inferior** _____



In Your Own Words

1. What is your personal reaction to each of Edelman's lessons? What do Edelman's lessons say about her as a person? What are Edelman's priorities in life?
2. The following is an excerpt from a speech given by President Theodore Roosevelt.

It is not the critic who counts;
Not the man who points out
Where the strong man stumbled,
Or where the doer of great deeds
Could have done them better.
The credit belongs to the man
Who is actually in the arena;
Whose face is marred
By dust and sweat and blood;
Who strives valiantly;
Who errs and comes up short
Again and again;
And who, while daring greatly;
Spends himself in a worthy cause;
So that his place may not be
Among those cold and timid souls
Who know neither victory nor defeat.

Which of Edelman's lessons does Roosevelt's speech support? In what ways is their advice the same?



The Art of Writing

1. Create a top-five list of suggestions of your own by drawing on knowledge that you learned the hard way. Include a short explanation for each of your choices. Try to give a personal anecdote illustrating each suggestion.
2. Colin Powell, secretary of state under George W. Bush, put together the following list of rules based on lessons he learned the hard way:

Colin Powell's Rules

1. It ain't as bad as you think. It will look better in the morning.
2. Get mad; then get over it.
3. Avoid having your ego so close to your position that when your position falls, your ego goes with it.
4. It can be done!
5. Be careful what you choose. You may get it.
6. Don't let adverse facts stand in the way of a good decision.
7. You can't make someone else's choices. You shouldn't let someone else make yours.
8. Check small things.
9. Share credit.
10. Remain calm. Be kind.
11. Have a vision. Be demanding.
12. Don't take counsel of your fears or naysayers.
13. Perpetual optimism is a force multiplier.

Source: From Colin Powell with Joseph E. Persico, *MY AMERICAN JOURNEY*, p. 603. Copyright © 1995 by Colin L. Powell. Used by permission of Random House Inc.

Write a paragraph explaining your reaction to each of Powell's rules. Write a description of Powell based on what these rules say about him.



Internet Activities

1. The website below gives you additional information about Marian Wright Edelman's background:
www.womenshistory.about.com
 Visit this site, and then write a short paragraph about what you find interesting about Edelman's life.
2. Use a search engine like <www.google.com> or <www.yahoo.com> to locate information about one of the following individuals mentioned in Edelman's commencement speech: Sojourner Truth, Howard Thurman, Harriet Beecher Stowe, Dr. Martin Luther King, Jr., Albert Einstein, or Rabbi Abraham Heschel. What contributions did the individual you selected make to American society?

My Uncle Terwilliger on the Art of Eating Popovers

BY DR. SEUSS

“Life is the sum of all your choices.”

—Albert Camus

The late Theodore Seuss Geisel (1904–1991) was known to millions of readers (adult as well as children) as Dr. Seuss. In his lifetime, he wrote and illustrated over 40 books, many of which are children’s classics. Among the best known are *Horton Hears a Who*, *Hop on Pop*, *How the Grinch Stole Christmas*, and, of course, *The Cat in the Hat*. Critics praised his books, saying that he dispensed “nonsense with sense.” After reading the poem below, explain the meaning in your own words. How does the poem relate to the previous selection?

My uncle ordered popovers
 from the restaurant’s bill of fare.
 And, when they were served,
 he regarded them
 with a penetrating stare . . .
 Then he spoke great Words of Wisdom
 as he sat there on that chair:
 “To eat these things,” said my uncle,
 “you must exercise great care.
 You may swallow down what’s solid . . .
 BUT . . . you must spit out the air!”
 And . . . as you partake of the world’s
 bill of fare,
 that’s darned good advice to follow.
 Do a lot of spitting out the hot air.
 And be careful what you swallow.

Source: “My Uncle Terwilliger on the Art of Eating Popovers” from *Seuss-isms* by Dr. Seuss. Copyright © 1997 by Dr. Seuss Enterprises, L.P. Used by permission of Random House Children’s Books, a division of Random House, Inc.

(Answers will vary.)

VOCABULARY Introduction

“The investigation of the meaning of words is the beginning of education.”

—Antisthenes

To be a successful college student, you need a college-level vocabulary. Improving your vocabulary will make you a better reader, speaker, and writer. Is there a painless way to improve your vocabulary? The answer is “No.” Developing a college-level vocabulary requires effort. But there are some effective techniques that can help. These techniques are described below.

Context

When you come across an unfamiliar word in your reading, the first step you should take toward discovering its meaning is to look for context clues. The context of a word is what surrounds it and includes the sentence it appears in, other nearby sentences, and even the whole article. Try placing your finger over the unfamiliar word, and see if you can supply another word or phrase that gives the sentence meaning.

For example, see if you can figure out the meaning of the italicized word from the context of the sentence:

Ellen's multiple sclerosis became increasingly *debilitating* to the point that she could no longer walk unaided and had to consider using a wheelchair.

You could go to the dictionary to look up the definition of *debilitating*, but you can probably guess from context clues that *debilitating*, at least as it appears in this sentence, means "to make feeble or weak."

Remember that if you are reading a light novel for enjoyment, the exact meaning of a word may not be as important as when you are reading a textbook.

Structure

The Greeks and Romans devised a system for creating words by putting together smaller word parts. To the main part of the word, which is called the root, they attached prefixes, which come before the root, and suffixes, which come after it.

This way of building words allows you to discover the meaning of a word by breaking it down into its parts. Knowing the meaning of the word's parts should help you decipher the word's meaning. Let's try an example:

As a confirmed *misogamist*, it was unlikely Barry would be making a trip to the altar anytime soon.

The word *misogamist* has in it the word parts *mis* and *gam*. *Mis* means "hate" and *gam* means "marriage." So a *misogamist* is someone who hates marriage, or matrimony. In this book, we have included eight vocabulary units that familiarize you with more than a hundred word parts.

Dictionary

Often when people come across a word they don't know, their first impulse is to look it up in the dictionary. But this should be your last recourse for determining the meaning of a word. It's best first to try to determine a general meaning of the word by paying attention to context clues and word structure. If these techniques don't give you a sure enough sense of what the word means, then go to the dictionary to confirm or clarify the meaning. In the dictionary, you may find several different definitions for a particular word. You need to pick the one that fits the word in its sentence. Context clues will help you pick the right definition. For example, suppose in your reading you come across the following sentence, and you don't know what the word *steep* means:

To make good sun tea, you need to *steep* several tea bags in a large jar of water out in the sun for several hours.

You look *steep* up in your dictionary and find several definitions. The first definition may be “having an almost vertical slope.” The second definition may be “unduly high; exorbitant.” But it is the third definition, “to soak in a liquid,” that seems to fit. So now you know that to make sun tea, you must let the tea bags soak in water.

Combination

In trying to determine the meaning of an unfamiliar word, you may need to employ all of these techniques in combination. Take the following example:

Because of his *premonition* that he would not live to see his eighty-third birthday, he made the effort to say good-bye to all of his loved ones.

Look at the context, which suggests that the word has something to do with thoughts or feelings about the future. Now look at the word parts. *Pre* means “before” and *mon* means “warn.” Now you are getting closer to the meaning in this sentence. The word *premonition* as used here has a meaning similar to “forewarning.” Now go to the dictionary. You will find the definitions “impression that something evil is about to happen” and “strong feeling or prediction.” Now you have a better grasp of what the word means. The man had a strong feeling warning him that he would be dead before his eighty-third birthday.

Homonyms

As part of our vocabulary study, we will also learn about homonyms. Although homonyms are not a technique for discovering the meaning of an unfamiliar word, we discuss them because misuse of homonyms is common. *Homo* means “same” and *nym* means “name.” So homonyms are words or phrases with the same “name” or pronunciation but different spellings or meanings.

Look at the following sentence:

Because Tomoko *already* knows all of her colors and shapes and most of the letters of the alphabet, I'd say she's *all ready* for kindergarten.

In this example, *already* means “previously,” and *all ready* means “completely prepared.” People often confuse these two homonyms, as they do other homonyms. In the two sections on homonyms, you will learn how to use many homonyms correctly.

Verbal Analogies

A verbal analogy is an equation that uses words instead of numbers. Many standardized tests have sections that feature verbal analogies. Verbal analogies test not only your knowledge of vocabulary words but also your ability to see relationships between words and the concepts the words represent. The verbal analogies in this text are presented in the following format:

A : B :: C : D

This is read as “A is to B as C is to D.” Here is a sample verbal analogy:

day : night :: light : dark

This is read as “day is to night as light is to dark.” The analogy indicates that the relationship between *day* and *night* and the relationship between *light* and *dark* are the same. The relationship is one of opposition. *Day* is the opposite of *night*, and *light* is the opposite of *dark*.

In this book, questions for verbal analogies will look like this:

day : night :: light : _____

Your job is to find the word that fits into the blank. Here the answer is *dark*.

Word analogies can involve many kinds of relationships. Some common relationships that appear in word analogies are synonym, antonym, and cause-and-effect. Each vocabulary unit will introduce a new kind of word analogy. As we progress through the vocabulary units, the word analogies will become more difficult.

Thesaurus

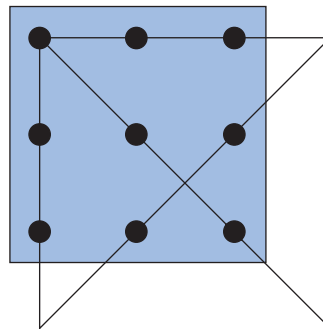
A thesaurus, a special kind of word book organized by categories, enables you to refine your writing by helping you select precisely the right word for any given situation. Many of us use the same word over and over because we cannot think of an appropriate synonym. A thesaurus gives synonyms for the most common nouns, verbs, adjectives, and adverbs in the English language. In the following sentence, you can choose from any of the italicized synonyms to convey your meaning more precisely:

As the famous fashion model made her way down the runway, the audience noted that she was extremely *slender*, *slim*, *svelte*, *lithe*, *skinny*, *lean*, *thin*.

You will learn about using a thesaurus in the Appendix.

Answers

- (a) The nine-dot problem can be solved by extending the lines beyond the square formed by the dots.



- (d) Here are some starters. You can: read it, write on it, line your garbage can with it, wrap packages with it, wipe your feet on it, lay it down on the floor before you paint, train your dog with it, make a kite out of it, wipe windows with it, use it to keep your head dry if it is raining, use it as a dust pan and so on!

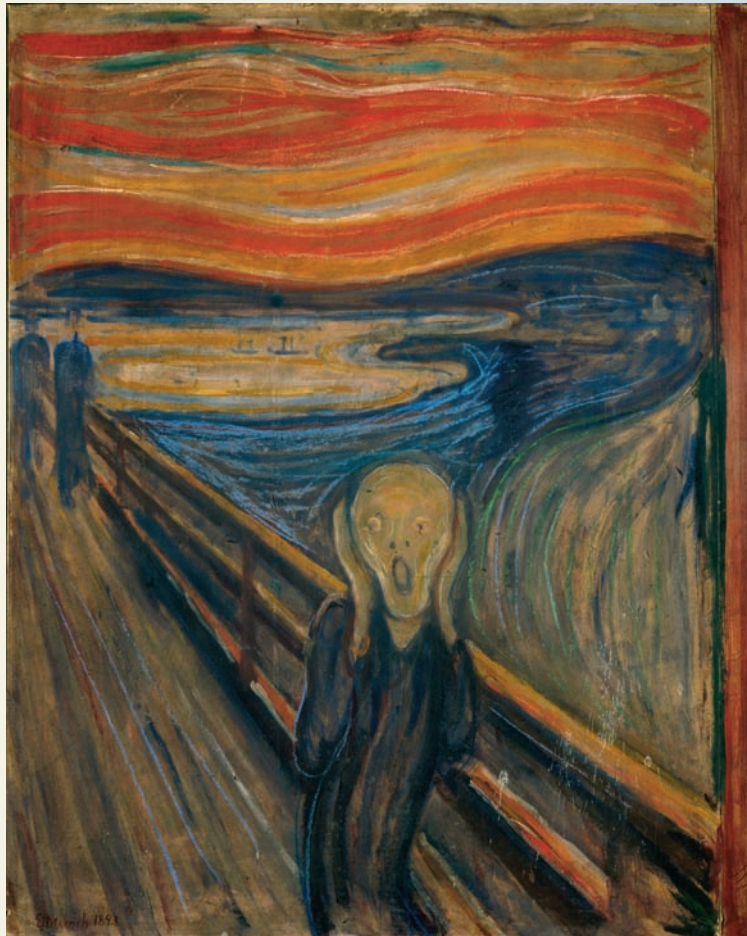
“The difference between the right word and the almost right word is the difference between lightning and the lightning bug.”

—Mark Twain

Life in College and Beyond

CHAPTER

1



The Scream (1893) BY EDVARD MUNCH

© 2009 The Munch Museum/The Munch-Ellingsen Group/
Artists Rights Society (ARS), NY. Photo: Erich Lessing/Art
Resource, NY.

View and Reflect

1. What is your initial response to the painting? What overall impression does it convey?
2. What do you think the landscape is meant to represent? The receding figures on the bridge? The two ships in the background? What does the combination of elements in the painting suggest?
3. What do you think the figure in the foreground is meant to represent? What does the face resemble as it screams? Use one word to describe the overall feeling of the painting.

STUDY TECHNIQUE 1

Underlining, Highlighting, Annotating

As you work through this book (and as you proceed through college), you will be introduced to a wide variety of reading selections. **Underlining** or **highlighting** important words or phrases in these selections will help you remember the authors' key points. When underlining or highlighting, be careful not to overdo it. The goal is to mark just the important points to save you from having to reread. **Annotating**, another technique for helping you remember what you're reading, is particularly useful when reading textbook material. When you annotate, you write notes to yourself, often in the margins of the book. You might write down abbreviations or symbols to identify key ideas or terms.

A list of things you might want to identify, with suggested abbreviations, appears below.

- MI (main idea)
- T (thesis)
- S (summary)
- Ex (example)
- Def (definition)
- ? (questions, needs clarification)
- * (important point)
- KV (key vocabulary)

SELECTION

“Respond ineffectively to stress, and eventually it will take a toll on your sense of wellness.”

GETTING THE PICTURE

In this selection from a popular health textbook, you will learn about stress and how you can lower it. After reading the bio-sketch and vocabulary sections, you will practice marking and annotating a section of a textbook. Look at the sample margin notes and underlining in the first section of the reading selection below, and follow this example in marking and annotating the remainder of the textbook material on stress.

BIO-SKETCH

Both writers of this textbook teach at the Stanford University Medical School. Paul M. Insel is an adjunct clinical associate professor in the Department of Psychiatry and Behavioral Sciences, and Walton T. Roth is a professor of psychiatry and behavioral medicine. Roth is also the chief of psychiatric consultation services at the Veterans Administration Medical Center in Palo Alto.

BRUSHING UP ON VOCABULARY

hippocampus a lower portion of the brain that consolidates short-term memories into long-term memories.

biological predispositions tendencies or inclinations based on biology rather than background or experiences.

Excerpt from

CORE CONCEPTS IN HEALTH

by Paul M. Insel and Walton T. Roth

Stress: The Constant Challenge

- Ex** As a college student, you may be in one of the most stressful periods of your life. You may
- Ex** be on your own for the first time, or you may be juggling the demands of college with the
- Ex** responsibilities of a job, a family, or both. Financial pressures may be intense. Housing
- Ex** and transportation may be sources of additional hassles. You're also meeting new people,
- engaging in new activities, learning new information and skills, and setting a new course
- for your life. Good and bad, all these changes and challenges are likely to have a powerful
- effect on you both physically and psychologically. Respond ineffectively to stress, and
- MI** eventually it will take a toll on your sense of wellness. Learn effective responses, however,
- and you will enhance your health and gain a feeling of control over your life.

Test Your Knowledge

- _____ 1. Which of the following events can cause stress?
- taking out a loan
 - failing a test
 - graduating from college
 - watching a hockey game
- _____ 2. True or false: About twice as many male college students as female college students report feeling frequently overwhelmed.
- _____ 3. True or false: High levels of stress can impair memory and cause physical changes in the brain.
- _____ 4. Which of the following may be caused or aggravated by stress?
- headaches
 - irritable bowel syndrome
 - insomnia
 - high blood pressure

Answers

- All four.* Stress-producing factors can be pleasant or unpleasant and can indicate physical challenges and the achievement of personal goals as well as what would commonly be perceived as negative events.
- False.* In recent surveys, about 20 percent of male and 40 percent of female college students report feeling frequently overwhelmed. Female college students are more likely to report financial worries, and they spend more time in potentially stress-producing activities such as volunteer work, housework, and child care.
- True.* Low levels of stress may improve memory, but high stress levels impair learning and memory and, over the long term, may shrink an area of the brain called the hippocampus.
- All four.* Stress—interacting with heredity, personality, social environment, and behavior—increases one's vulnerability to many health problems.

MI—Stress usually associated with negative events

Everybody talks about stress. People say they're "overstressed" or "stressed out." They may blame stress for headaches or ulcers, and they may try to combat stress with aerobic classes—or drugs. But what is stress? And why is it important to manage it wisely?

Most people associate stress with negative events: the death of a close relative or friend, financial problems, or other unpleasant life changes that create nervous tension. But stress isn't merely nervous tension. And it isn't something to be avoided at all costs. In fact, only death brings complete freedom from stress. Consider this list of common stressful situations or events.

- Interviewing for a job
- Running in a race
- Being accepted to college
- Going out on a date
- Watching a baseball game
- Getting a promotion

MI—Can be related to physical challenges, pers. goals

Can modify your behavior

Obviously stress doesn't arise just from unpleasant situations. Stress can also be associated with physical challenges and the achievement of personal goals. Physical and psychological stress-producing factors can be pleasant or unpleasant. The actions you take in response to stress are influenced by your biological predispositions, past experiences, and current circumstances. While you cannot change who you are or what you've been through in the past, you can modify your current behavior and seek out people, places, and experiences that will improve your ability to deal with stress. In other words, what is crucial is how you respond, whether in positive, life-enhancing ways or in negative, counterproductive ways.

What Is Stress?

Just what is stress, if such vastly different situations can cause it? In common usage, "stress" refers to two different things: situations that trigger physical and emotional reactions *and* the reactions themselves. We'll be using the more precise term **stressor** for situations that trigger physical and emotional reactions and the term **stress response** for those reactions. A date and a final exam, then, are stressors; sweaty palms and a pounding heart are symptoms of the stress response. We'll use the term **stress** to describe the general physical and emotional state that accompanies the stress response. A person on a date or taking a final exam experiences stress.

Each individual's experience of stress depends on many factors, including the nature of the stressor and how the stressor is perceived. Responses to stressors include physical changes and emotional and behavioral responses.

How High Is Your Stress Level?

Many symptoms of excess stress are easy to self-diagnose. To help determine how much stress you experience on a daily basis, answer the following questions:

1. Are you easily startled or irritated?
2. Are you increasingly forgetful?

3. Do you have trouble falling or staying asleep?
4. Do you continually worry about events in your future?
5. Do you feel as if you are constantly under pressure to produce?
6. Do you frequently use tobacco, alcohol, or other drugs to help you relax?
7. Do you often feel as if you have less energy than you need to finish the day?
8. Do you have recurrent stomachaches or headaches?
9. Is it difficult for you to find satisfaction in simple life pleasures?
10. Are you often disappointed in yourself and others?
11. Are you overly concerned with being liked or accepted by others?
12. Are you concerned that you do not have enough money?

Experiencing some of the stress-related symptoms or answering “yes” to a few questions is normal. However, if you experience a large number of stress symptoms or you answered “yes” to a majority of the questions, you are likely experiencing a high level of stress. Take time out to develop effective stress-management techniques. Your school’s counseling center can provide valuable support.

Symptoms of Excess Stress

	PHYSICAL SYMPTOMS	EMOTIONAL SYMPTOMS	BEHAVIORAL SYMPTOMS
TOP 20 STRESSFUL LIFE EVENTS	Dry mouth	Anxiety or edginess	Crying
	Excessive perspiration	Depression	Disrupted eating habits
	Frequent illnesses	Fatigue	Disrupted sleeping habits
	Gastrointestinal problems	Hypervigilance	Harsh treatment of others
	Grinding of teeth	Impulsiveness	Increased use of tobacco, alcohol, or other drugs
	Headaches	Inability to concentrate	Problems communicating
	High blood pressure	Irritability	Social isolation
	Pounding heart	Trouble remembering things	

Mind/Body/Spirit: Healthy Connections

Meaningful connections with others can play a key role in stress management and overall wellness. A sense of isolation can lead to chronic stress, which in turn can increase one’s susceptibility to temporary illnesses like colds and to chronic illnesses like heart disease. Although the mechanism isn’t clear, social isolation can be as significant to mortality rates as factors like smoking, high blood pressure, and obesity.

There is no single best pattern of social support that works for everyone. However, research suggests that having a variety of types of relationships may be important for wellness. To help determine whether your social network measures up, circle whether each of the following statements is true or false for you.

- T F 1. If I needed an emergency loan of \$100, there is someone I could get it from.
- T F 2. There is someone who takes pride in my accomplishments.

- T F 3. I often meet or talk with family or friends.
- T F 4. Most people I know think highly of me.
- T F 5. If I needed an early morning ride to the airport, there's no one I would feel comfortable asking to take me.
- T F 6. I feel there is no one with whom I can share my most private worries and fears.
- T F 7. Most of my friends are more successful making changes in their lives than I am.
- T F 8. I would have a hard time finding someone to go with me on a day trip to the beach or country.

To calculate your score, add the number of true answers to questions 1–4 and the number of false answers to questions 5–8. If your score is 4 or more, you should have enough support to protect your health. If your score is 3 or less, you may need to reach out. There are a variety of things you can do to strengthen your social ties:

“Without friends, no one would choose to live, though he had all the goods.”

—Aristotle

- Foster friendships. Keep in regular contact with your friends.
- Keep your family ties strong. Participate in family activities and celebrations.
- Get involved with a group. Choose activities that are meaningful to you and that include direct involvement with other people.
- Build your communication skills. The more you share your feelings with others, the closer the bonds between you will become.

Source: From Paul Insel, CORE CONCEPTS IN HEALTH, 9/e, pp. 29–31, 43. Copyright © 2002 McGraw-Hill Companies, Inc. Used with permission.

COMPREHENSION CHECKUP

Multiple Choice

Write the letter of the correct answer in the blank provided.

- b 1. An event that triggers stress is called a
 a. response
 b. stressor
 c. headache
 d. none of the above
- c 2. Stress is best described as
 a. something completely under your control
 b. something rarely experienced by college students
 c. a physical and emotional response to a stressor
 d. a realistic and positive outlook on life
- d 3. Which of the following could be a potential stressor?
 a. having to visit a relative you dislike
 b. failing a final exam
 c. the unexpected death of a relative
 d. all of the above

- c 4. High levels of stress can
- aggravate high blood pressure
 - contribute to insomnia
 - both a and b
 - improve memory
- c 5. All of the following are correlated with high mortality rates except
- smoking
 - social isolation
 - marriage
 - high blood pressure

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

- F 6. Stress arises only from unpleasant situations.
- T 7. Excessive sweating may be a physical symptom of stress.
- T 8. Chronic stress can lead to heart disease.
- T 9. Healthy connections with others may play a role in the management of stress.
- F 10. Having good relationships with others is unlikely to contribute to wellness.

Vocabulary Practice

Choose the word from the following list that best completes each sentence.

chronic	isolation	overly	temporary
counter-productive	juggling	overwhelmed	triggered
crucial	mortality	recurrent	
impair	obesity	susceptible	

- People who have too many problems that they can't solve may feel overwhelmed .
- A smoker is likely to have a higher mortality rate than a nonsmoker.
- Because many young children have unhealthy diets and fail to get enough exercise, obesity has become a problem of national concern.
- The refusal of the airline to discuss improving employee benefits triggered a walkout by baggage handlers and flight attendants.
- The prisoner was deemed a threat to others and so was placed in isolation .
- In winter, people are more susceptible to colds and flu.

7. Working parents today are so busy because they are juggling many roles.
8. It is of crucial importance that you come to each class session prepared.
9. The substitute teacher was temporary until the regular teacher returned from maternity leave.
10. Exposure to loud noises at an early age may impair the ability to hear later in life.
11. He had the same recurrent dream about flying every night. Unfortunately, he woke up only after he had fallen out of bed.
12. If a parent is overly protective, a young child might not develop a sense of self-sufficiency.
13. If you have chronic throat infections, your doctor might recommend having your tonsils removed.
14. It might be counterproductive to work long hours at a job if your grades in school suffer as a result.



In Your Own Words

1. What is the difference between a stressor and stress? What are some of your stressors?
2. In what ways does the college experience contribute to the stress level of students?
3. Can stress be positive? Give an example of positive stress in your life.
4. What physical reactions does stress cause in the body?
5. Describe some healthy ways to deal with stress.



The Art of Writing

In a brief essay, respond to one of the items below.

1. Keep track of your own stress for several days. Try to determine what events are likely to trigger a stress response in you. Is your home life, work life, or school life the most stressful? Is your life more or less stressful than you expected?
2. Interview a friend or family member who seems to handle stress well. What strategies does this person use to successfully cope with stress?



Internet Activity

1. Stress has been linked to many illnesses. To find a list of the negative effects of stress on people's health, go to:

www.stressless.com/AboutSL/StressFacts.cfm

Write a paragraph describing what you learned about stress and disease.

2. Take the Quick Stress Assessment at:

www.stressless.com/AboutSL/StressTest.cfm

Use what you learn to evaluate how well you are handling your personal stressors.

- To find information on stress management, click “Psychology at Work” on the American Psychological Association’s Help Center:

<http://helping.apa.org>

Stress at Work

MOST STRESSFUL JOBS	LEAST STRESSFUL JOBS
Air traffic controller	Bookkeeper
Customer-service or complaint worker	Civil engineer
Inner-city high school teacher	Forester
Journalist	Millwright
Medical intern	Natural scientist
Miner	Repairman
Police officer	Sales representative
Secretary	Telephone-line worker
Stockbroker	Therapist
Waiter	Toolmaker

Source: *The American Institute of Stress*.

LOCUS OF CONTROL

Locus of control is the perception of the amount of personal control you believe you have over events that affect your life. In general, people with an **external locus of control** believe they have little control over the events in their life, whereas people with an **internal locus of control** believe they have a good deal of control over these events. Study the cartoon below. Do you think the cartoon illustrates someone who has an internal or external locus of control? Do you think it is more stressful to have an internal or external locus of control?

Frank and Ernest



FRANK & ERNEST: © Thaves/Dist. By Newspaper Enterprise Association, Inc.

To determine your locus of control, take the following test.

For each numbered item below, circle the answer that best describes your beliefs.

1. a. Grades are a function of the amount of work students do.
b. Grades depend on the kindness of the instructor.
2. a. Promotions are earned by hard work.
b. Promotions are a result of being in the right place at the right time.
3. a. Meeting someone to love is a matter of luck.
b. Meeting someone to love depends on going out often and meeting many people.
4. a. Living a long life is a function of heredity.
b. Living a long life is a function of following healthy habits.
5. a. Being overweight is determined by the number of fat cells you were born with or developed early in life.
b. Being overweight depends on what you eat and how much.
6. a. People who exercise regularly make time for exercise in their schedules.
b. Some people just don't have the time for regular exercise.
7. a. Winning at poker depends on betting correctly.
b. Winning at poker is a matter of being lucky.
8. a. Staying married depends on working at the marriage.
b. Marital breakup is a matter of being unlucky in having chosen the wrong marriage partner.
9. a. Citizens can have some influence on their governments.
b. There is nothing an individual can do to affect governmental functions.
10. a. Being skilled at sports depends on being born well coordinated.
b. Those skilled at sports work hard at learning their skills.
11. a. People with close friends are lucky in meeting people.
b. Developing close friendships takes hard work.
12. a. Your future depends on whom you meet and on chance.
b. Your future is up to you.
13. a. Most people are so sure of their opinions that their minds cannot be changed.
b. A logical argument can convince most people.
14. a. People decide the direction of their lives.
b. For the most part, we have little control of our futures.
15. a. People who don't like you just don't understand you.
b. You can be liked by anyone you choose to like you.
16. a. You can make your life a happy one.
b. Happiness is a matter of fate.
17. a. You evaluate how people respond to you and make decisions based upon these evaluations.
b. You tend to be easily influenced by others.

18. a. If voters studied nominees' records, they could elect honest politicians.
b. Politics and politicians are corrupt by nature.
19. a. Parents, teachers, and bosses have a great deal to say about one's happiness and self-satisfaction.
b. Whether you are happy depends on you.
20. a. Air pollution can be controlled if citizens would get angry about it.
b. Air pollution is an inevitable result of technological progress.

You have just completed a scale measuring locus of control. To determine your locus of control, give yourself one point for each of the following responses:

Item	Response	Item	Response
1	a	11	b
2	a	12	b
3	b	13	b
4	b	14	a
5	b	15	b
6	a	16	a
7	a	17	a
8	a	18	a
9	a	19	b
10	b	20	a

Scores above 10 indicate internality and scores below 11 indicate externality. Of course, there are degrees of each, and most people find themselves scoring near 10. "Internals" tend to take credit for their successes and accept blame for their failures. "Externals" credit the environment for their successes as well as blame it for their failures. What kind of person are you? Does your score reflect the way you typically think about yourself?

"Locus of Control," p. 124 from Jerrold Greenberg, *Comprehensive Stress Management*, 6/e. Copyright © McGraw-Hill Companies, Inc. Used with permission.

Internet Activity

The Discovery Channel has a website that includes several self-assessment tests in the areas of health, nutrition, personality, and locus of control. Go to the website and take a test that interests you. Then write a paragraph discussing your findings.

<http://health.discovery.com/tools/assessments.html>



SELECTION

“Charles Schwab was very strong in math, science, and sports (especially golf), which helped him get into Stanford. But anything involving English ‘was a disconnect.’”

GETTING THE PICTURE

The article excerpted below describes individuals who used creative problem-solving techniques to overcome their personal limitations.

BIO-SKETCH

Betsy Morris, senior writer for *Fortune*, has firsthand experience with dyslexia. Her son Johnny was diagnosed with dyslexia at age 7. Over the years, Morris learned a lot from watching Johnny deal with dyslexia. In particular, she came to admire his “patience, perseverance, and his ability not to give up when things don’t come easily.” Today, Johnny, now 12 years old, is doing well and has become a good reader. “I still hate math, though,” he says.

BRUSHING UP ON VOCABULARY

dead-end a situation with no escape or solution. The term originated in the late 1800s and referred specifically to a passageway that has no exit, and so halts all progress.

perilously involving great risk; dangerous. The word *perilous* originated from the Latin *periculum*, which referred to the danger of going on a trip. Historically, travel was dangerous and uncomfortable, and as a result was “full of peril.”

trivia matters or things that are unimportant or inconsequential. In Latin, *tri* means “three” and *via* means “way.” In ancient Rome, at the point where three roads crossed, the women would meet to talk and gossip on the way back from the market.

late-bloomer someone who matures after the usual or expected time. The term originally referred to roses that failed to bloom when they were expected to do so.

humility the quality or state of being humble or modest. The word comes from the Latin *humus*, or earth, and originally referred to people who prostrated themselves on the ground because they didn’t think much of themselves.

OVERCOMING DYSLEXIA by BETSY MORRIS

- 1 Consider the following four dead-end kids.
- 2 One was spanked by his teachers for bad grades and a poor attitude. He dropped out of school at 16. Another failed remedial English and came perilously close to flunking out of college. The third feared he’d never make it through school—and might not have without a tutor. The last finally learned to read in third grade, devouring Marvel comics, whose pictures provided clues to help him untangle the words.

“You must have long-range goals to keep you from being frustrated by short-range failures.”

—Charles C. Noble

Dyslexic Achievers

Scott Adams, “Dilbert” creator

Dr. Baruj Benaceraff, Nobel Prize winner

James Carville, political consultant

Cher, singer, actress

Charles “Pete” Conrad Jr., astronaut

Erin Brockovich Ellis, activist

Dr. Fred Epstein, brain surgeon

Fanny Flagg, writer, actress

Brian Grazer, producer

Whoopi Goldberg, actress

Reyn Guyer, Nerf ball developer

Dr. Edward Hallowell, psychiatrist

Florence Haseltine, M.D., Ph.D.

Bill Hewlett, cofounder, Hewlett-Packard

John R. Horner, paleontologist

Bruce Jenner, Olympic gold medalist

Thomas Kean, former governor

Sylvia Law, professor

Jay Leno, host of *The Tonight Show*

Paul B. MacCready, inventor

David Murdock, CEO, Dole Food

Nicholas Negroponte, director, MIT Media Lab

Robert Rauschenberg, artist

Nelson Rockefeller, governor, vice-president

Nolan Ryan, Baseball Hall of Famer

Raymond Smith, former CEO, Bell Atlantic

Wendy Wasserstein, playwright

Thomas J. Watson Jr., former CEO, IBM

Henry Winkler, actor, director

3 These four losers are, respectively, Richard Branson, Charles Schwab, John Chambers, and David Boies. Billionaire Branson developed one of Britain’s top brands with Virgin Records and Virgin Atlantic Airways. Schwab virtually created the discount brokerage business. Chambers is CEO of Cisco systems. Boies is a celebrated trial attorney, best known as the guy who beat Microsoft.

4 In one of the stranger bits of business trivia, they have something in common: They are all dyslexic. So is billionaire Craig McCaw, who pioneered the cellular phone industry; John Reed, who led Citibank to the top of banking; Donald Winkler, who until recently headed Ford Financial; Gaston Caperton, former governor of West Virginia and now head of the College Board; Paul Orfalea, founder of Kinko’s; and Diane Swonk, chief economist of Bank One. The list goes on. Many of these adults seemed pretty hopeless as kids. All have been wildly successful in business. Most have now begun to talk about their dyslexia as a way to help children and parents cope with a condition that is still widely misunderstood.

5 What exactly is dyslexia? The everyman definition calls it a reading disorder in which people jumble letters, confusing *dog* with *god*, *say*, or *box* with *pox*. The exact cause is unclear; scientists believe it has to do with the way a developing brain is wired. Difficulty reading, spelling, and writing are typical symptoms. But dyslexia often comes with one or more other learning problems, as well, including trouble with math, auditory processing, organizational skills, and memory. No two dyslexics are alike—each has his own set of weaknesses and strengths. About 5 percent to 6 percent of American public school children have been diagnosed with a learning disability. 80 percent of the diagnoses are dyslexia-related. But some studies indicate that up to 20 percent of the population may have some degree of dyslexia.

6 A generation ago this was a problem with no name. Boies, Schwab, and Bill Samuels Jr., the president of Maker’s Mark, did not realize they were dyslexic until some of their own children were diagnosed with the disorder, which is often inherited. Samuels says he was sitting in a school office, listening to a description of his son’s problems, when it dawned on him: “Oh, shit. that’s me.” Most of the adults had diagnosed themselves. Says Branson: “At some point, I think I decided that being dyslexic was better than being stupid.”

7 Stupid. Dumb. Retard. Dyslexic kids have heard it all. According to a March 2000 Roper poll, almost two-thirds of Americans still associate learning disabilities with mental retardation. That’s probably because dyslexics find it so difficult to learn through conventional methods. “It is a disability in learning,” says Boies. “It is not an intelligence disability. It doesn’t mean you can’t think.”

8 He’s right. Dyslexia has nothing to do with IQ; many smart, accomplished people have it, or are thought to have had it, including Winston Churchill and Albert Einstein. Sally Shaywitz, a leading dyslexia neuroscientist at Yale, believes the disorder can carry surprising talents along with its well-known disadvantages. “Dyslexics are over represented in the top ranks of people who are unusually insightful, who bring a new perspective, who think out of the box,” says Shaywitz, codirector of the Center for Learning and Attention at Yale.

Did they or didn't they
have dyslexia?
Probably they did.
Winston Churchill
Leonardo da Vinci
Thomas Edison
Albert Einstein
Michelangelo
General George S. Patton
Woodrow Wilson
W. B. Yeats

- 9 Dyslexics don't outgrow their problems—reading and writing usually remain hard work for life—but with patient teaching and deft tutoring, they do learn to manage. Absent that, dyslexia can snuff out dreams at an early age, as children lose their way in school, then lose their self-esteem and drive. “The prisons are filled with kids who can't read,” says Caperton. “I suspect a lot of them have learning disabilities.”
- 10 Dyslexia is a crucible, particularly in a high-pressure society that allows so little room for late-bloomers. “People are either defeated by it or they become much more tenacious,” says McCaw. Don Winkler, a top financial services executive at Bank One and then at Ford Motor, remembers coming home from school bloodied by fights he'd had with kids who called him dumb. Kinko's founder, Paul Orfalea, failed second grade and spent part of third in a class of mentally retarded children. He could not learn to read, despite the best efforts of parents who took him to testers, tutors, therapists, special reading groups, and eye doctors. As young classmates read aloud, Orfalea says it was as if “angels whispered words in their ears.”
- 11 In his unpublished autobiography, Orfalea says that to a dyslexic, a sentence is worse than Egyptian hieroglyphics. “It's more like a road map with mouse holes or coffee stains in critical places. You're always turning into blind alleys and ending up on the wrong side of town.” He finally graduated but not before being “invited to leave . . . practically every high school in Los Angeles.” One principal counseled his mother to enroll him in trade school, suggesting that Orfalea could become a carpet layer. His mother went home and tearfully told her husband, “I just know he can do more than lay carpet.”
- 12 Charles Schwab was very strong in math, science, and sports (especially golf), which helped him get into Stanford. But anything involving English “was a disconnect.” He couldn't write quickly enough to capture his thoughts. He couldn't listen to a lecture and take legible notes. He couldn't memorize four words in a row. He doesn't think he ever read a novel all the way through in high school. He was within one unit of flunking out of Stanford his freshman year. “God, I must be really dumb in this stuff,” he used to tell himself. “It was horrible, a real drag on me.” So horrible that Schwab and his wife, Helen, created a foundation to help parents of children with learning disorders.
- 13 It was as if Schwab and the others were wearing a scarlet letter: “D” for dumb. Until about five years ago Chambers kept his dyslexia a secret. As CEO, he says, “you don't want people to see your weaknesses.” One day a little girl at Cisco's Bring Your Children to Work Day forced him out of the closet. Chambers had called on her, and she was trying to ask a question before a crowd of 500 kids and parents. But she couldn't get the words out. “I have a learning disability,” she said tearfully.
- 14 Chambers cannot tell this story without choking up himself. “You could immediately identify with what that was like,” he says. “You know that pain. She started to leave, and you knew how hurt she was in front of the group and her parents.” Chambers threw her a lifeline. “I have a learning disability too,” he said. In front of the crowd, he began talking to her as if they were the only two people in the room. “You've just got to learn your way through it,” Chambers told her. “Because there are some things you can do that others cannot, and

there are some things others can do you're just not going to be able to do, ever. Now my experience has been that what works is to go a little bit slower. . . ."

15 It was the kind of coaching that proved crucial to nearly everybody we talked to: mentors who took a genuine interest, parents who refused to give up, tutors who didn't even know what dyslexia was. Winkler recalls that his parents refused to let their fear of electrocution stand in the way of his fixing every iron and toaster in the neighborhood. "I wired every teacher's house," he says. "I got shocked all the time." His parents owned a mom-and-pop shop in Phillipsburg, N.J. His mother cleaned houses to pay for his tutoring. Chambers, who read right to left and up and down the page, says his parents, both doctors, claim they never once doubted his abilities, even though he says, "I absolutely did." His parents' faith was important to him. So was his tutor, Mrs. Anderson. Even today Chambers remembers tutoring as excruciating. "It might have been once or twice a week," he says, "but it felt like every day." Nonetheless, he adds, "Mrs. Anderson had an influence on my life far bigger than she might have ever realized."

16 If you could survive childhood, dyslexia was a pretty good business boot camp. It fostered risk taking, problem solving, resilience. School was a chess game that required tactical brilliance. Schwab sat mostly in the back of the room. But he was conscientious and charming, and gutsy enough to ask for extra help. Boies took a minimum of math and avoided foreign languages and anything involving spatial skills. Orfalea worked out a symbiotic relationship with classmates on a group project at USC's Marshall Business School; they did the writing, he did the photocopying (and got the germ of the idea that led to Kinko's).

"Faith is the substance
of things hoped for, the
evidence of things not seen."

—Hebrews 11:1

At Vanderbilt Law School, Samuels spent a lot of time in study-group discussions. "That's how I learned the cases," he says. His friends helped with the reading; he paid for the beer. Better than most people, dyslexics learn humility and how to get along with others. It's probably no accident that Kinko's, Cisco, and Schwab have all been on *Fortune's* list of the best places to work. "I never put people down, because I know what that feels like," says Branson, who seldom asks for a résumé either "because I haven't got one myself."

"Failure is delay, not
defeat. It is a temporary
detour, not a dead-end
street."

—William Arthur Ward

By the time these guys got into business, they had picked themselves up so many times that risk taking was second nature. "We're always expecting a curve ball," says Samuels. Schwab remembers how hard it was to watch his friends receive awards and become General Motors Scholars, Merit Scholars, Baker Scholars. "I was so jealous," he says. Later on, he thought, some of the prize-winners had trouble dealing with adversity.

19 If as kids, the dyslexic executives had learned the downside of their disorder inside out, as adults they began to see its upside: a distinctly different way of processing information that gave them an edge in a volatile, fast-moving world. "Many times in business, different is better than better," says Samuels. "And we dyslexics do different without blinking an eye."

Source: Betsy Morris, "Overcoming Dyslexia" *Fortune*, May 13, 2002, pp. 55–70. Copyright © 2002 Time Inc. All rights reserved.



COMPREHENSION CHECKUP

Matching

Match the quotation with the speaker. Write the letter of the speaker in the appropriate blank. (Some speakers will be used more than once.)

- | | |
|--------------------|---------------------|
| a. Richard Branson | f. Paul Orfalea |
| b. David Boies | g. Charles Schwab |
| c. Sally Shaywitz | h. John Chambers |
| d. Craig McCaw | i. Donald Winkler |
| e. Gaston Caperton | j. Bill Samuels Jr. |

- j 1. "Many times in business, different is better than better, and we dyslexics do different without blinking an eye."
- b 2. "It is a disability in learning. It is not an intelligence disability. It doesn't mean you can't think."
- c 3. "Dyslexics are overrepresented in the top ranks of people who are unusually insightful, who bring a new perspective, who think out of the box."
- e 4. "The prisons are filled with kids who can't read. I suspect a lot of them have learning disabilities."
- d 5. "People are either defeated by it or they become much more tenacious."
- f 6. "It's more like a road map with mouse holes or coffee stains in critical places."
- g 7. "God, I must be really dumb in this stuff."
- h 8. "You've just got to learn your way through it."
- i 9. "I wired every teacher's house. I got shocked all the time."
- a 10. "I never put people down, because I know what that feels like."
- j 11. "We're always expecting a curve ball."
- a 12. "At some point, I think I decided that being dyslexic was better than being stupid."

Multiple Choice

Write the letter of the correct answer in the blank provided.

- c 1. Morris suggests all of the following about dyslexia *except*
- dyslexia has nothing to do with IQ
 - typical symptoms of dyslexia are difficulty reading, writing, and spelling
 - dyslexia is the same in all individuals
 - dyslexia is not likely to be outgrown
- d 2. What is the meaning of the word *devouring* as used in paragraph 2?
- scrutinizing
 - collecting
 - tearing apart
 - taking in greedily with the senses or intellect.

- ^b 3. In paragraph 3, when the author refers to Charles Schwab, Richard Branson, John Chambers, and David Boies as losers, she is being
- serious
 - facetious
 - cheerful
 - optimistic
- ^c 4. As described in paragraph 4, a *pioneer* is a person who
- first settled a region, opening it up for the occupation by others
 - a soldier detailed to make roads in advance of the main body
 - a person who is among the earliest in any field of inquiry, enterprise, or progress
 - an organism that successfully establishes itself in a barren area
- ^c 5. When the author refers to an *everyman definition* in paragraph 5, she means
- a definition commonly used by the typical or average person
 - a definition used by people who are not in the medical or scientific field
 - both a and b
 - none of the above
- ^d 6. In paragraph 6, the expression *dawned on* means
- became clear; registered
 - sank in; came as a realization
 - began to be perceived or understood.
 - all of the above
- ^d 7. What is the meaning of the word *snuff* as used in paragraph 9?
- extinguish
 - suppress
 - crush
 - all of the above
- ^c 8. *Crucible* in paragraph 10 refers to
- a short-term effect
 - a temporary setback
 - a severe test or trial having a lasting influence
 - a momentous undertaking
- ^a 9. As described in paragraph 10, a *tenacious* person is likely to be
- persistent
 - capricious
 - infallible
 - disenchanted

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

- ^T 1. Chambers kept his dyslexia a secret because as CEO he felt that it was inadvisable to reveal his weaknesses.
- ^T 2. One reason Chambers revealed his secret was because he felt a great deal of empathy for the little girl with the learning disability.
- ^F 3. A *resilient* person is someone who is inflexible.

- T 4. A relationship that is mutually beneficial to two parties could be called *symbiotic*.
- F 5. As children, dyslexics can see the benefits of having dyslexia, but adults can see only the liabilities.
- F 6. Fully 60 percent of the male population is prone to dyslexia to varying degrees.
- F 7. Dyslexia does not have a genetic component.
- T 8. Dyslexics may have difficulty learning things in a conventional manner.
- F 9. Dyslexia is usually outgrown by the time of puberty.
- T 10. If something is *excruciating*, it causes great physical or mental suffering.



In Your Own Words

1. Dr. Mel Levine (professor of pediatrics at the University of North Carolina Medical School and an expert on learning differences) says, "Schools reward well-roundedness, but so many of the most successful people have brains that are rather specialized." The dyslexic business leaders profiled in the *Fortune* magazine article by Betsy Morris all say that children should be allowed to specialize. For instance, Charles Schwab suggests that foreign language requirements should be abandoned, and Paul Orfalea says the same about trigonometry. What do you think? How much of the basic school curriculum should be modified to suit individual learners' needs?
2. Paul Orfalea recalls that as he was growing up his mother used to console him by saying that in the long run "the A students work for the B students, the C students run the businesses, and the D students dedicate the buildings." What is your opinion?
3. Our current educational system places a great deal of emphasis on good grades and high test scores to the disadvantage of the dyslexic. Do you think the emphasis should be changed?



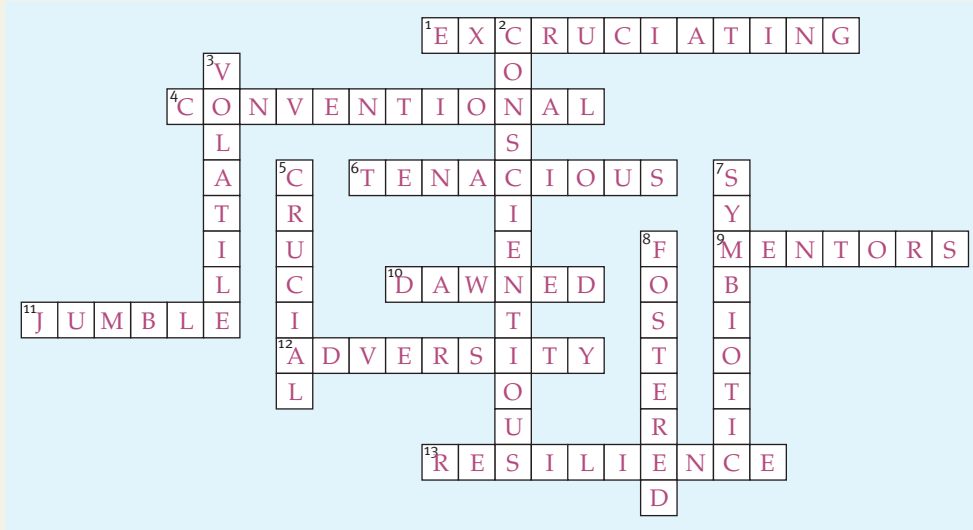
The Art of Writing

In a brief essay, respond to the item below.

David Boies, in addition to being dyslexic himself, has two dyslexic sons. One graduated from Yale Law School despite childhood testing that indicated he would not be able to accomplish very much. Boies thinks our current educational climate does not allow for late-bloomers. "In this environment," he says, "you get children who think they are masters of the universe, and children who think they are failures, when they're 10 years old. They're both wrong. And neither is well served by that misconception."

Vocabulary Puzzle

Directions: Use the vocabulary words to complete the puzzle.



- | | | | |
|---------------|--------------|------------|-----------|
| adversity | dawned | jumble | symbiotic |
| conscientious | excruciating | mentors | tenacious |
| conventional | fostered | resilience | volatile |
| crucial | | | |

ACROSS CLUES

1. Causing intense suffering
4. Conforming to established practice
6. Persistent
9. Wise and trusted counselors or teachers
10. Began to be perceived
11. To confuse mentally

12. Misfortune; unfavorable circumstance
13. Ability to recover readily from adversity

DOWN CLUES

2. Meticulous; careful
3. Characterized by sudden changes
5. Of vital importance

7. Mutually beneficial relationship between two persons
8. Promoted the growth and development of



Internet Activity

Consult two of the following websites, and discuss information that you think would be helpful for parents of dyslexic children to know:

www.Idanatl.org/factsheets/dyslexia.html (Learning Disabilities Association of America)

www.Interdys.org (International Dyslexia Association)

www.NCLD.org (National Center for Learning Disabilities)

www.Schwablearning.org (Charles and Helen Schwab Foundation)

www.Cyberwink.com (Don Winkler's website)

www.Allkindsofminds.org (Mel Levine's Institute)

VOCABULARY Words in Context

One technique for discovering the meaning of unfamiliar words is the use of context clues. By paying attention to what an author is saying, we can often discover the meanings of words without having to look them up in the dictionary. As you will see, often our own background or experiences also will help us determine the meanings of unfamiliar words. Here are some common techniques for using context to determine the meaning of new words.

Definition

Sometimes a writer provides us with a definition of a word somewhere within the sentence or nearby sentences, especially if the word is one that we are likely to be unfamiliar with.

Every year many people buy self-help audio tapes containing *subliminal* messages to help them relieve stress. These tapes contain messages that are supposedly below the level of human consciousness.

Subliminal here is simply defined as "below the level of consciousness."

Synonym

A synonym, which is another word with a similar meaning, may be used elsewhere in the sentence.

Massages are thought to provide *therapeutic* benefits by relieving stress; however, their curative powers do not extend to all patients.

You can infer from this sentence that *therapeutic* and *curative* have similar meanings.

Antonym

Sometimes you can determine the meaning of a word by finding an antonym, a word with an opposite meaning, somewhere in the sentence.

Juana's house was very well-maintained, but her sister's house was *dilapidated*.

You can see that the writer is making a contrast, and that *well-maintained* is the opposite of *dilapidated*.

Examples

Sometimes examples illustrate the meaning of a word.

Terry has such *boundless* energy that even after working a full shift and taking care of her two small children, she still wants to go out dancing with her husband at night.

This example suggests to you that *boundless* means “infinite or vast.”

Explanation

Sometimes a writer simply gives the reader an explanation of what a word means.

The Russian gymnastic team was *disconsolate* after its loss to the Romanians. No amount of kind words from coaches and fans could raise the spirits of the young athletes.

The writer is telling you that the word *disconsolate* means “persistently sad or unhappy.”

Experience

This way of discovering the meaning of a word draws on your personal experience.

Have you ever been seated next to someone in a restaurant whose *loquaciousness* on a cell phone made you ask to be moved to another table?

Perhaps you have experienced this or a similar situation, and you can infer that *loquaciousness* means “talkativeness.”

Knowledge of Subject

Here you have just enough familiarity with the subject the writer is discussing to enable you to figure out the meaning of the unfamiliar word.

Mark labored under the *delusion* that he could pass calculus without attending class and studying.

You can guess that Mark was fooling or *deluding* himself and that *delusion* is a “false or mistaken belief.”

Combination

You can use a number of these strategies at the same time to decipher the meaning of a word.

The man at the party was a real *introvert*. He sat quietly in a corner of the room by himself working a crossword puzzle.

Here you probably used explanation, experience, and familiarity with the subject to determine that *introverts* are persons who are much more focused on their own inner thoughts and feelings than on the social environment.

Exercise 1: Context Clues

Now define the following words, without consulting your dictionary. First, give your own definition for the italicized word, and then, indicate the method(s) you used to arrive at the definition. The first example is done for you.

- Because Americans are eating better and have access to better medical care, their *longevity* is increasing.
Definition: length of life
Method(s) used: example, knowledge of subject, explanation, maybe experience
- Nudists claim it is a *liberating* experience to be without the restrictions of clothes.
Definition: freeing
Method(s) used: (will vary)
- Pictures of *emaciated* and starving children filled the news as the famine in the war-torn country continued.
Definition: extremely thin
Method(s) used: (will vary)
- Badgered* by her children's constant pleas for a big-screen TV, the young mother finally gave in.
Definition: teased, annoyed, harassed
Method(s) used: (will vary)
- Walter's *obeisance* to his brother was a source of irritation to Nancy, who couldn't figure out why Walter always deferred to him.
Definition: deference, homage
Method(s) used: (will vary)
- After her divorce, Reyna tried to *obliterate* all evidence of her former husband by throwing out his clothes, pictures, and CDs.
Definition: destroy
Method(s) used: (will vary)
- Jonathan Swift, author of *Gulliver's Travels*, did not like people in the *aggregate*, but he could tolerate them as individuals.
Definition: total, group
Method(s) used: (will vary)

Exercise 2: Context Clues

Use context clues to determine the meaning of the italicized words. Circle the clue word(s).

- Tomoko tried to *pacify* her young son by giving him a lollipop, but her efforts to satisfy him failed.
- John Lennon of the Beatles had an *innate* talent for music, but despite his natural ability, he still had to work hard to achieve success.

3. We have taken to calling our *inquisitive* neighbor “Mrs. **Nosy** Parker.”
4. At his death, his property was distributed to his children in a **just** and *equitable* manner.
5. The doctor determined that constant ear infections had robbed the elderly woman of her *equilibrium*, so he prescribed a walker to help her maintain her **balance**.
6. Just as muscles can *atrophy* from lack of exercise, so too the mind can **waste away** from lack of use.
7. The *flippant* remark to his teacher earned Joel a detention. The teacher did not like Joel’s **joking** attitude.
8. Many remarked about his *ostentatious* life style, but he refused to modify his **showy** ways.
9. Vincent was in a *pensive* mood, and he remained **quietly thoughtful** even while sitting in a noisy cafeteria.
10. Scientists have offered many explanations for why dinosaurs became *extinct*, but none of these explanations can fully explain their **disappearance**.
11. Venus Williams is an *agile* tennis player. Her **coordination** has saved many a shot.

Exercise 3: Context Clues with Nonsense Words

Try to determine the meaning of each made-up word by noting context clues.

1. Your dog or cat *donahs* by means of barks and meows. Do you think barking and meowing is a real language?
donahs: **communicates**
2. In most of the rock videos produced in the United States, females are generally irrelevant, presented simply as *feruna*, or ornaments, for the male performers.
feruna: **decorations**
3. Many American parents use television as an electronic *rennoo*, sitting their children down in front of it while they go off to do other things.
rennoo: **babysitter**
4. Many youngsters at an increasingly early age are being exposed to a great deal of *zantun* on television, such as people being stabbed, poisoned, run over, or strangled.
zantun: **violence**
5. As introverts age, they tend to become more introspective. On the other hand, people who were *metix* when they were young tend to remain just as outgoing and interested in other people as they age.
metix: **extroverted**
6. Each of us has an area around us called our personal bubble. We may open that bubble to those we perceive as friendly, but we are careful to keep people we perceive as *sistos* away.
sistos: **unfriendly**

7. Throughout history, some form of patriarchy, a system in which men dominate women, has been the norm. There are no records of a true *kikitus*, a social system in which women dominate men.

kikitus: matriarchy

8. Arlie Hochschild pointed out that in the typical American home with both spouses working, the wife after putting in eight hours comes home and does a second shift of cooking, cleaning, and child care. Many men get out of performing tasks at home by demonstrating *ibil*. When it's their turn to cook, they burn the food. When they go to the grocery store, they forget the shopping list. They don't pick up an object unless they fall over it. Some even forget where they left the kids.

ibil: incompetence

Exercise 4: Context Clues

Use the context to determine the missing words. Briefly describe the clue or clues that you found.

1. Some students have a strong fear of success. They often “play dumb” with their friends or back away from winning in sports or school. Because success is perceived as stressful, they are more comfortable with failure.

Clue: antonym of “success”

2. Both men and women are prone to fear of success. But women have an additional burden. If women define success as masculine, they are more likely to avoid it in order to be perceived as feminine by their peers.

Clue: antonym of “masculine”

3. Avoiding success is not always undesirable. An overemphasis on achievement can be just as bad. In the United States, there are many successful but unhappy workaholics. A truly successful life strikes a balance between achievement and other needs. A happy medium is sometimes best.

Clue: happy medium

4. What does it take to achieve great success? Many great Olympic athletes began with quite ordinary skills. It was their drive and determination that made them truly outstanding.

Clue: “great success” or antonym of “ordinary”

5. Parents can raise high achievers by nurturing dedication and hard work. The parents of Olympic athletes supported their child's interest and emphasized doing one's best at all times.

Clue: “high”

6. Most of us cannot achieve elite performance, but all of us can improve our everyday motivation. If you fail, regard it as a sign that you need to work harder, not that you lack ability.

Clue: “can improve”

STUDY TECHNIQUE 2**SQ3R Study Method**

SQ3R is a technique for reading and studying textbook material that was developed by Dr. Francis P. Robinson over 50 years ago. SQ3R stands for survey, question, read, recite, and review. Research shows that using the SQ3R method can help you improve both your reading comprehension and your grades.

A. Survey (Orient yourself to the assignment)

1. Read introductory and summary paragraphs.
2. Read headings and subheadings.
3. Look at illustrations and tables.

At this stage, look at key parts of the article to achieve a general idea of how the article is structured and what it is all about.

B. Question (Find the main points)

1. Ask who, what, where, when, why, and how.
2. Contrast the material in front of you to previous material and to your background knowledge.
3. Turn headings and subheadings into questions.

At this stage, you will formulate questions about the material you would like to have answered.

C. Read (Read actively instead of passively)

1. Look for answers to your questions.
2. Underline or highlight key words or phrases.
3. Make notes in margins.
4. Summarize key points in your own words.

The goal of this stage is to read the material in an active, questioning, purposeful way. While you are reading, keep in mind the questions you have already formulated. Don't hesitate to read the material a second or third time. How often you should read something depends on how difficult it is. Reading something a second or third time is like seeing a movie over again—new details and meanings begin to appear.

D. Recite (Demonstrate your understanding of the material)

1. Put the information you have learned into your own words.
2. Recite the main points from memory.
3. Organize the material through outlining, mapping, diagraming, or similar techniques.

Say the answers to your original questions either to yourself or out loud. Be sure you can recite the answers to the who, what, where, when, why, and how questions you originally posed.

E. Review (Memory is improved by repetition)

1. Review material frequently.
2. Practice giving answers.

Just as you shouldn't hesitate to read material more than once, you shouldn't hesitate to test yourself on it more than once. Continual review is the key to learning material and remembering it.

Find Your Procrastination Quotient

FRANK & ERNEST® BY BOB THAVES



FRANK & ERNEST: © Thaves/Dist. By Newspaper Enterprise Association, Inc.

Do you procrastinate? Do you wait until the last minute to accomplish a task, such as a homework assignment? Do you recognize yourself in the Frank and Ernest cartoon above? To assess your tendency for procrastination, take the test that follows. Look at the statements and circle the number that best applies.

1. I invent reasons and look for excuses for not acting on a problem.

STRONGLY AGREE 4 3 2 1 **STRONGLY DISAGREE**

2. It takes pressure to get me to work on difficult assignments.

STRONGLY AGREE 4 3 2 1 **STRONGLY DISAGREE**

3. I take half measures that will avoid or delay unpleasant or difficult tasks.

STRONGLY AGREE 4 3 2 1 **STRONGLY DISAGREE**

4. I face too many interruptions and crises that interfere with accomplishing my major goals.

STRONGLY AGREE 4 3 2 1 **STRONGLY DISAGREE**

5. I sometimes neglect to carry out important tasks.

STRONGLY AGREE 4 3 2 1 **STRONGLY DISAGREE**

6. I schedule big assignments too late to get them done as well as I know I could.

STRONGLY AGREE 4 3 2 1 **STRONGLY DISAGREE**

7. I'm sometimes too tired to do the work I need to do.

STRONGLY AGREE 4 3 2 1 **STRONGLY DISAGREE**

8. I start new tasks before I finish old ones.

STRONGLY AGREE 4 3 2 1 **STRONGLY DISAGREE**

9. When I work in groups, I try to get other people to finish what I don't.

STRONGLY AGREE 4 3 2 1 **STRONGLY DISAGREE**

10. I put off tasks that I really don't want to do but I know that I must do.

STRONGLY AGREE 4 3 2 1 **STRONGLY DISAGREE**

Scoring: Total the numbers you have circled. If the score is below 20, you are not a chronic procrastinator and you probably have only an occasional problem. If your score is 21–30, you have a minor problem with procrastination. If your score is above 30, you procrastinate quite often and should work on breaking the habit.

If you do procrastinate often, why do you think you do it? Are there particular subjects or classes or kinds of assignments on which you are more likely to procrastinate?

Find your procrastination quotient™ from Robert S. Feldman, *Power Learning, 2/e*, p. 44. Copyright © 2003 McGraw-Hill Companies, Inc. Used with permission.

AND ONE MORE THING!

Many of us, despite our best intentions, are chronic procrastinators. We are forever putting off into the far distant future things that need to be accomplished today. Obviously, to be successful in school, as well as life, this bad habit needs to be changed.

SELECTION

*“Think about the successful people you know.
Are any of them procrastinators?”*

GETTING THE PICTURE

Practice your SQ3R techniques with this reading selection. Read the first paragraph, the first sentence of subsequent paragraphs, the subheadings, and the information in bold type. Then read the questions at the end. What do you already know about this topic? Did you know that procrastination can lead to health problems? College students who put off doing their assignments have more headaches, colds, and stomach pains than students who complete their assignments on time. Before you start reading, come up with some questions of your own. Then read the selection completely at least once; articulate what you have learned; and, finally, review the material and answer your own questions.

BIO-SKETCH

In 1997, Stedman Graham, former professional athlete, founder of Athletes Against Drugs, and corporate and community leader, published *You Can Make It Happen: A Nine-Step Plan for Success*. The following is an excerpt from Chapter 9, “Win by a Decision.”

BRUSHING UP ON VOCABULARY

procrastinate to put off doing something unpleasant or burdensome until a future time.

gridlock a blockage; a paralysis. The word refers to a traffic jam, as at a busy intersection, in which no vehicle is able to move in any direction.

Excerpt from

You Can Make It Happen

by Stedman Graham



WIN BY A DECISION

- 1 If you want to pursue a better life, you need a process and a method for making better decisions, a process that uses all of your creative and analytical powers, all the resources at your command. Big decisions require big thinking.

Often, the only difference between you and someone you admire is that they have made the decision to make their lives better. There is a traditional African proverb that says, “If it is to be, it’s up to me....”

2 Napoleon Hill, author of the classic *Think and Grow Rich*, has noted that successful people make decisions quickly and firmly once they have reviewed all the information available. Unsuccessful people, he said, make decisions slowly and change them often. He claimed also that ninety-eight out of a hundred people never make up their minds about their major purpose in life because *they simply can’t make a decision and stick with it*. I hope to help you change that percentage by becoming one of those people who can make good life decisions.

3 One of the biggest obstacles to the decision-making process is something I am very familiar with: procrastination. I come from a long line of procrastinators. It might have been longer, but they kept putting off having more of us. Some say that not making a decision is a decision in itself, one with many implications. I’ve worked at overcoming my tendency to procrastinate, which is the tendency to put things off. One in five Americans is a chronic procrastinator, according to DePaul University professor Joseph R. Ferrari, coauthor of *Procrastination and Task Avoidance: Theory, Research and Treatment*. Ferrari has identified two types of procrastinators: the *arousal* type and the *avoidance* type. The first kind of procrastinator puts things off because they get a thrill out of doing things at the buzzer and in a last-minute rush. The second type puts things off to avoid them for a wide number of reasons ranging from fear of failure to simply wanting to avoid doing something they consider to be unpleasant. Those who procrastinate because they have a fear of failure believe that they are better off not trying than trying and failing. Mark Twain was the literary hero of procrastinators. His motto was “*Never put off till tomorrow what you can do the day after tomorrow.*”

4 Here are a few other common phrases you’ll hear from serious procrastinators:

This just isn’t the right time to make that decision.

I have a few other important matters to deal with first.

My schedule just won’t give me the time for that matter.

I’ve been meaning to get to that.

I’ll tackle that when I’ve got more experience.

You wouldn’t believe all the stuff I have to do before I can get to that.

Tomorrow, I promise you.

I just have to get away from all the distractions to focus on that.

I’m waiting to make a bigger move.

There is probably a safer (better, faster, easier) way of doing this. I’ll wait for it.

5 Do any of these sound familiar to you? Procrastinators are creative in making excuses, even if they can’t do anything else. The question they always get from people around them is “What are you waiting for...?”

- 6 Decision-making gridlock is a serious problem if you are interested in pursuing your vision for a better life. Often, it is based in fear, whether your particular brand is fear of success or fear of failure or just fear of pulling your head out of the ground (or from wherever you might have stuck it). Think about the successful people you know. Are any of them procrastinators? Do they spend days looking before they leap? Or do they go after what they want? I was going to come up with a list to help you overcome this problem but . . . just kidding.
- 7 The self-defeating habit of procrastination is a fairly common trait. There are three theories as to why you put things off that are vitally important:
1. You are just lazy.
 2. You are self-destructive.
 3. You like being stuck because it brings you sympathy.
- 8 As you can tell, these theories do not paint a pretty picture of the procrastinator's personality. None of them really explains the problem or deals with it in a very logical manner. No one is born lazy. Only truly demented people enjoy causing pain and mental torment to themselves. Sympathy may be one form of attention, but it is hardly uplifting or inspiring.
- 9 Recent studies of procrastination have found that people who put things off as a matter of habit are often troubled with feelings of hopelessness, low self-esteem, guilt, or fear. Procrastination is also the province of perfectionists, who put things off because they are waiting for the perfect time to produce the perfect results.
- 10 Here are a few tips to help my fellow procrastinators out there get beyond their "but's" and past their "one day I'm gonna's."

EIGHT SMALL STEPS FOR GETTING PAST PROCRASTINATION

- 11 1. *Take small bites.* Have you ever been to one of those Mexican restaurants that advertise Burritos As Big As Your Head? They aren't exaggerating, much. But you don't order one and then say, "I think I'll wait for a better time to eat this." No, you get to work on it. You don't try to do it in one huge bite, however; you eat that giant burrito one small bite at a time. This is not only good for digestion, it is good for decision making.
- 12 2. *Begin now!* Without even giving yourself time to think of excuses, sit down now and start the process and force yourself to keep at it for at least an hour. Set a time to pick up where you left off.
- 13 3. *Slam the door on critics.* If you feel that you can't make a decision because someone is holding you back, break free of that sense of helplessness and victimization. Sometimes you have to go against the sentiments of those around you in order to make decisions that open opportunities for yourself. You can't expect others to always share your vision. Don't let anything or anyone stand

"Whatever piece of business you have in hand, before stopping, do all the labor pertaining to it which can then be done."

—Abraham Lincoln

between you and your freedom to make decisions that improve your life. It is simply impossible to always reach a consensus.

- 14 4. *Lighten up.* Procrastinators tend to take themselves far too seriously. You are significant only within a very limited scope. The world is not focused on your every move. The sun will still come up tomorrow. The stars will still shine tonight. No matter what you do, the future of the galaxy is not resting on your shoulders. If the thought of making a decision is weighing so heavily that you can't make it, you need to step away and regain perspective so that you don't take yourself so seriously. Do something to take your mind off the decision and to lighten your mood. Take a walk, visit a friend who cheers you up, read a comic novel, or take in a comedy at the movie theater or on television. Get out of that dark mood.
- 15 5. *Think of the carrot, not the stick.* Those who put things off sometimes do it because they focus on the difficulties and demands of taking an action rather than on the rewards that await them. Focus on the solution, not the problem. Keep your mind on the rewards and results of your decision rather than on the process itself. After all, how many times have you fretted and worried about doing something, only to discover that it was not nearly as painful as you had imagined? Don't dream of all the work involved; dream of the rewards you will reap when you have taken action and gone after what you want from life.
- 16 6. *Bring in a coach.* These days people have personal fitness trainers, personal bankers, personal speech coaches, personal accountants, personal nutrition advisers. Why not bring in a friend or family member to be your antiprocrastination coach? Give them a list of the things you need to do and order them to dog you until you do them. Provide the whip if you feel it is necessary. Drastic procrastination calls for drastic action.
- 17 7. *Live in the moment.* I knew of a fellow who came to the end of his life and realized that he had accomplished nothing that he had wanted to do. He lamented this fact to a friend of his, *I don't know how I wasted my whole life.* The friend observed that he hadn't started out to waste his whole life. First, he had wasted a minute of it, then an hour, then a day, then a week, a month, a year, a decade, and *then* his whole life. Take a clue, and do the opposite. Use up every minute, every hour, every day, until you have made the most of your entire life.
- 18 8. *Don't demand perfection.* Tell yourself there is not going to be a *perfect* time to get started, and that you don't have to be *perfect* in your performance. Compromise and start immediately and rough out the task, and then build upon it. No one is standing over your shoulder demanding that you make no mistakes. . . . You are far more likely to succeed if you work to please yourself, without feeling pressured to meet the standards of others.

Source: Pp. 224–230 reprinted with the permission of Simon & Schuster Adult Publishing Group from YOU CAN MAKE IT HAPPEN: A Nine-Step Plan for Success by Stedman Graham. Copyright © 1997 by Graham-Williams Group. All rights reserved.

**COMPREHENSION CHECKUP****Fill in the Blanks**

Drawing on what you learned from the selection, fill in the blanks with an appropriate word or phrase.

1. What is the selection about? procrastination
2. Of the eight tips presented by Stedman Graham, list the four that you find most helpful. (Answers will vary.)
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. Name the two types of procrastinators.
 - a. arousal
 - b. avoidance
4. There are three theories that attempt to explain why people procrastinate. List them below and give an example or illustration for each one. (Answers will vary.)
 - a. just lazy
 - b. self-destructive
 - c. being stuck because it brings sympathy

Multiple Choice

Write the letter of the correct answer in the blank provided.

- c 1. Graham would agree with which of the following?
 - a. Successful people decide things impulsively.
 - b. It's not possible to improve one's basic outlook on life.
 - c. Procrastinators are capable of changing their decision-making habits.
 - d. Before you decide on any important actions, carefully gather opinions from friends and family.
- a 2. All of the following are typical of procrastinators *except*
 - a. taking a project one step at a time
 - b. expecting perfection
 - c. worrying about possible failure
 - d. taking themselves far too seriously

- d 3. Graham suggests that procrastination can lead to
- feelings of hopelessness
 - poor self-esteem
 - guilt-ridden feelings
 - all of the above
- c 4. What is the meaning of the word *demented* as used in paragraph 8?
- very fine
 - easily hurt
 - mentally ill
 - spoiled
- d 5. According to Graham, procrastinators like which of the following excuses?
- I'll do it tomorrow!
 - I'll wait for an easier way.
 - I'm too distracted right now.
 - All of the above

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

- T 6. According to Graham, many procrastinators have perfectionistic tendencies.
- F 7. Graham has probably never had a tendency to procrastinate.
- T 8. Graham suggests that many procrastinators should take themselves far less seriously.
- T 9. Some people procrastinate because they like the attention and sympathy such behavior brings.
- F 10. The word *lamented* in paragraph 17 means "celebrated."

Vocabulary in Context

Choose one of the following words to complete each of the sentences below. Use each word only once. Be sure to pay close attention to the context clues provided.

chronic	consensus	drastic	lamented	logical	scope
compromise	demented	fretted	literary	perspective	vitality

- The scope of a paperback dictionary that has 50,000 entries is far less than that of a hardback dictionary with 180,000 entries.
- Her chronic neck pain was probably caused by a pinched nerve.
- Marcy fretted about her son's withdrawn behavior and his sudden tendency to stay in his room all day.
- Not that many people realize that Steve Martin, the zany comedian, also has literary talent and has published two well-received novels.
- Because the squabbling couple refused to compromise with each other, the marriage counselor recommended the dissolution of the marriage.

6. After the medical lab results came in, the doctor said that no _____ **drastic** _____ measures were necessary and instead advised a cautious wait-and-see approach.
7. In contrast to when I was a teenager, the _____ **perspective** _____ I now have on life is entirely different.
8. Many environmentalists say that it is _____ **vitaly** _____ important that the United States reduce its dependence on fossil fuels.
9. At the funeral, many of those present _____ **lamented** _____ the loss of the young fireman who had given his life to rescue a little girl trapped inside a burning apartment.
10. The public defender argued that his client should not receive the death penalty because his client had a long history of mental problems and was _____ **demented** _____.
11. Although Brian attends the biology class, he fails to attend the required lab sessions; therefore, it is _____ **logical** _____ to assume that he might not pass the class.
12. It was the _____ **consensus** _____ of all members of my family that my decision to drop out of school was a mistake.



In Your
Own
Words

What is the main idea of this poem? How does the poem relate to the previous selection?

Walk around feeling like a leaf
Know you could tumble any second.
Then decide what to do with your time.

—Naomi Shihab Nye

Source: Naomi Shihab Nye, last stanza from “The Art of Disappearing” in *Words Under the Words*



The Art of Writing

In a brief essay, respond to the item below.

Find something in your life that you feel needs improvement. Think about how you could go about making this improvement. Identify three specific things you could do that would move you toward your goal. For example, your goal might be to lose 15 pounds. Your three specific actions might be (1) to go running three times a week, (2) to allow yourself no fast food on weekends, and (3) to substitute diet sodas for regular sodas. Decide how long you’re going to stick to your three specific actions. Be sure to answer the following questions: What are you going to try to improve in your life? What specific actions are you going to take to reach your goal? How long are you going to persevere?



Internet Activity

Stedman Graham gives readers general pointers for dealing with procrastination. The University of Buffalo has put together a website to help students overcome procrastination:

<http://ub-counseling.buffalo.edu/stressprocrast.shtml#intr>

Consult the site and list a few of the tips you find there.

SELECTION

"For once, Leonardo's genius let him down."

GETTING THE PICTURE

Leonardo da Vinci (1452–1519) was born the illegitimate son of a local lawyer in the small town of Vinci. He was a painter and an inventor. His most famous portrait is the *Mona Lisa*. The following selection discusses the restoration of another of his famous



Before the Restoration.



After the Restoration.

Scala/Art Resource, NY. S. Maria delle Grazie, Milan, Italy

SELECTION *continued*

works of art, *The Last Supper*. Leonardo painted *The Last Supper* on a monastery wall in Milan. It depicts the Passover meal that Jesus shared with his disciples before he was brought to trial and crucified. In the painting, Leonardo illustrates the moment when Jesus said to his disciples, “One of you shall betray me.” Judas, the betrayer, who is seated fourth from the left of Jesus, clutches in his hand a bag containing the 30 pieces of silver he was paid for identifying Jesus.

BIO-SKETCH

Mark Getlein is a painter and an author of textbooks on art-related subjects.

BRUSHING UP ON VOCABULARY

plague a contagious disease that causes many deaths. It can also mean something that causes trouble or annoyance.

innovation a new device or new way of doing something.

bypassed ignored a popular practice.

precarious uncertain; insecure

impregnated spread throughout

Excerpt from

RESTORATION

by Mark Getlein

- 1 **U**nwise restorations have been the plague of many a great work of art, and there can be no better example than Leonardo da Vinci’s *Last Supper*. Leonardo worked on this masterpiece during the years 1495 to 1497. Always a great one for innovation, he bypassed the established wall painting technique and devised an experimental method for this project. For once Leonardo’s genius let him down. What may have been his greatest work soon became a ruin. Within ten years, the painting was said to be flaking badly; within about fifty years, the biographer Giorgio Vasari wrote that “Nothing is visible but a dazzling mass of blots.”
- 2 The first major restoration was undertaken in 1726, and five others followed. Each of these restorations did more harm than good. One used a harsh solvent that dissolved Leonardo’s colors. Another applied a strong glue that attracted dirt. Yet another restorer managed to give one of the Apostle’s six fingers on one hand.
- 3 To make matters worse, the physical environment of the *Last Supper* could scarcely have been more precarious. Sharp variations in heat and humidity forced the paint off the wall, bringing deep cracks to the surface. Sometime in the 18th century, well-meaning friars in the monastery installed a curtain across the mural—which had the effect of trapping moisture on the wall and scraping off yet more paint each time the curtain was drawn back. French soldiers of Napoleon who occupied the monastery in 1796 took turns throwing rocks at the mural and climbing ladders to scratch out the Apostles’ eyes. A bomb fell on the monastery during

“A successful person is one who can lay a firm foundation with the bricks that others throw at him or her.”

—David Brinkley

“Criticism is prejudice made plausible.”

—H. L. Mencken

World War II, missing the wall by a yard. It's a miracle that anything is left at all, and little is left.

Finally, nearly five hundred years after Leonardo put down his brushes, sensible measures were taken to save the mural. A Milanese restorer, Dr. Pinan Brambilla, began a major restoration in 1977; the project would last more than twenty years. Dr. Brambilla had assets earlier restorers lacked—modern microscopes, chemicals, and measuring devices. Through sensitive probing, she could determine what was Leonardo's work and what was somebody else's—and remove the latter. In areas where nothing is left of Leonardo's paint, she did not attempt to reconstruct the imagery, but simply painted in a neutral color.

It has not been easy. Dr. Brambilla's eyesight was permanently altered, and she suffers chronic pain in her shoulders and back. She says, “I often have to clean the same piece a second time, or even a third or fourth. The top section of the painting is impregnated with glue. The middle is filled with wax. There are six different kinds of plaster and several varnishes, lacquers, and gums. What worked on the top section doesn't work in the middle. And what worked in the middle won't work on the bottom. It's enough to make a person want to shoot herself.”

6 Inevitably, Dr. Brambilla will have to cope with people who want to shoot *her*. Every art historian in the world will have an opinion about her restoration, and many of those opinions will be negative, even outraged. Still, she remains philosophical about her project. “I am at peace with what I have done here,” she says.

Source: From Mark Getlein, *Gilbert's Living with Art*, 8th ed. New York: McGraw-Hill, p. 111. Copyright © 2008 McGraw-Hill. Reprinted by permission of the McGraw-Hill Companies, Inc.

COMPREHENSION CHECKUP

Multiple Choice

Write the letter of the correct answer in the blank provided.

- ^a 1. The selection is about
- the restoration of *The Last Supper*
 - Dr. Brambilla
 - art
 - Leonardo da Vinci
- ^b 2. How many restorations of *The Last Supper* were there before Dr. Brambilla's?
- 5
 - 6
 - 7
 - 8
- ^d 3. Which of the following materials have been applied to *The Last Supper* during restorations?
- a harsh solvent
 - strong glue
 - chemicals
 - all of the above

- c 4. One can conclude from the reading that
- all artwork should be restored
 - all art historians agree that Dr. Brambilla has done a good job
 - art restoration can be difficult
 - techniques of art restoration have not improved for hundreds of years
- d 5. Which of the following has led to the current condition of the mural?
- installing a curtain to cover it
 - soldiers throwing rocks at it
 - variations in heat and humidity
 - all of the above

True or False

Indicate whether each statement is true or false by writing T or F in the blank provided.

- F 6. All of the restorations of *The Last Supper* have used the same techniques.
- T 7. Dr. Brambilla worked on the restoration project for more than 20 years.
- F 8. Dr. Brambilla was not able to determine what was originally painted by Leonardo and what was painted by someone else.
- F 9. Leonardo originally painted six fingers on one hand of one of the Apostles.
- T 10. The selection implies that Leonardo's experimental wall-painting technique was not a success.

Vocabulary in Context

Write the letter of the correct answer in the blank provided.

- c 1. All of the following could be considered assets *except*
- money in the bank
 - stocks and bonds
 - a bankrupt company
 - a college education
- d 2. If your mother tells you that dropping out of school is *unwise*, she means that
- it is a good idea
 - it is not a good idea
 - it is not wise
 - both b and c
- b 3. When you *undertake* something, you
- decide not to do it
 - agree to do it
 - refuse to do it
 - get angry but do it anyway
- c 4. In paragraph 2, the words *harm* and *good* are
- synonyms
 - homonyms
 - antonyms
 - digraphs

- d 5. If you have a *chronic* disease, it is likely to
- go away after a short while
 - continue for a long time
 - come back again and again
 - both b and c
- a 6. When something is *visible*, it is
- capable of being seen
 - not perceptible to the eye
 - concealed
 - none of the above
- c 7. Which of the following is more likely a *neutral* color?
- red
 - purple
 - beige
 - green
- a 8. An antonym for *sensible* is
- foolish
 - practical
 - reasonable
 - imaginative
- c 9. If you are feeling *philosophical* about losing your wallet, you are feeling
- frustrated
 - stressed
 - accepting
 - depressed
- c 10. A *harsh* chemical is one that is
- soft
 - gentle
 - strong
 - pleasant



In Your Own Words

- How does Mark Getlein feel about Dr. Brambilla's restoration of *The Last Supper*? What clues enable you to reach this conclusion?
- What does the reading suggest about the character of Dr. Brambilla? How did she handle the stress of the renovation? Do you think art restoration is a stressful job? Why or why not?

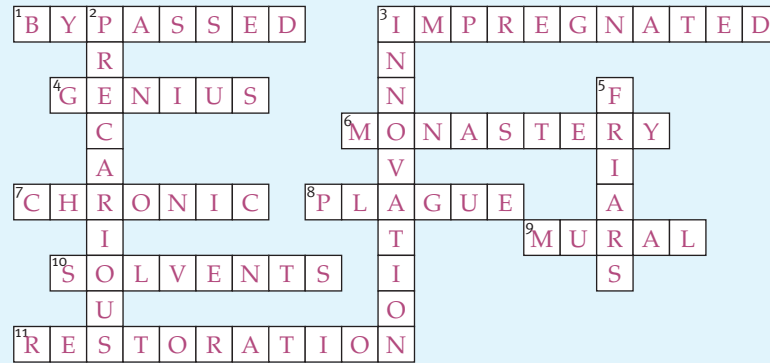


The Art of Writing

Study the original *Last Supper* and Dr. Brambilla's restoration. Do you think that effort should be made to restore great works of art? Or would it be better just to leave them as they now are? Write a paragraph discussing the issue.

Vocabulary Puzzle

Directions: Use the vocabulary words to complete the puzzle.



bypassed	genius	monastery	precarious
chronic	impregnated	mural	restoration
friars	innovation	plague	solvents

ACROSS CLUES

- Elias, taking his complaint directly to the school board, _____ **bypassed** _____ the teacher, the principal, and the superintendent of his school.
- When he got home from the all-night party, he discovered that his clothes were _____ **impregnated** _____ with smoke.
- Many people consider Albert Einstein to be a _____ **genius** _____.
- A _____ **monastery** _____ is a residence where monks live in religious seclusion.
- Lifetime smokers often develop a _____ **chronic** _____ cough.
- Traffic congestion is a _____ **plague** _____ of modern life.
- Mixtec Culture* is a famous _____ **mural** _____ by Mexican artist Diego Rivera.
- Many common cleaning _____ **solvents** _____ have been found to be harmful to the environment.
- Has any historical building in your community gone through a _____ **restoration** _____ process?

DOWN CLUES

- Standing on the top step of a ladder puts a person in a _____ **precarious** _____ position.
- The computer is a wonderful _____ **innovation** _____.
- _____ **Friars** _____, like monks, lead austere religious lives.



Internet Activities

1. Type “Leonardo da Vinci inventions” into an Internet search engine. Click on a website that discusses Leonardo’s inventions, and write a few sentences about one that you find interesting.
2. Dan Brown in *The Da Vinci Code* claims that one of the disciples seated close to Jesus in Leonardo’s *Last Supper* is not John, but instead Mary Magdalene. Type in “da Vinci’s *Last Supper*” and see what you find.

TEST-TAKING TIP

Be Prepared

Sometime in the next few weeks you will take a test in one of your classes. Although this advice may seem obvious, you need to prepare for the test. Don’t wait until late the night before to begin studying the material. That’s too late. Following are some suggestions for preparing for the test.

1. Read the course material before it is discussed in class. Every evening review the day’s class notes.
2. Practice the SQ3R method of studying. Annotate and highlight your textbook and class notes.
3. Begin reviewing for a test days in advance. If you learn best by listening, read the material

out loud. If you learn best by seeing, make an outline of the material. If you learn best by being physically involved, copy your notes.

4. Find out what the test is going to cover. Your instructor may give you a study guide or sample questions. If not, put together your own study guide and sample questions. What points has the instructor emphasized? What do you think are the most important points?
5. Find out what kind of test it’s going to be—multiple choice, true-false, short answer, short essay, or a combination. Knowing what to expect will guide your preparation and ease your anxiety.

The most important test-taking tip is—be prepared!

Discovering Meaning Through Structure

PART 2



CHAPTERS IN PART 2

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Steam-boat, (1923)

BY FERNAND LEGER

Musée National Fernand Leger, Biot, France.
Photo: Erich Lessing/Art Resource,
NY © ARS, NY

CHAPTER

2

Topics, Main Ideas, and Details



Carte Blanche (1965) BY RENÉ MAGRITTE

© 2009 C. Herscovici, Brussels/Artists Rights Society (ARS),
New York. Banque d'Images, ADAGP/Art Resource, NY.
National Gallery of Art, Washington, DC, U.S.A.

View and Reflect

1. *Carte Blanche* was created by the highly imaginative painter René Magritte. What does the painting illustrate about perception, which is the theme of this chapter? Is the scene you are viewing physically possible?
2. Do the trees hide or reveal the woman and the horse? Can you see the woman and the horse in the open spaces in the painting?
3. What is the topic of the painting? The main idea?
4. What is the definition of *carte blanche*? In what way does the definition apply to the painting?

TOPICS AND MAIN IDEAS

Most paragraphs are about a particular **topic** or **subject**. The topic is usually a single word or phrase and is often the noun that is mentioned most frequently in a paragraph. We can identify the topic by asking ourselves, “What is this all about?” or “Who is this all about?”

Paragraphs are supposed to be organized around a main idea with all sentences supporting this **main idea**, or key point, of the paragraph. The main idea can be identified by asking, “What key point does the author want me to know about the topic?”

The main idea may be directly stated in a paragraph—usually, but not always, in the first or last sentence—or it can be implied. When trying to find a main idea that is directly stated, it helps to remember that you are looking for a general statement, not a specific one. When main ideas are implied, you, the reader, are responsible for coming up with a general statement that unites the author’s key details. This general statement should be no more than one sentence long.

Details are supporting sentences that reinforce the main idea. While the main idea is a general statement, supporting details provide specific information, such as facts, examples, or reasons, that explain or elaborate on the main idea.

As an illustration of the difference between main ideas and details, study the invitation below. The main idea of the invitation is the fact that a reception is going to be held. The details tell us who the reception is for and when and where it will occur.



HIGUCHI CERAMIC DESIGNS

by

Jon Yukio Higuchi



Wedding Vessel

14”w x 9 3/4”h



Jon Yukio Higuchi
“All Fired Up”



November 12 - December 5, 2002

Glendale Community College
Student Union Gallery

*You are invited to an open Reception
on:*

**Tuesday, November 12, 2002
6:00 p.m. - 8:00 p.m.**

Glendale Community College
6000 West Olive/Dunlap Ave.
Glendale, AZ 85302

Sponsored by the Evening Students Association

Jon Yukio Higuchi, “All Fired Up” invitation. Copyright © 2002. Used by permission of Jon Yukio Higuchi. Photo: Cheryl Miller.

Those supporting sentences that directly reinforce the main idea are called **major** supporting details, and those sentences that serve only to reinforce the major supporting details are called **minor** supporting details.

Read the following paragraph from *Gilbert’s Living with Art* by Mark Getlein. The topic of the paragraph is perception.

1. In visual perception, our eyes take in information in the form of light patterns; the brain processes these patterns to give them meaning. The mechanics of perception work much the same way for everyone, yet in a given situation we do not all perceive the same things. The human eye cannot take in all available visual information. Our world is too complex, and we are constantly bombarded with an incredible range of visual images. To avoid overloading our mental circuits, the brain responds only to that visual information required to meet our needs at one moment.

The next paragraph contains a main idea sentence and a series of examples that support it. The topic of this paragraph, and the others that follow, is also perception.

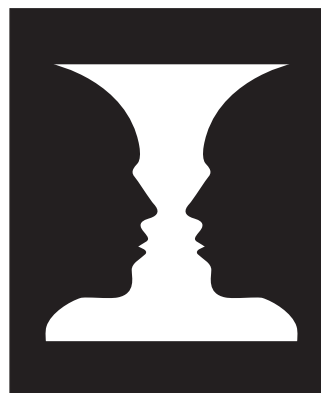
2. It is easier to cope with our complex visual world if we simplify our perceptions and see according to our immediate needs. Suppose you are motoring along a busy street. Your eyes “see” everything, but what does your brain register? If you are the car’s driver, you will see the traffic signs and lights, because awareness of such details is necessary. If you are hungry, your attention may be attracted by fast-food signs. If you are looking for a specific address, you will focus on building numbers and block out nearly everything else.

“The field of consciousness is tiny. It accepts only one problem at a time.”

—Antoine de Saint-Exupéry

Identify the main idea sentence in paragraph 3 below.

3. Studies indicate that the brain is often more important than the eyes in determining what each of us sees as we move through the world. The brain’s ability to control perception is obvious when we study ambiguous figures, such as the classic one reproduced here. When you first look at this drawing, you may see a white vase. Or you may see two dark profiles. Even after you have been made aware of the two images, you must consciously work at going back and forth between them. You can feel your brain shifting as it organizes the visual information into first one image and then the other.



Vase-profile illusion

Paragraph 3 expresses the main idea in the first sentence and then gives us an example that illustrates it.

To gain understanding of how main ideas and major and minor supporting details work together in a paragraph, read the following paragraph and study the outline that follows.

4. While perception can cause us to miss seeing what is actually present in the visual field, it can also do the reverse: cause us to “see” what is not present. The brain supplies information to create a kind of order it requires, even though that information may not be recorded by the eyes. In the illustration of wavy forms you may see a

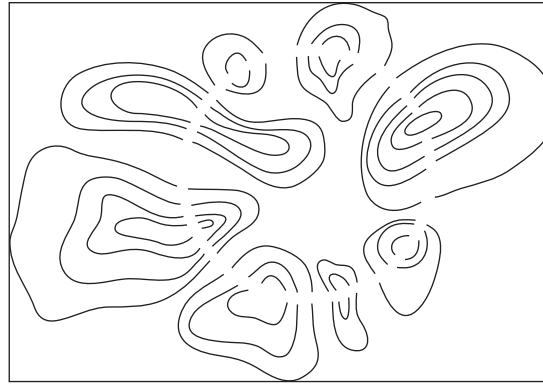
“Facts as facts do not always create a spirit of reality because reality is a spirit.”

—G. K. Chesterton

perfect white circle, but there is no circle. There is only the illusion of a white circle created by breaks in the wavy forms. This is just another trick our brains play on us as part of the phenomenon of perception.

“Restoration” from Mark Getlein, *Gilbert’s Living with Art*, 6th ed., New York: McGraw-Hill, 2002, p. 11. Copyright © 2002 McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies, Inc.

From Mark Getlein, *Gilbert’s Living with Art*, 6th ed., New York: McGraw-Hill, 2002, p. 274. Copyright © 2002 McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies, Inc.



Wavy Forms

“Wavy Forms,” from Mark Getlein, *Gilbert’s Living with Art*, 6th ed., New York: McGraw-Hill, 2002, p. 274. Copyright © 2002 McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies, Inc.

Key: MI (main idea), MSD (major supporting detail), msd (minor supporting detail)

- I. Perception can cause us to miss seeing what is there and can cause us to “see” what is not there. (MI)
 - A. The brain supplies information to create order in what our eyes see. (MSD)
 1. You see a perfect white circle in the wavy forms. (msd)
 2. In this way, our brains trick us. (msd)

It is wise to remember that while all paragraphs have a topic, not all paragraphs have main ideas. Some background or descriptive paragraphs, which are meant to set the tone or mood of a piece of writing, may not have any main idea at all.

Exercise 1: Locating Topics in Textbook Material

Locate the topic of each paragraph. Remember to ask the question “Who or what is the paragraph about?”

1. Tickets for athletic events and musical concerts sometimes get resold for much greater amounts than the original price—a market transaction known as “scalping.” For example, an original buyer may resell a \$75 ticket to a concert for \$200, \$250 or more. Reporters sometimes denounce scalpers for “ripping off” buyers by charging “exorbitant” prices. But is ticket scalping really undesirable? Not on economic grounds! We must first recognize that such ticket resales are voluntary transactions. If both buyer and seller did not expect to gain from the exchange, it would not occur! There are no losers or victims here. Both buyer and seller benefit from the transaction. The scalping market simply redistributes assets (game or concert tickets) from those who would rather have the money to those who would rather have the tickets.

Paragraph From Campbell R. McConnell, *Economics*, 17th ed., 2008, p. 55.

Topic: ticket scalping

During a one-month period in 2001, 30.7 percent of high school students had ridden in a vehicle driven by a person who had been drinking alcohol.

2. Alcohol consumption exacts an alarming toll on college students. Students who drink more frequently die in traffic accidents, receive citations for driving under the influence/driving while intoxicated (DUI/DWI), damage personal or public property, argue or fight, attempt suicide, experience or commit sexual abuse, miss classes, receive failing grades, suffer academic probation, or drop out of college more often than do those who are not drinkers. Most campus rapes occur when the victim, the assailant, or both have been drinking.

Paragraph from Clinton Benjamin, et al., *Human Biology*, New York: McGraw-Hill, 1997.

Topic: drinking by students

3. Anyone who has roomed with a noisy person, worked in a noisy office, or tried to study with a party going on in the next room can attest to the effect of noise on one's level of stress. Noise can raise blood pressure, increase heart rate, and lead to muscle tension. Noise has been found to be related to job dissatisfaction and to result in irritation and anxiety. Most disturbing is noise that constantly changes in pitch, intensity, or frequency. We may become used to more common and stable noise and almost ignore it. People who live near airports, for example, seem to not even hear the planes after a while. However, just because you become accustomed to the noise or are able to tune it out doesn't mean you are not being affected by it.

Paragraph from Jerrold Greenberg, *Comprehensive Stress Management*, 9th ed., New York: McGraw-Hill, 2006, p. 77. Copyright © 2006 McGraw-Hill Companies, Inc. Used with permission.

Topic: effect of noise and stress

4. In the traditional cultures of Asia, arranged marriages were the rule. Marriages were designed to further the well-being of families, not of the individuals involved. Marriage was traditionally seen as a matter of ancestors, descendants, and property. Supporters of these traditions point out that love is a fleeting emotion and not a sensible basis for such an important decision. Today, arranged marriages are still very common in India, in many Muslim nations, and in sub-Saharan Africa. However, it appears that this tradition is rapidly deteriorating, often in proportion to the degree of Western influence.

Paragraph from Curtis Byer, et al., *Dimensions of Human Sexuality*, 5th ed., New York: McGraw-Hill, 1999, p. 39

Topic: arranged marriages

“When people are bored, it is primarily with their own selves.”

—Eric Hoffer

5. If you are like most people, you have indulged in fake listening many times. You go to history class, sit in the third row, and look squarely at the instructor as she speaks. But your mind is far away, floating in the clouds of a pleasant daydream. Occasionally you come back to earth: the instructor writes an important term on the chalkboard, and you dutifully copy it in your notebook. Every once in a while the instructor makes a witty remark, causing others in the class to laugh. You smile politely, pretending that you have heard the remark and found it mildly humorous. You have a vague sense of guilt that you are not paying close attention, but you tell yourself that any material you miss can be picked up from a friend's notes. Besides, the instructor is talking about road construction in ancient Rome and nothing could be more boring. So, back you go into your private little world. Unfortunately, fake listening has two

drawbacks: (1) You miss a lot of information, and (2) you can botch a personal or business relationship.

Paragraph from Hamilton Gregory, *Public Speaking for College and Career*, 4th ed., New York: McGraw-Hill, 1996, p. 27

Topic: fake listening

6. The number of Americans living alone more than doubled between 1970 and 2000, a much greater increase than the 16 percent growth in married couples. By 2000, 26.7 million Americans were living alone; one of every four occupied dwelling units had only one person in it. The high incidence of divorce, the ability of the elderly to maintain their own homes alone, and the deferral of marriage among young adults have contributed to the high rate of increase in the number of single-person households.

Paragraph from Michael Hughes, *Sociology the Core*, 7th ed., 2005, p. 345. Copyright © 2005 McGraw-Hill Companies, Inc. Used with permission.

Topic: single-person households

Exercise 2: Locating Main Ideas in Textbook Material

Locate the main idea sentence of each paragraph. The main idea can be identified by asking the question “What key point does the author want me to know about the topic?”

Paragraphs in items 1–5 from David G. Myers, *Social Psychology*, 8th ed., New York: McGraw-Hill, 2005, pp. 157–160. Copyright © 2007 McGraw-Hill Companies, Inc. Used with permission.

“Anxiety is fear of one’s self.”

—Wilhem Stekel

1. We infer our emotions by observing our bodies and our behaviors. For example, a stimulus such as a growling bear confronts a woman in the forest. She tenses, her heartbeat increases, adrenaline flows, and she runs away. Observing all this, she then experiences fear. At a college where I am to lecture, I awake before dawn and am unable to get back to sleep. Noting my wakefulness, I conclude that I must be anxious.

Main idea: First sentence

2. James Laird instructed college students to pull their brows together and frown while experimenters attached electrodes to their faces. The act of maintaining a frown caused students to report feeling angry. Those students induced to make a smiling face reported feeling happier and found cartoons more humorous. We have all experienced this phenomenon. We’re feeling crabby, but then the phone rings or someone comes to the door and elicits from us warm, polite behavior. “How’s everything?” “Just fine, thanks. How are things with you?” “Oh, not bad. . . .” If our feelings are not too intense, this warm behavior may change our whole attitude. It’s tough to smile and feel grouchy. When Miss Universe parades her smile, she may, after all, be helping herself feel happy. Going through the motions can trigger the emotions.

Main idea: Last sentence

3. Your gait can affect how you feel. When you get up from reading this chapter, walk for a minute taking short, shuffling steps with eyes downcast. It’s a great way to feel depressed. Want to feel better? Walk for a minute taking long

strides with your arms swinging and your eyes straight ahead. Can you feel the difference?

Main idea: First sentence

4. It appears that unnecessary rewards sometimes have a hidden cost. Rewarding people for doing what they already enjoy may lead them to attribute their doing it to the reward. This undermines their self-perception that they do it because they like it. If you pay people for playing with puzzles, they will later play with the puzzles less than those who play without being paid. If you promise children a reward for doing what they intrinsically enjoy (for example playing with magic markers) then you will turn their play into work.

Main idea: First sentence

“Take away the cause and the effect ceases.”

—Miguel de Cervantes

5. An old man lived alone on a street where boys played noisily every afternoon. The din annoyed him, so one day he called the boys to his door. He told them he loved the cheerful sound of children’s voices and promised them each 50 cents if they would return the next day. Next afternoon the youngsters raced back and played more lustily than ever. The old man paid them and promised another reward the next day. Again they returned, whooping it up, and the man again paid them; this time 25 cents. The following day they got only 15 cents, and the man explained that his meager resources were being exhausted. “Please, though, would you come to play for 10 cents tomorrow?” The disappointed boys told the man they would not be back. It wasn’t worth the effort, they said, to play all afternoon at his house for only 10 cents. This folk tale illustrates the result of bribing people to do what they already like doing; they may then see their action as externally controlled rather than intrinsically appealing.

Main idea: Last sentence

Exercise 3: Locating Supporting Details in Textbook Material

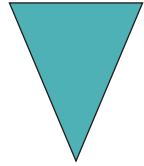
In previous exercises, we have seen that the main idea in a paragraph is frequently located at either the beginning or end of the paragraph. However, the main idea may also appear in other locations within a paragraph, such as in the middle or at both the beginning and the end. Wherever the main idea is located, it must be supported by details. Most authors provide examples, illustrations, major points, reasons, or facts and statistics to develop their main idea. While a main idea can be either directly stated somewhere in the paragraph or implied, supporting details are always directly stated. The ability to recognize supporting details is of crucial importance in the reading process. Locating supporting details will tell you whether you have correctly identified the main idea.

For those of you who are visual learners, diagrams showing the development of a paragraph and the position of the main idea and supporting details might be helpful. The topic of each of the following paragraphs is perceptual organization.

After reading the explanation for each type of paragraph, write several key supporting details on the line provided.

Paragraphs in items 1–4, 6–8 from Richard Schaefer, *Sociology*, 3rd ed., New York: McGraw-Hill, 2000, pp. 54, 56, 158. Copyright © 2000 McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies, Inc. Paragraph in item 5 from Wayne Weiten, *Psychology Applied to Modern Life*, 6th ed., Belmont, CA: Wadsworth, 2000, p. 161

Main idea sentence



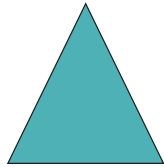
Details

1. *Much of perception is based on prior experience.* For instance, Colin Turnbull tells of the time he took a Pygmy from the dense rain forests of Africa to the vast African plains. The Pygmy had never before seen objects at a great distance. Hence, the first time he saw a herd of buffalo in the distance, he thought it was a swarm of insects. Imagine his confusion when he was driven toward the animals. He concluded that he was being fooled by witchcraft because the “insects” seemed to grow into buffalo before his eyes.

In paragraph 1, the main idea is stated in the first sentence. The author states the main idea and then provides an example to illustrate it. A diagram of this type of paragraph would be a triangle with the point aiming downward. The main idea is represented by the horizontal line at the top.

Supporting details: Example of pygmy who mistook swarm of insects for herd of buffalo

Details



Main idea sentence

2. A college professor was attacked by an actor in a staged assault. Immediately after the event, 141 witnesses were questioned in detail. Their descriptions were then compared to a videotape of the staged “crime.” The total accuracy score for the group (on features such as appearance, age, weight, and height of the assailant) was only 25 percent of the maximum possible. This incident dramatically demonstrates why witnesses to crimes so often disagree. *As you can see, impressions formed when a person is surprised, threatened, or under stress are especially prone to distortion.*

In paragraph 2, the author gives an example at the beginning and uses the main point to draw a conclusion. A diagram for this type of paragraph places the main idea at the bottom of the triangle.

Supporting details: Accuracy of 141 witnesses to staged assault was only 25 percent.

Details



Main idea sentence

Details

3. Harness yourself to a hang glider, step off a cliff, and soar. No matter how exhilarating, your flight still wouldn’t provide a true “bird’s eye” view. *Many birds see the world in ways that would seem strange to a human.* For example, pigeons, ducks, and humming-birds can see ultraviolet light, which adds an extra color to their visual palette. Homing pigeons and many migrating birds perceive polarized light, which aids them in navigation. The American woodcock can survey a 360-degree panorama without moving its eyes or head.

In paragraph 3, the author begins with an example, states the main idea, and then concludes with additional examples. Because the main idea is in the middle, the diagram resembles a diamond.

Supporting details: Pigeons see ultraviolet light; migrating birds perceive polarized light; and

American woodcocks can see 360-degree panorama.

Main idea sentence



Details

Main idea sentence

4. *Psychologists are gradually convincing lawyers, judges, and police officers of the fallibility of eyewitness testimony.* In one typical court case, a police officer testified that he saw the defendant shoot the victim as both stood in a doorway 120 feet away. Measurements made by a psychologist showed that at that distance light from the dimly lit doorway was extremely weak—less than a fifth of that from a candle. To further show that identification was improbable, a juror stood in the

doorway under identical lighting conditions. None of the other jurors could identify him. The defendant was acquitted. Even in broad daylight, eyewitness testimony is untrustworthy. After a horrible DC-10 airliner crash in Chicago in 1979, 84 pilots who saw the accident were interviewed. Forty-two said the DC-10's landing gear was up, and 42 said it was down! As one investigator commented, the best witness may be a "kid under 12 years old who doesn't have his parents around." *These and other incidents are being used by psychologists to demonstrate to legal professionals the unpredictability of eyewitness testimony.*

In paragraph 4, the author begins with the main idea, provides detailed illustrations of it, and concludes with a restatement of the main idea. A diagram of this type of paragraph would have an hourglass shape.

Supporting details: Police officer identifies wrong man in shooting incident; pilots disagree about landing gear in DC-10 crash.

Main idea not directly stated



- Remember Evan, that bully from your elementary school? He made your nine-year-old life a total misery—constantly looking for opportunities to poke fun at you and beat you up. Now, when you meet someone named Evan, you notice that your initial reaction is negative and that it takes a while before you warm up to him. Why?

In paragraph 5, the main idea is not stated in any specific sentence. Instead, all of the sentences are working together to create a word picture in your mind. Because no one sentence is clearly the main idea, a diagram of this paragraph might resemble a square or a rectangle.

Now practice what you have learned. Identify the main idea in the paragraphs below. Then draw a diagram of the paragraph and list some supporting details.

- In a literal sense, language may color how we see the world. Researchers Berlin and Kay have noted that humans possess the physical ability to make millions of color distinctions, yet languages differ in the number of colors that are recognized. The English language distinguishes between yellow and orange, but some other languages do not. In the Dugum Dani language of New Guinea's West Highlands, there are only two basic color terms—*modla* for "white" and *mili* for "black." By contrast, there are 11 basic terms in English. Russian and Hungarian, though, have 12 color terms. Russians have terms for light blue and dark blue, while Hungarians have terms for two different shades of red.

Diagram:  _____

Main idea: first sentence

Supporting details: Languages differ in number of colors recognized; English distinguishes between yellow and orange; in Dugum Dani language, only two color terms—black and white; Russians—12 colors.

- We convey a great deal about how we feel in our facial expressions, but this can be a real problem when people of different cultures interpret facial expressions differently. Curious about cultural differences, researchers Tang and Shioiri decided to experiment by showing medical students in Japan and the United

States photos of seven basic emotions: anger, contempt, disgust, fear, happiness, sadness, and surprise. They discovered that the two groups agreed on only one facial expression: surprise. About 96 percent on both sides came to that conclusion.

Diagram:  _____

Main idea: first sentence

Supporting details: Medical students in Japan and United States agreed on only facial expression of surprise.

“It is amazing how complete is the delusion that beauty is goodness.”

—Leo Tolstoy

8. Journalist Naomi Wolf has used the term *the beauty myth* to refer to an exaggerated ideal of beauty, beyond the reach of all but a few females. When females carry adherence to “the beauty myth” to an extreme, they may develop eating disorders such as anorexia or undertake costly but unnecessary cosmetic surgery procedures. In a *People* magazine “health” feature, a young actress stated that she knows it is time to eat when she passes out on the set. Unrealistic standards of appearance and body image can have a destructive effect on young girls and adult women.

Diagram:  _____

Main idea: last sentence

Supporting details: May develop eating disorders or have unnecessary cosmetic surgery; may pass out from hunger.

Exercise 4: Identifying Main and Supporting Ideas and Diagramming Paragraphs in Textbook Material

The main idea sentence appears at different locations in the following paragraphs. Write the number of the main idea sentence on the line. Then draw a diagram of the paragraph and list numbers of the supporting detail sentences.

Information is from Ronald B. Adler and Neil Towne, *Looking Out/Looking In*, 10th ed. Fort Worth: Harcourt Brace, 2002, pp. 96, 111, 115–117.

“To love others, we must first learn to love ourselves.”

—Anonymous

- A. (1) A person with high self-esteem is more likely to think well of others. (2) Someone with low self-esteem is more likely to have a poor opinion of others. (3) Your own experience may bear this out: Persons with low self-esteem are often cynical and quick to ascribe the worst possible motives to others, whereas those who feel good about themselves are disposed to think favorably about the people they encounter. (4) As one writer put it, “What we find ‘out there’ is what we put there with our unconscious projections. (5) When we think we are looking out a window, it may be, more often than we realize, that we are really gazing into a looking glass.” (6) Our self concepts influence how we think about ourselves and interact with others.

Main idea sentence: 6 Diagram:  _____

Supporting details: Sentences 1, 2, 3, 4, 5

- B. (1) We often judge ourselves more charitably than we do others. (2) When others suffer, we often blame the problem on their personal qualities. (3) On the other hand, when we're the victims, we find explanations outside ourselves. (4) Consider a few examples. (5) When *they* botch a job, we might think they weren't listening well or trying hard enough; when *we* make the mistake, the problem was unclear directions or not enough time. (6) When *he* lashes out angrily, we say he's being moody or too sensitive; when *we* blow off steam, it's because of the pressure we've been under. (7) When *she* gets caught speeding, we say she should have been more careful; when *we* get the ticket, we deny we were driving too fast or say, "Everybody does it."

Main idea sentence: _____ | _____ Diagram: _____ ▼

Supporting details: Sentences 2, 3, 5, 6, 7

- C. (1) At one time or another you've probably seen photos of sights invisible to the unaided eye: perhaps an infrared photo of a familiar area or the vastly enlarged image of a minute object taken by an electron microscope. (2) You've also noticed how certain animals are able to hear sounds and smell odors that are not apparent to humans. (3) Experiences like these remind us that there is much more going on in the world than we are able to experience with our limited senses; in fact, we're only aware of a small part of what is going on around us. (4) For instance, most people who live in large cities find that the noises of traffic, people, and construction soon fade out of their awareness. (5) Others can take a walk through the forest without distinguishing one bird's call from another or noticing the differences among various types of vegetation. (6) On a personal level, we've all had the experience of failing to notice something unusual about a friend—perhaps a new hairstyle or a sad expression—until it's called to our attention.

Main idea sentence: _____ 3 _____ Diagram: _____ ◆

Supporting details: Sentences 1, 2, 4, 5, 6

- D. (1) The kind of work we do often influences our view of the world. (2) Imagine five people taking a walk through the park. (3) One, a botanist, is fascinated by the variety of trees and plants. (4) The zoologist is looking for interesting animals. (5) The third, a meteorologist, keeps an eye on the sky, noticing changes in the weather. (6) The fourth companion, a psychologist, is totally unaware of nature, instead concentrating on the interaction among the people in the park. (7) The fifth person, being a pickpocket, quickly takes advantage of the others' absorption to make some money. (8) Our occupational roles shape our perceptions.

Main idea sentence: _____ 1, 8 _____ Diagram: _____ ✕

Supporting details: Sentences 3, 4, 5, 6, 7

- E. (1) Even within the same occupational setting, the different roles that participants have can affect their perceptions. (2) Consider a typical college classroom, for example. (3) The experiences of the instructor and students often are quite dissimilar. (4) Having dedicated a large part of their lives to their work, most professors see their subject matter—whether French literature, physics, or speech communication—as vitally important. (5) Students who are taking the course to satisfy a general education requirement may view the subject quite

differently: maybe as one of many obstacles that stand between them and a degree, maybe as a chance to meet new people.

Main idea sentence: _____ I _____ Diagram: _____ ▼

Supporting details: Sentences 3, 4, 5

- F. (1) Because we're exposed to more input than we can possibly manage, the first step in perception is the selection of which data we will attend to and which we will ignore. (2) Something that is louder, larger, or brighter stands out. (3) This explains why—other things being equal—we're more likely to remember extremely tall or short people and why someone who laughs or talks loudly at a party attracts more attention (not always favorable) than do quiet guests. (4) *Repetitious stimuli, repetitious stimuli, repetitious stimuli*—also attract attention. (5) **ATTENTION IS ALSO FREQUENTLY RELATED** to contrast or change in **STIMULATION**. (6) Put differently, unchanging people or things become less noticeable. (7) Selection isn't just a matter of attending to some stimuli; it also involves ignoring other cues.

Main idea sentence: _____ I,7 _____ Diagram: _____ ▲

Supporting details: Sentences 2, 3, 4, 5, 6

SELECTION

“Over the years, I learned to smother the rage I felt at so often being taken for a criminal.”

GETTING THE PICTURE

The first paragraph of the essay “Black Men and Public Space” by Brent Staples illustrates how perception affects behavior. By providing the reader with a riveting description, it serves as an introduction to the author’s key ideas. In the paragraphs that follow, Staples discusses the effects of being a victim of stereotyping. At the end of the essay, he describes his creative solution to signaling his safe intentions to others.

BIO-SKETCH

Brent Staples, born in 1951, grew up in a family with an alcoholic father. He had little hope of attending college, but a special program gave him extra academic help. After graduating from Widener College (now Widener University) with a B.A. in 1973, he went on to earn his Ph.D. in psychology from the University of Chicago in 1982. Staples is currently a journalist who writes about political and cultural issues for *The New York Times*. His book *Parallel Time: Growing Up in Black and White* won the Anisfield Wolf Book Award.

BRUSHING UP ON VOCABULARY

warren a mazelike place containing many passageways; a building or area containing many inhabitants in crowded quarters. The word originally referred to a game park.

wee very early; small or tiny

BLACK MEN AND PUBLIC SPACE by BRENT STAPLES

- 1 **M**y first victim was a woman—white, well-dressed, probably in her early twenties. I came upon her late one evening on a deserted street in Hyde Park, a relatively affluent neighborhood in an otherwise mean, impoverished section of Chicago. As I swung onto the avenue behind her, there seemed to be a discreet, un-inflammatory distance between us. Not so. She cast back a worried glance. To her, the youngish black man—a broad six feet two inches with a beard and billowing hair, both hands shoved into the pockets of a bulky military jacket—seemed menacingly close. After a few more quick glimpses, she picked up her pace and was soon running in earnest. Within seconds she disappeared into a cross street.
- 2 That first encounter, and those that followed, signified that a vast, unnerving gulf lay between nighttime pedestrians—particularly women—and me.
- 3 After dark, on the warrenlike streets of Brooklyn where I live, I often see women who fear the worst from me. They seem to have set their faces on neutral, and with their purse straps strung across their chests bandolier-style, they forge ahead as though bracing themselves against being tackled. I understand, of course, that the danger they perceive is not a hallucination. Women are particularly vulnerable to street violence, and young black males are drastically overrepresented among the perpetrators of that violence. Yet these truths are no solace against the kind of alienation that comes of being ever the suspect, a fearsome entity with whom pedestrians avoid making eye contact.
- 4 Over the years, I learned to smother the rage I felt at so often being taken for a criminal. Not to do so would surely have led to madness. I now take precautions to make myself less threatening. I move about with care, particularly late in the evening. I give a wide berth to nervous people on subway platforms during the wee hours, particularly when I have exchanged business clothes for jeans. If I happen to be entering a building behind some people who appear skittish, I may walk by, letting them clear the lobby before I return, so as not to seem to be following them. I have been calm and extremely congenial on those rare occasions when I've been pulled over by the police.
- 5 And on late-evening constitutionals I employ what has proved to be an excellent tension-reducing measure. I whistle melodies from Beethoven and Vivaldi and the more popular classical composers. Even steely New Yorkers hunching toward nighttime destinations seem to relax, and occasionally they even join in the tune. Virtually everybody seems to sense that a mugger wouldn't be warbling bright, sunny selections from Vivaldi's *Four Seasons*. It is my equivalent of the cowbell that hikers wear when they know they are in bear country.

Brent Staples, "Black Men and Public Space" in *Ms. Magazine*, 1986. Reprinted by permission of the author. Brent Staples writes editorials for *The New York Times* and is the author of the memoir, "Parallel Time."

**COMPREHENSION CHECKUP****True or False**

Indicate whether the statement is true or false by writing T or F in the blank provided.

- T 1. In the essay, Brent Staples describes the intimidating effect he has on nighttime pedestrians.
- T 2. The first woman described in the essay perceived Staples as a threat to her safety.
- F 3. It does not bother Staples to be alienated from those he encounters on the streets.
- T 4. Staples has learned to stifle the anger he feels at being taken for a criminal because of his race.
- T 5. Staples monitors his movements to make himself appear less threatening to others.
- F 6. Staples behaves in the same manner whether dressed in casual clothes or business wear.
- T 7. Staples does not want to appear as though he is following someone when he enters a building.
- F 8. When pulled over by a policeman, Staples is quick to express his anger and indignation.
- T 9. Staples whistles classical music selections to indicate to others that he is unlikely to be a mugger.
- T 10. Whistling classical music provides a measure of safety for Staples.

Vocabulary in Context

Each item below includes a sentence from the selection. Using the context clues from this sentence, determine the best meaning of the italicized words.

1. I came upon her late one evening on a deserted street in Hyde Park, a relatively *affluent* neighborhood in an otherwise mean, *impoverished* section of Chicago.
 affluent: wealthy
 impoverished: poor
2. As I swung onto the avenue behind her, there seemed to be a *discreet*, uninflam-
 matory distance between us.
 discreet: subtle
3. To her, the youngish black man—a broad six feet two inches with a beard and billowing hair, both hands shoved into the pockets of a bulky military jacket—seemed *menacingly* close.
 menacingly: threateningly
4. After a few more quick *glimpses*, she picked up her pace and was soon running in *earnest*.
 glimpses: glances
 earnest: seriously

5. That first *encounter*, and those that followed, signified that a *vast*, unnerving gulf lay between nighttime pedestrians—particularly women—and me.
 encounter: unexpected meeting
 vast: large
6. They seem to have set their faces on *neutral*, and with their purse straps strung across their chests *bandolier-style*, they *forge* ahead as though bracing themselves against being tackled.
 neutral: not engaged; indifferent
 bandolier-style: worn over the shoulder like the broad belts used to carry cartridges
 forge: steadily move

Vocabulary Practice

Using the context clues from each sentence below, choose the best definition for the italicized word, and write the appropriate answer letter in the blank.

- a 1. The danger they perceive is not a *hallucination*. (paragraph 3)
 a. an illusion
 b. an aggravation
 c. an outrage
- b 2. Women are particularly *vulnerable* to street violence. (3)
 a. hardened
 b. susceptible
 c. oblivious
- a 3. Yet these truths are no *solace*. (3)
 a. comfort
 b. criticism
 c. contempt
- c 4. The kind of *alienation* that comes of being ever the suspect (3)
 a. detraction
 b. correction
 c. separation
- b 5. A fearsome *entity* (3)
 a. demonstrator
 b. being
 c. worker
- b 6. Learned to *smother* the rage (4)
 a. instigate
 b. stifle
 c. create
- c 7. Give a wide *berth* to nervous people (4)
 a. follow
 b. reality
 c. space

- ___^c 8. Calm and extremely *congenial* (4)
- angry
 - sarcastic
 - friendly
- ___^c 9. On late-evening *constitutional*s (5)
- demonstrations
 - initiations
 - walks



In Your Own Words

- What kinds of things do you look for when you are trying to decide whether a stranger is threatening?
- What steps do you take to make yourself less threatening to others when you are out late at night?



Internet Activity

Racial profiling occurs when people are treated differently because of characteristics that are associated with race, most prominently skin color. In the last few years, many discussions of racial profiling have appeared in the media, especially about racial profiling by law-enforcement agencies. Using an Internet search engine like Google <www.google.com> or Yahoo! <www.yahoo.com>, explore the Internet to find discussions or articles about racial profiling. Write a paragraph describing what you learned about racial profiling. Based on what you learned, do you have an opinion about whether law-enforcement agencies should be allowed to engage in racial profiling?

THE LOOK OF A VICTIM

by Loretta Malandro and Larry Barker

Did you know that some people are more likely to get mugged than others because of their body language? To assess your “muggability rating,” read the article below.

- L**ittle Red Riding Hood set herself up to be mugged. Her first mistake was skipping through the forest to grandma’s house. Her second mistake was stopping to pick flowers. At this point, as you might remember in the story, the mean, heavy wolf comes along and begins to check her out. He observes, quite perceptively, that she is happy, outgoing, and basically unaware of any dangers in her surrounding environment. The big bad wolf catches these nonverbal cues and splits to grandma’s house. He knows that Red is an easy mark. From this point we all know what happens.
- Body movements and gestures reveal a lot of information about a person. Like Little Red Riding Hood, pedestrians may signal to criminals that they are easy targets for mugging by the way they walk. When was the last time you assessed your “muggability rating”? In a recent study two psychologists set out to identify those

body movements that characterized easy victims. They assembled “muggability ratings” of sixty New York pedestrians from the people who may have been the most qualified to judge—prison inmates who had been convicted of assault.

- 3 The researchers unobtrusively videotaped pedestrians on weekdays between 10:00 A.M. and 12 P.M. Each pedestrian was taped for six to eight seconds, the approximate time it takes a mugger to size up an approaching person. The judges (prison inmates) rated the “assault potential” of the sixty pedestrians on a ten-point scale. A rating of one indicated someone was “a very easy rip-off,” of two, “an easy dude to corner.” Toward the other end of the scale, nine meant a person “would be heavy; would give you a hard time,” and ten indicated that the mugger “would avoid it, too big a situation, too heavy.”
- 4 The results revealed several body movements that characterized easy victims: “Their strides were either very long or very short; they moved awkwardly, raising their left legs with their left arms (instead of alternating them); on each step they tended to lift their whole foot up and then place it down (less muggable sorts took steps in which their feet rocked from heel to toe). Overall the people rated most muggable walked as if they were in conflict with themselves; they seemed to make each move in the most difficult way possible.”

Source: “The Look of a Victim,” from Dr. Loretta Malandro and Dr. Larry Barker in *Nonverbal communication*. Copyright © 1988 McGraw-Hill. Reprinted by permission of Dr. Loretta Malandro.



COMPREHENSION CHECKUP

Multiple Choice

Write the letter of the correct answer in the blank provided.

- ^a 1. The main idea of paragraph 1 is expressed in the
a. first sentence of the paragraph
b. second sentence of the paragraph
c. third sentence of the paragraph
- ^b 2. The wolf is aware that Little Red will be easy to mug because
a. she is an observant person
b. she is oblivious to her surroundings
c. she is a nature lover
- ^a 3. The main idea of paragraph 2 is expressed in the
a. first sentence of the paragraph
b. third sentence of the paragraph
c. fourth sentence of the paragraph
- ^c 4. Persons convicted of assault were chosen to participate in the study because
a. they were readily available
b. they were not in a position to say no
c. they knew what characteristics they had looked for in a potential victim
- ^c 5. The body movements of the subjects most likely to be mugged indicate that
a. they were well-coordinated
b. they walked with a heel-to-toe motion
c. they walked awkwardly

- ^b 6. If someone is *unobtrusively* videotaping, they are
- paying little attention to their subjects
 - observing without calling attention to themselves
 - interacting with those they are observing

REVIEW TEST: Main Ideas and Details in Textbook Material

Each of the following groups contains a series of related statements: One of the statements gives a main topic, another statement gives a main idea, and two or more statements give supporting details. Identify the role of each statement in the space provided using the following abbreviations:

T for topic

MI for main idea

SD for supporting detail

- ^{SD} 1. a. Around 500 B.C., in what is today China, the ancient Scythians burned *Cannabis* and inhaled the hallucinogenic smoke.
- ^{SD} b. The legendary Emperor Shen Nung recommended marijuana for the treatment of gout, absent-mindedness, female disorders, and constipation.
- ^{MI} c. The use of *Cannabis* can be traced back to ancient China where the hemp plant was valued for its fiber and medicinal properties.
- ^T d. Early history of *Cannabis* in China
- ^{SD} 2. a. Hookahs, or water pipes, for smoking hashish were frequently found in bazaars and marketplaces.
- ^{SD} b. Arabic literature is replete with references to *Cannabis*, as can be seen in the famous *Thousand and One Nights*.
- ^T c. Use of *Cannabis* in the Muslim world
- ^{MI} d. The use of *Cannabis* was commonplace throughout the Muslim world, including the Middle East and Africa.
- ^T 3. a. Spread of *Cannabis* to France
- ^{SD} b. By the middle of the nineteenth century, Paris hashish clubs were frequent meeting places for intellectuals, writers, poets, and artists.
- ^{SD} c. Napoleon's troops, returning from a campaign in North Africa, first popularized hashish smoking.
- ^{SD} d. Then French intellectuals, who believed that the psychoactive properties of hashish enhanced their creative abilities, promoted the use of *Cannabis*.
- ^{MI} e. The use of *Cannabis* spread in France in the mid-1800s.
- ^{MI} 4. a. During the 1930s, American society began to turn against the use of *Cannabis* by passing laws and launching educational campaigns.
- ^{SD} b. The U.S. Congress enacted the Federal Marijuana Tax Act of 1937, which regulated the sale of *Cannabis* and resulted in its virtual elimination from the nation's pharmacopoeia.

- SD c. The Federal Bureau of Narcotics undertook an “educational campaign” to make the public aware of the dangers of marijuana use.
- T d. The crackdown
- SD 5. a. *Cannabis* can damage lung tissue, much like nicotine.
- SD b. The effects of marijuana on the male reproductive system show decreased sperm production and decreased testosterone levels.
- SD c. Even moderate use of marijuana impairs learning, short-term memory, and reaction time.
- T d. Adverse effects of marijuana use
- MI e. Studies have discovered harmful side effects of *Cannabis* use.
- T 6. a. Medical uses in chemotherapy and glaucoma
- MI b. While over the centuries marijuana has been employed to treat numerous ailments, today it is used in contemporary medicine for the treatment of glaucoma and as an aid to chemotherapy.
- SD c. Marijuana can significantly reduce ocular pressure in patients with glaucoma.
- SD d. The side effects of chemotherapy, which include nausea, vomiting, and loss of appetite, are reduced by the use of marijuana cigarettes.
- SD 7. a. Perception of time and space may be distorted, and minutes may seem like hours.
- MI b. *Cannabis* has significant mind-altering effects.
- T c. Marijuana and psychoactive effects
- SD d. For instance, marijuana is associated with a sense of euphoria and calmness.

Review Test Information from Estelle Levetin, *Plants and Society*, 4th ed., New York: McGraw-Hill, 2006, pp. 355–57. Copyright © 2006 McGraw-Hill Companies, Inc. Used with permission.

PARAPHRASING

When you **paraphrase** something, you express the author’s meaning in your own words. Often, you will substitute synonyms for some words (but you may have to leave the key words the same), and you will need to change the phrasing of the original passage. Usually, a paraphrase is shorter than the original passage, but it can also be the same length as the original or even longer.

The ability to paraphrase is important when you review ideas and also when you formulate an implied main idea. Here’s an example with two possible paraphrases:

Original: “The man who most vividly realizes a difficulty is the man most likely to overcome it.” (Joseph Farrell)

Paraphrase 1: The man who clearly recognizes a problem is the one likely to solve it.

Paraphrase 2: You are more likely to solve a problem if you first recognize clearly that a problem exists.

The first paraphrase replaces key words with synonyms so it is very like the original, and some teachers might consider this plagiarism. The second paraphrase is original because it not only replaces key words with synonyms but also conveys the ideas without using the phrasing of the original.

Now try to paraphrase the passages below. Be sure you use your own words, and do not rely on the phrasing of the original. When you finish, check to make sure that you have captured the meaning of the original.

Exercise 5: Paraphrasing Quotations

Working in a group, paraphrase the following quotations. When you finish, check to make sure the meaning of both statements is the same. (Answers will vary.)

1. Even if you're on the right track, you'll get run over if you just sit there. (Will Rogers)

2. One man's justice is another's injustice; one man's beauty another's ugliness; one man's wisdom another's folly. (Ralph Waldo Emerson)

3. A toe of the stargazer is often stubbed. (Russian proverb)

4. If we could read the secret history of our enemies, we should find in each man's life sorrow and suffering enough to disarm all hostility. (Henry Wadsworth Longfellow)

5. You are only what you are when no one is looking. (Robert C. Edwards)

6. I have always thought the actions of men the best interpreters of their thoughts. (John Locke)

7. Do not use a hatchet to remove a fly from a friend's forehead. (Chinese proverb)

8. The things which hurt, instruct. (Benjamin Franklin)

9. If a man deceives me once, shame on him; if he deceives me twice, shame on me. (Anonymous)

Exercise 6: Paraphrasing a Poem

Read the poem below carefully, noting the key words and main ideas. Then explain the meaning of the poem in your own words.

Six Men of Indostan

BY JOHN G. SAXE

It was six men of Indostan
 To learning much inclined,
 Who went to see the elephant
 Though all of them were blind
 That each by observation
 Might satisfy his mind.

The first approached the elephant
 And, happening to fall
 Against the broad and sturdy side,
 At once began to bawl:
 "Why, bless me! But the elephant
 Is very much like a wall!"

The second, feeling of the tusk,
 Cried: "Ho! What have we here
 So very round and smooth and sharp?
 To me, 'tis very clear,
 This wonder of an elephant
 Is very like a spear!"

The third approached the animal.
 And, happening to take
 The squirming trunk within his hands
 Thus boldly up he spake:
 "I see," quoth he, "the elephant
 Is very like a snake!"

The fourth reached out his eager hand
 And felt about the knee:

“What most this wondrous beast is like
 Is very plain,” quoth he:
 “Tis clear enough the elephant
 Is very like a tree!”

The fifth who chanced to touch the ear
 Said: “e’en the blindest man
 Can tell what this resembles most—
 Deny the fact who can:
 This marvel of an elephant
 Is very like a fan!”

The sixth no sooner had begun
 About the beast to grope
 Then, seizing on the swinging tail
 That fell within his scope,
 “I see,” quoth he, “the elephant
 Is very like a rope!”

And so these men of Indostan
 Disputed loud and long,
 Each in his own opinion
 Exceeding stiff and strong:
 Though each was partly in the right,
 And all were in the wrong.

“Six Men of Indostan,” by John G. Saxe

(Answers will vary.)

Exercise 7: Paraphrasing a Fable

Explain the meaning of the fable below in your own words.

The Cracked Pot

- 1 A water bearer in India had two large pots, each hung on each end of a pole which he carried across his neck. One of the pots had a crack in it, and while the other pot was perfect and always delivered a full portion of water at the end of a long walk from the stream to the master’s house, the cracked pot arrived only half full.

2 For a full two years this went on daily, with the bearer delivering only one and a half pots full of water to his master's house. Of course, the perfect pot was proud of its accomplishments, perfect to the end for which it was made. But the poor cracked pot was ashamed of its own imperfections, and miserable that it was able to accomplish only half of what it had been made to do. After two years of what it perceived to be a bitter failure, it spoke to the water bearer one day by the stream.

3 "I am ashamed of myself, and want to apologize to you."

4 "Why?" asked the bearer. "What are you ashamed of?"

5 "I have been able, for these past two years, to deliver only half my load because this crack in my side causes water to leak out all the way back to your master's house. Because of my flaws, you have had to do all of this work, and you don't get full value for your efforts," said the pot.

6 The water bearer felt sorry for the old cracked pot, and in his compassion he said, "As we return to the master's house, I want you to notice the beautiful flowers along the path."

7 Indeed, as they went up the hill, the old cracked pot took notice of the sun warming the beautiful wild flowers on the side of the path, and this cheered it some. But at the end of the trail, it still felt bad because it had leaked out half of its load, and so again the pot apologized to the bearer for its failure.

"Accept the place divine providence has found for you."

—Ralph Waldo Emerson

8 The bearer said to the pot, "Did you notice that there were flowers only on your side of the path, but not on the other side? That's because I have always known about your flaw and I took advantage of it. I planted flower seeds on your side of the path and every day while we walk back from the stream, you've watered them. For two years I have been able to pick these beautiful flowers to decorate my master's table. Without you being just the way you are, he would not have this beauty to grace his house."

Moral: Know that in our weakness we find our strength.

(Answers will vary.)

Islamic Folk Stories

BY NASREDDIN HODJA

Nasreddin Hodja was born in Turkey in the early thirteenth century. He served as a religious leader (*imam*) and judge in his village. His folk stories are famous throughout

the Middle East, Turkey, Hungary, Russia, and parts of Africa. All of his stories use humor to teach a fundamental lesson about human relationships and are designed to sharpen our perceptions of human failings.

After reading each fable, write the lesson or moral. Then reduce the key information in the fable to one sentence. *(Answers will vary.)*

Source: "Islamic Folk Stories," from Charles Downing, *Tales of Hadja*. Copyright © 1964. Charles Downing, New York: Henry Z. Walck, Inc., 1965, pp. 21, 90-91, 44.

- 1 1. One day the Hodja and his son went on a short journey, the boy seated on a donkey. On the way they met some people coming in the opposite direction.
- 2 "That's modern youth for you," they said. "The son rides on a donkey and lets his poor old father walk!"
- 3 When they had gone, the boy insisted that his father take his place on the donkey. The Hodja mounted the donkey, and his son walked at his side. They met some more people.
- 4 "Just look at that!" they said. "There is a full-grown man riding on the donkey, while his poor little son has to walk!"
- 5 So, Hodja pulled his son on the donkey, too. After awhile, they saw a few more people coming down the road.
- 6 "Poor animal!" they said. "Both of them are riding on it and it is about to pass out."
- 7 "The best thing to do," said Nasreddin, when they had disappeared from sight, "is for both of us to walk. Then there can be no such arguments."
- 8 So they continued their way walking beside the donkey. It was not long before they met another group.
- 9 "Just look at those fools," they said pointing to the Hodja and his son. "They plod along in the heat of the sun, and their donkey takes it easy!"
- 10 "You will have learned, my boy," said the Hodja, when they had gone, "just how difficult it is to escape the criticism of wagging tongues!"

*"Don't judge any man
until you have walked two
moons in his moccasins."*

—Native American saying

Moral: **Follow your own judgment, and don't pay attention to others' criticisms.**

Main idea sentence: **The Hodja, criticized for letting his son ride on the donkey, riding the donkey alone, and letting the donkey go riderless, learned to follow his own judgment.**

- 1 2. The Hodja was invited to an important banquet, and he went in his everyday clothes. No one paid any attention to him whatsoever, and he remained hungry and thirsty, and very bored. Eventually he slipped out of the house unobserved and made his way home. Here he changed into his best clothes, putting on a magnificent turban, a fine silk robe, and a large fur coat over all. Then he made his way back to the banquet.
- 2 This time he was welcomed with open arms. The host bade him sit beside him, and offered him a plate covered with the choicest delicacies.
- 3 The Hodja took off his fur coat and held it to the plate.
- 4 "Eat, my beauty!" he said.
- 5 "Sir, what are you doing?" exclaimed his astonished host.

- 6 “It was the fur coat, not the man inside, which conjured up these delicacies,” replied the Hodja. “Let it then eat them!”

Moral: **Don't judge a person by appearance.**

Main idea sentence: **The Hodja went to a banquet in casual clothes and received no attention, but when he dressed in his finest, he received a good welcome.**

- 1 3. A poor man was passing through Ak-Shehir with only a piece of dry bread between himself and starvation. As he passed by an eating house, he saw some very appetizing meatballs frying in a pan over the charcoal fire, and carried away by the delicious smell, he held his piece of dry bread over the pan in the hope of capturing some of it. Then he ate his bread, which seemed to taste better. The restaurant owner, however, had seen what was going on, and seizing the man by the scruff of his neck, dragged him off before the magistrate, who at this time happened to be Nasreddin Hodja, and demanded that he be compelled to pay the price of the pan of meatballs.
- 2 The Hodja listened attentively, then drew two coins from his pocket.
- 3 “Come here a minute,” he said to the restaurant owner.
- 4 The latter obeyed, and the Hodja enclosed the coins in his fist and rattled them in the man's ear.
- 5 “What is the meaning of this?” said the restaurant owner.
- 6 “I have just paid you your damages,” said the Hodja. “The sound of money is fair payment for the smell of food.”

Moral: **Don't be selfish; be willing to share with others.**

Main idea sentence: **A poor man is seized for smelling a meal he can't pay for, and the Hodja pays the restaurant owner with the sound of two coins.**

“Islamic Folk Stories,” from Charles Downing, *Tales of Hadja*. Copyright © 1964. Charles Downing, New York: Henry Z. Walck, Inc., 1965, pp. 21, 90–91, 44.

FORMULATING IMPLIED MAIN IDEAS IN TEXTBOOK MATERIAL

Not all main ideas are directly stated. Sometimes we have to look closely at the details the author has provided in order to determine the main idea. In the paragraphs below, the main idea is implied rather than stated. Read the paragraphs and try to identify the main idea. Then check to see whether you have identified it correctly.

Source: Paragraphs in items 1–8 from David Myers, *Social Psychology*, 8th ed., New York: McGraw-Hill, 2005, pp. 422, 434–436, 438–439, 441. Copyright McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies, Inc.

1. What do you look for in a potential date? Sincerity? Good looks? Character? Conversational ability? Sophisticated, intelligent people are unconcerned with such superficial qualities as good looks; they know “beauty is only skin deep” and

“He had but one eye, and the pocket of prejudice runs in favor of two.”

—Charles Dickens

“you can’t judge a book by its cover.” At least they know that’s how they *ought* to feel. As Cicero counseled, “Resist appearance.” However, there is now a cabinet full of research studies showing that appearance *does* matter. The consistency and pervasiveness of this effect is disconcerting. Good looks are a great asset.

The topic of this paragraph is appearance or looks. The implied main idea is: Looks matter, and people who believe that they do not are probably deceiving themselves.

In the next example, the topic is attractiveness and dating. To formulate the main idea, we must pay attention to the attitudes of both young men and young women as described in the paragraph.

2. Like it or not, a young woman’s physical attractiveness is a moderately good predictor of how frequently she dates. A young man’s attractiveness is slightly less a predictor of how frequently he dates. Does this imply, as many have surmised, that women are better at following Cicero’s advice? Or does it merely reflect the fact that men more often do the inviting? If women were to indicate their preferences among various men, would looks be as important to them as they are to men? Philosopher Bertrand Russell thought not: “On the whole women tend to love men for their character while men tend to love women for their appearance.” To see whether indeed men are more influenced by looks, researchers conducted a series of experiments. The result: The more attractive a woman was, the more the man liked her and wanted to date her again. And the more attractive the man was, the more she liked him and wanted to date him again.

From the details presented, we can conclude that both men and women put value on opposite-sex physical attractiveness. Our implied main idea should be stated something like this:

Main idea: When it comes to dating, looks appear to matter as much to young women as to young men.

You can see that determining an implied main idea requires you to reduce all of the key information contained in the paragraph to one sentence.

In order to formulate the main idea, it is sometimes helpful, first, to identify the topic and then to ask *who*, *what*, *where*, *when*, *why*, and *how* about the topic. Read the following paragraph, and try to determine the main idea for yourself before checking the main idea provided.

3. Not everyone can end up paired with someone stunningly attractive. So how do people pair off? Judging from research by Bernard Murstein and others, they pair off with people who are about as attractive as they are. Several studies have found a strong correspondence between the attractiveness of husbands and wives, of dating partners, and even of those within particular fraternities. Experiments confirm this matching phenomenon. When choosing whom to approach in social settings, knowing the other is free to say yes or no, people usually approach someone whose attractiveness roughly matches their own.

Who: men and women

What: pair off

Where: in social settings

When: during interactions with each other

Why: attempting to seek a good physical match

How: by picking people as attractive as they are

The topic of this paragraph is the matching phenomenon. If we look at all the key details, our main idea will look something like this:

Main idea: People tend to pair themselves with others who are similarly attractive.

The next paragraph provides an explanation for couples who are not similarly attractive.

4. Perhaps this research prompts you to think of happy couples who are not equally attractive. In such cases, the less attractive person often has compensating qualities. Each partner brings assets to the social marketplace. The value of the respective assets creates an equitable match. Personal advertisements exhibit this exchange of assets. Men typically offer wealth or status and seek youth and attractiveness; women more often do the reverse: "Attractive, bright woman, 26, slender, seeks warm, professional male." Moreover, men who advertise their income and education, and women who advertise their youth and looks, receive more responses to their ads. The asset-matching process helps explain why beautiful young women often marry older men of higher social status.

Who: men/women

What: offer compensating qualities

Where: in the social marketplace

When: in relationships

Why: to achieve an equitable match

How: by bartering youth and beauty for wealth and status

When you put together these key details, you should arrive at a main idea that looks something like this:

Main idea: Everyone brings assets to the social marketplace, and people choose partners who have similarly valuable assets.

Now look closely at these paragraphs discussing the social significance of physical attractiveness.

5. In an experiment, Missouri fifth-grade teachers were given identical information about a boy or girl but with the photograph of an attractive or unattractive child attached. The teachers perceived the attractive child as more intelligent and successful in school. Think of yourself as a playground supervisor having to discipline an unruly child. Might you show less warmth and tact to an unattractive child? The sad truth is that most of us assume what we might call a "Bart Simpson effect"—that homely children are less able and socially competent than their beautiful peers.

The main idea of this paragraph is directly stated in the last sentence because the "Bart Simpson effect" is illustrated by the remaining sentences.

In the next paragraph, the main idea is implied because no one sentence is broad enough to cover all of the key details. Try formulating the main idea by expanding the first sentence.

6. What is more, we assume that beautiful people possess certain desirable traits. Other things being equal, we guess beautiful people are happier, sexually warmer, and more outgoing, intelligent, and successful, though not more honest or concerned with others. Added together, the findings define a physical-attractiveness stereotype: *What is beautiful is good*. Children learn the stereotype

quite easily. Snow White and Cinderella are beautiful—and kind. The witch and the stepsisters are ugly—and wicked. As one kindergarten girl put it when asked what it means to be pretty, “It’s like to be a princess. Everybody loves you.”

Main idea: We assume that beautiful people possess certain desirable traits, and we also assume that what is beautiful is good.

In the next few paragraphs, the topic and part of the main idea are provided for you. Use the *who, what, where, when, why, and how* strategy to complete the main idea.

7. Undoubtedly, there are numerous advantages to being beautiful. However, attraction researchers report there is also an ugly truth about beauty. Exceptionally attractive people may suffer resentment from those of their own sex. They may be unsure whether others are responding to their inner qualities or just to their looks, which in time will fade. Moreover, if they can coast on their looks, they may be less motivated to develop themselves in other ways.

Topic: The negatives of attractiveness

Main idea: While there are many advantages to being beautiful, there are also **disadvantages**

8. To say that attractiveness is important, other things being equal, is not to say that physical appearance always outranks other qualities. Attractiveness probably most affects first impressions. But first impressions are important—and are becoming more so as societies become increasingly mobile and urbanized and as contacts with people become more fleeting. Though interviewers may deny it, attractiveness and grooming affect first impressions in job interviews. This helps explain why attractive people have more prestigious jobs and make more money.

Topic: First impressions

Main idea: Physical appearance doesn’t always outrank other qualities, but it does affect **first impressions**

“Clothes and manners do not make the man; but when he is made, they greatly improve his appearance.”

—Henry Ward Beecher

Exercise 8: Formulating Implied Main Ideas in Textbook Material

Who Is Attractive?

Each of the following paragraphs are concerned with attractiveness. Formulate the implied main idea for each paragraph.

1. Attraction has been described as if it were an objective quality like height, which some people have more of, some less. Strictly speaking, attractiveness is whatever the people of any given place and time find attractive. This, of course, varies. Even in a given place and time, people (fortunately) disagree about who’s attractive.

Implied main idea: **Attractiveness has usually been described as an objective quality, but it can be defined differently depending on circumstances.**

2. What makes an attractive face depends somewhat on the person’s sex. Consistent with men historically having greater social power, people judge

women more attractive if they have “baby-faced” features, such as large eyes, that suggest nondominance. Men seem more attractive when their faces—and their behaviors—suggest maturity and dominance. People across the world show remarkable agreement about the features of an ideal male face and female face when judging any ethnic group. For example, “attractive” facial and bodily features do not deviate too drastically from average. People perceive noses, legs, or statures that are not unusually large or small as relatively attractive. Perfectly symmetrical faces are another characteristic of strikingly attractive people. So in many respects, perfectly average is quite attractive.

Implied main idea: People around the world judge faces for men and women

somewhat the same, favoring nondominant features for females and dominant features for males.

3. Women favor male traits that signify an ability to provide and protect resources. Males prefer female characteristics that signify reproductive capacity. Judging from yesterday’s Stone Age figurines to today’s centerfolds and beauty pageant winners, men everywhere have felt most attracted to women whose waists are 30 percent narrower than their hips—a shape associated with peak sexual fertility. When judging males as potential marriage partners, women, too, prefer a waist-to-hip ratio suggesting health and vigor. This makes evolutionary sense because a muscular hunk was more likely than a scrawny fellow to gather food, build houses, and defeat rivals. But today’s women prefer even more those with high incomes.

Implied main idea: Women prefer male traits that show ability to provide and

protect, while men prefer female traits that are associated with sexual fertility.

4. Let’s conclude this discussion of attractiveness on an upbeat note. First, a 17-year-old girl’s facial attractiveness is a surprisingly weak predictor of her attractiveness at ages 30 and 50. Sometimes an average-looking adolescent becomes a quite attractive middle-aged adult. Second, not only do we perceive attractive people as likable, we also perceive likable people as attractive. Perhaps you can recall individuals who, as you grew to like them, became more attractive. Their physical imperfections were no longer so noticeable. When people are warm, helpful, and considerate, they *look* more attractive. Discovering someone’s similarities to us also makes the person seem more attractive.

Implied main idea: The attractiveness of people may change with the aging

process, and as we get to know them our perceptions of their attractiveness may change.

5. Moreover, love sees loveliness. The more in love a woman is with a man, the more physically attractive she finds him. And the more in love people are, the *less* attractive they find all others of the opposite sex. “The grass may be greener on the other side, but happy gardeners are less likely to notice.” To paraphrase Benjamin Franklin, when Jill is in love, she finds Jack more handsome than his friends.

Implied main idea: When a woman is in love with a man she finds him more

attractive and others less attractive.

SELECTION

“My definition of a good sculpture is ‘a sculpture that looks at least vaguely like something.’”

GETTING THE PICTURE

In this selection, Dave Barry is poking fun at modern art. Like much of the viewing public, he is not sure that nonrepresentational art is actually art at all.

BIO-SKETCH

Dave Barry is best known for writing his syndicated column for *The Miami Herald*. He is also a best-selling author. *The New York Times* called Mr. Barry the funniest man in America.

BRUSHING UP ON VOCABULARY

velveteen a cotton fabric with soft velvet pile.

Pomodoro Arnaldo Pomodoro was born in Italy in 1926. He has had many exhibitions in Italy, other European countries, and the United States. He is best known for his artistic stage designs and his modern sculptures located near public buildings.

Excerpt from

Dave Barry Is Not Taking This Sitting Down

by Dave Barry



- 1 **L**IKE MANY MEMBERS OF THE UNCULTURED, Cheez-It-consuming public, I am not good at grasping modern art. I'm the type of person who will stand in front of a certified modern masterpiece painting that looks, to the layperson, like a big black square, and quietly think: "Maybe the actual painting is on the other side."
- 2 I especially have a problem with modernistic sculptures, the kind where you, the layperson, cannot be sure whether you're looking at a work of art or a crashed alien spacecraft. My definition of a good sculpture is "a sculpture that looks at least vaguely like something." I'm talking about a sculpture like Michelangelo's *David*. You look at that, and there is no doubt about what the artist's message is. It is: "Here's a naked man the size of an oil derrick."
- 3 I bring this topic up because of an interesting incident that occurred recently in Miami. . . . Miami tends to have these interesting incidents, and one of them occurred a little while ago when Dade County purchased an office

“Perpetual modernness is the measure of merit in every work of art.”

—Ralph Waldo Emerson

building from the city of Miami. The problem was that, squatting in an area that the county wanted to convert into office space, there was a large ugly wad of metal, set into the concrete. So the county sent construction workers with heavy equipment to rip out the wad, which was then going to be destroyed.

4 But guess what? Correct! It turns out that this was NOT an ugly wad. It was art! Specifically, it was Public Art, defined as “art that was purchased by experts who are not spending their own personal money.” The money of course comes from the taxpayers, who are not allowed to spend this money themselves because (1) they probably wouldn’t buy art, and (2) if they did, there is no way they would buy the crashed-spaceship style of art that the experts usually select for them.

5 The Miami wad is in fact a sculpture by the famous Italian sculptor Pomodoro (like most famous artists, he is not referred to by his first name, although I like to think it’s “Bud”). This sculpture cost the taxpayers \$80,000, which makes it an important work of art. In dollar terms, it is 3,200 times as important as a painting of dogs playing poker, and more than 5,000 times as important as a velveteen Elvis.

“Art is the expression
of an enormous preference.”
—Wyndham Lewis

6 Fortunately, before the sculpture was destroyed, the error was discovered, and the Pomodoro was moved to another city office building, where it sits next to the parking garage, providing great pleasure to the many taxpayers who come to admire it.

7 I am kidding, of course. On the day I went to see it, the sculpture was, like so many pieces of modern taxpayer-purchased public art, being totally ignored by the actual taxpaying public, possibly because it looks—and I say this with all due artistic respect for Bud—like an abandoned air compressor.

8 So here’s what I think: I think there should be a law requiring that all public art be marked with a large sign stating something like: “NOTICE! THIS IS A PIECE OF ART! THE PUBLIC SHOULD ENJOY IT TO THE TUNE OF 80,000 CLAMS!”

9 Also, if there happens to be an abandoned air compressor nearby, it should have a sign that says: “NOTICE! THIS IS NOT ART!” so the public does not waste time enjoying the wrong thing. The public should enjoy what the experts have decided the public should enjoy. That’s the system we use in this country, and we’re going to stick with it. . . .

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COMPREHENSION CHECKUP

The Main Idea

What is the main idea of this selection? Dave Barry doesn't see the artistic merit of modern art, and he doesn't think the public should have to pay for what it doesn't understand.

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

- F 1. By calling Pomodoro “Bud,” Barry is expressing respect for Pomodoro.
- T 2. Barry has an appreciation for realistic sculpture such as Michelangelo’s *David*.
- T 3. When Barry refers to himself as a member of the “Cheez-It-consuming public,” he means that his tastes are simple and unrefined.
- T 4. The Pomodoro sculpture was almost destroyed by construction workers.

Agree or Disagree

Indicate whether Dave Barry is likely to agree or disagree by writing A or D in the blank provided.

- D 5. Modern art is worthy of our respect.
- A 6. Taxpayers rather than “experts” are better judges of art.
- D 7. The more expensive a piece of art is, the more merit it has.
- A 8. It is often difficult to tell the difference between modern art and junk.
- A 9. The public, given a choice, would probably not select the modern art that is often on display outside public buildings.

Vocabulary in Context

Match the vocabulary word from the selection (on the left) with the most appropriate definition (on the right), and write the letter in the space provided. Refer to the paragraph in the selection for context clues.

- | | |
|-------------------------------------|---------------------------------|
| <u> f </u> grasping (paragraph 1) | a. dollars |
| <u> h </u> certified (1) | b. extraterrestrial |
| <u> c </u> layperson (1) | c. nonexpert |
| <u> b </u> alien (2) | d. sitting |
| <u> d </u> squatting (3) | e. large quantity |
| <u> e </u> wad (3) | f. comprehending; understanding |
| <u> g </u> convert (3) | g. change |
| <u> a </u> clams (8) | h. guaranteed; confirmed |

In Your Own Words

Why does Barry mention that Dade County placed the sculpture next to a parking garage? Do you think that Barry considers a parking garage an appropriate location for the sculpture? Why or why not?

The Art of Writing

In a brief essay, respond to the questions below.

Is there any public art in your area that became controversial? Why did it become controversial? Was it because of the cost? Was it because of the appearance of the artwork? Was it a combination of factors? How was the controversy resolved?





Internet Activities

1. Go to the *Miami Herald* website:
www.miami.com.mld/miamiherald/

Type in Dave Barry's name, select a column by Barry, and print it. After reading the column, state Barry's main idea in your own words. List the details that Barry gives to support his main idea.

2. Study the cartoon "Eye of the Beholder." How does this cartoon illustrate Dave Barry's main idea?

Dave Barry doesn't see artistic merit in ordinary objects.

Eye of the Beholder



Cartoon: Eye of the Beholder, Jeff MacNelly. Copyright © 1997 Tribune Media Services, Inc. Reprinted with permission.

SELECTION

"In this particular circumstance, the people for whom the art was intended chose to reject the art."

GETTING THE PICTURE

The proverb "Beauty is in the eye of the beholder" implies that beauty is highly relative and that people will have varied opinions about what is actually beautiful. What is

SELECTION *continued*

pleasing to the eye of one of us is an eyesore to another. So too with art. People will have varied opinions about what constitutes art. In the selection below, taken from a popular art history textbook, the author Rita Gilbert describes a controversy over a work of modern art.

BIO-SKETCH

Rita Gilbert wrote her first edition of *Living with Art* in 1985. Her fourth edition of the book won a first-place award for outstanding design and production at the 1995 New York Book Show. Mark Getlein has taken over as author of this textbook. Getlein has written a variety of textbooks including *A History of Art in Africa* and *The Longman Anthology of World Literature*. As a painter, he is able to help students understand both the intellectual and practical processes of creating art.

BRUSHING UP ON VOCABULARY

dismantle to take apart. *Dismantle* in Old French literally meant “to divest of a mantle or cloak.” *Dismantle* derives from the French word part *des*, meaning “off,” and *mantler*, meaning “to cloak.” In Middle French, *demanteler* meant to tear down the walls of a fortress.

integrity the state of being whole or entire; honesty. *Integrity* derives from the Latin word *integer*, which refers to a whole number in mathematics.

Excerpt from

GILBERT’S LIVING WITH ART

by Mark Getlein

Public Art

- 1 Rarely has the question “What is art?” caused such a public uproar as in a controversy that erupted in New York City in the early 1980s. At the center of the drama was a monumental sculpture by Richard Serra, entitled *Tilted Arc*, a 12-foot-high, 120-foot-long steel wall installed in a plaza fronting a government building in lower Manhattan.
- 2 Commissioned by the Art-in-Architecture division of the General Services Administration, *Tilted Arc* was part of a program that allocates 0.5 percent of the cost of federal buildings to the purchase and installation of public art. Soon after the sculpture’s installation, however, the public for whom it was intended spoke out, and their message was a resounding “That’s not art!” More than 7,000 workers in surrounding buildings signed petitions demanding the sculpture’s removal. Opponents of the work had numerous complaints. *Tilted Arc*, they maintained, was ugly, rusty, and a target for graffiti. It blocked the view. It disrupted pedestrian traffic, since one had to walk all the way around it rather than straight across the plaza. It ruined the plaza for concerts and outdoor ceremonies. At a public hearing, one man summed

up the opposition view: “I am here today to recommend its relocation to a better site—a metal salvage yard.”

- 3 Artists, dealers, and critics rushed to the sculpture’s defense. The sculptor himself argued vehemently against any attempt to move *Tilted Arc*, maintaining that it had been commissioned specifically for that site and any new location would destroy its artistic integrity.
- 4 The battle raged for many months, and while there were dissenting voices from all sides, it shaped up principally as a struggle between the art establishment (pro) and the general public (con). At last, in an unusual editorial, *The New York Times*—a newspaper that heavily supports the arts—took a stand. “One cannot choose to see or ignore *Tilted Arc*, as if it were in a museum or a less conspicuous public place. To the complaining workers in Federal Plaza, it is, quite simply, unavoidable. . . . The public has to live with *Tilted Arc*; therefore the public has a right to say no, not here.”
- 5 This time the public won, and the question “What is art?” was answered by a kind of popular referendum, a majority decision. *Tilted Arc* was dismantled and removed in March of 1989.
- 6 Does this outcome mean that *Tilted Arc* is not art, or that it isn’t good art? No, it does not mean either of those things. It means simply that, in this particular circumstance, the people for whom the art was intended chose to reject the art. And similar circumstances have, very likely, occurred since the earliest artists of prehistory began painting on the walls of their caves.

Source: From Mark Getlein, *Gilbert’s Living with Art*, 8th ed., New York: McGraw-Hill, 2008, p. 283. Copyright © McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies, Inc. (pp. 96–98, Art 1e)

COMPREHENSION CHECKUP

Multiple Choice

Write the letter of the correct answer in the blank provided.

- b 1. By choosing to use the words *uproar*, *controversy*, and *erupted* in the first paragraph, the author implies that
- the public was moderately interested
 - the sculpture provoked a swift and strong reaction
 - unhappiness with the sculpture developed slowly
- c 2. From the context of paragraph 2, it can be determined that the word *resounding* most nearly means
- cheerfully expressed
 - quietly voiced
 - loudly uttered
- a 3. The public expressed all of the following misgivings about *Tilted Arc* *except*
- it disrupted vehicular traffic
 - it was ugly and a target for graffiti
 - outdoor ceremonies and concerts were no longer feasible

- _____ ^a 4. A synonym for the word *vehemently* as used in paragraph 3 is
- ardently
 - compassionately
 - silently
- _____ ^a 5. *The New York Times* took the following basic position in its editorial:
- Because the public and the federal workers could not avoid the sculpture, their opinion about whether it should stay counted for a lot.
 - Because the sculpture could be disassembled and relocated elsewhere, it should be moved to a more welcoming location.
 - Because it was commissioned specifically for the site and the sculptor opposed its removal, it should stay.

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

“The monument sticks like
a fishbone in the city’s
throat.”

—Robert Cowell

- _____ ^T 6. The author suggests that similar rejections of public art have occurred in the past.
- _____ ^T 7. A *dissenting* opinion expresses an opposing viewpoint.
- _____ ^F 8. A *conspicuous* place is one that is hard to find or see.

Tilted Arc (1981), RICHARD SERRA



© ART on FILE/CORBIS

- T** 9. We can assume that *The New York Times* cast the deciding vote in the tiebreaker between the art establishment and the general public.
- F** 10. The sculptor felt that it was in the public's best interest to relocate the sculpture to a place where it would be enjoyed and appreciated.



In Your Own Words

1. Many artists argue that photographs can depict something lifelike far better than any painting can. They conclude that paintings should not be aimed at replicating reality. Do you believe that paintings should present lifelike portrayals of their subjects?
2. What makes a work of art good or successful? How important is it that a work of art display technical skill? Or does it count for more that it be imaginative or provocative?
3. Does a piece of art need to communicate a single clear message to be good?
4. What is your opinion of *Tilted Arc*? Should it have been dismantled?



The Art of Writing

In a brief essay, respond to one of the items below.

1. Do you agree with the conclusion drawn by *The New York Times* that the sculpture should be removed? Explain why.
2. Do you think that the public should always have the final say on whether a work of public art should be displayed or should remain on display? Why or why not?
3. Richard Serra is featured in the Arts section of *Time* (June 4, 2007, pp. 65–67). (Go to <http://www.time.com/serra>.) Read the profile of the artist and write a brief summary. What is your impression of the two sculptures presented in the profile?



Internet Activity

Read an online biography of Richard Serra, and view some of his other sculptures. You might consult one of the following:

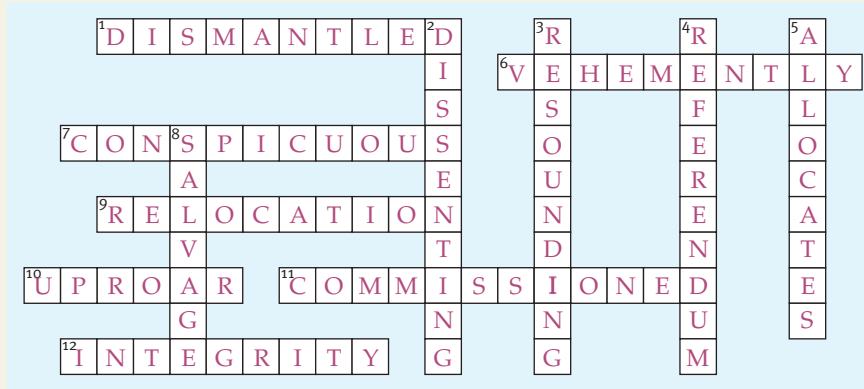
<http://www.pbs.org/art21/artists/serra/index.html>

http://www.artcyclopedia.com/artists/serra_richard.html

Does the information provided give you a different perspective on Serra from that of the reading selection? What is your opinion of his work?

Vocabulary Puzzle

Directions: Use the vocabulary words to complete the puzzle.



allocates	dismantled	referendum	salvage
commissioned	dissenting	relocation	uproar
conspicuous	integrity	resounding	vehemently

ACROSS CLUES

1. Taken apart
6. Angrily; ardently
7. Easily seen or noticed
9. Movement to a different place
10. A state of noisy disturbance or excitement

11. Gave an official order for
12. The state of being whole, entire, complete

DOWN CLUES

2. Disagreeing
3. Loudly uttered

4. Submission of a proposed public measure to a direct popular vote
5. Sets apart for a particular use
8. Something saved from destruction or waste

STUDY TECHNIQUE 3

Summarizing Short Articles

Summarizing, or restating main ideas in your own words, is a skill you will be called upon to use both in your college classes and at work. In literature classes, for example, you may have to provide a brief summary of a story to show you've read and understood it or to provide your reader with the main points before you offer an analysis. In biology classes, you may have to provide a brief summary of an experiment before detailing the process and equipment you used. Later in life, you may also need to provide summaries. For instance, if you become a nurse, you may need to summarize a patient's condition; if you become a sportswriter, you may need to summarize the action in a basketball game; if you become a police officer, you may need to summarize the events leading up to an accident.

When you write a summary, you need to present only the main idea and key supporting details in order of importance. Because it omits minor sup-

porting details, a summary is much shorter than the original on which it is based. A good rule of thumb is that a summary should be one-fourth of the length of the original. A good way to identify key supporting details is to answer as many of the *who*, *what*, *where*, *when*, *why*, and *how* questions about the selection as apply. (Not all these questions will apply to every selection.) Remember, too, that the goal of a summary is brevity; in other words, always make sure that your summary contains only the main idea and key supporting details and does not include information more than once. Omit all trivia and repetition!

Also keep in mind that you are reporting the author's viewpoints and not your own. When writing a summary, never write something like "I feel" or "I think" or "It seems to me." What matters in a summary is what the author thinks. When reading over your summary, make sure you delete all expressions of your own thoughts and opinions.

Exercise 9: Writing a Summary

Directions: You just read an excerpt from Mark Getlein's "Public Art." Try to write a summary of this excerpt. Begin by identifying the main idea.

Main Idea: In a controversy between the artistic community and the general public, the public succeeded in having *Tilted Arc* removed because of its appearance and location.

Now locate the main supporting details by answering as many of the question words as possible:

Who: Artist Richard Serra and the general public

What: *Tilted Arc* sculpture

Where: New York City public plaza

When: 1980s

Why: Conflict over removal of the sculpture

How: Public hearing

Next, list five to six of the main supporting details in your own words.

1. *Tilted Arc* was commissioned by the General Services Administration.
2. Seven thousand workers objected to the sculpture and signed petitions requesting its removal.
3. They objected to the sculpture claiming it was ugly, blocked the view, and ruined the plaza for outdoor activities.
4. Many people in the art community defended the sculpture and its location.
5. *The New York Times* came to the public's defense in an uncharacteristic editorial.
6. *The Titled Arc* was taken apart and removed from display.

You are now ready to draft your summary. (Answers will vary.)

In a controversy between the artistic community and the general public, the public succeeded in having Richard Serra's modernistic sculpture, *Tilted Arc*, removed. In the early 1980s, *Tilted Arc* was commissioned by the General Services Administration for placement in a New York City public plaza. Seven thousand workers immediately objected to the sculpture and signed petitions requesting its removal from the plaza. In particular, the public objected to the sculpture because it claimed the sculpture was ugly, blocked the view, and ruined the plaza for outdoor activities. A public hearing was held. Many in the art community defended the sculpture and its location. After a lengthy debate, *The NYT* came to the public's defense in an uncharacteristic editorial. As a result, in 1989, *Tilted Arc* was taken apart and removed from display.

After writing your summary, read it over. Delete any information that is not crucial to supporting the main idea. Delete any trivia or repetition and any expressions of your own opinion. Is your presentation of information logical? If not, reorganize the information in a more logical way. Now revise your summary.

Internet Activity

The National Endowment for the Arts, created by Congress in 1965, is an independent governmental agency that funds "projects of artistic excellence." One of its services is to publish articles on various topics related to the arts. One such article, written by Marc Pally, titled "The Enterprise of Process: Notes on Planning Public Art" (1998), provides guidance for making decisions about proposed public-art projects. You will find this article at

<http://www.nea.gov/resources/lessons/PALLY.html>



Write a paragraph describing Pally's recommendations. Or write a paragraph explaining how Pally's recommendations might have led to better decision making about *Tilted Arc*.

TEST-TAKING TIP

Day of the Test

The day of the test has arrived. Make sure you have the proper equipment with you—pens, pencils, dictionary, blue books, and so on. Stay calm. By now you should have a good idea what's going to be on the test, and you should be prepared for it.

Now look at the test. Read through the whole test. Look on both sides of all the pages. How many questions are there? Think about how much time you want to devote to each question.

Always save time to check over your answers. Don't lose points because you accidentally skipped a question. And remember to write legibly and put your name on the test paper!

Don't be concerned if some people in the class finish the test much more quickly than you do. You don't know whether those students did well on the test or poorly.

VOCABULARY Homonyms and Other Confusing Words (Unit 1)

As you learned in the introduction, homonyms are words or phrases that sound the same but that have different spellings or meanings. In addition to homonyms, we have included in this section other troublesome words that you might need to practice. Mastering these words will help you make a good impression in written assignments.

The short poem below illustrates the importance of using words correctly. Can you spot the mistakes?

English spelling can seam like a maize,
And put won strait into a hays,
Butt now never fear,
The spell-checker is hear,
And its sew well-deserving of prays.

—Anonymous

allusion	A noun meaning "a casual or passing reference to something." <i>The author made an allusion to Aphrodite, the Greek goddess of love and beauty.</i>
illusion	A noun meaning "something that deceives by producing a false or misleading impression of reality." <i>The hikers, exhausted and suffering from dehydration, saw a lake up ahead of them. But as they got closer, they realized it was just a cruel illusion.</i>
alot	A mistake for a lot. <i>There is no such word as alot.</i>
a lot	"Many, much." <i>Peggy felt a lot better after getting a good night's sleep.</i>
allot	A verb meaning "to assign a portion." <i>Each heir to the family fortune was allotted an equal share of the estate.</i>

already An adverb meaning “previously.” *With just a few minutes left in the game, the Cardinals thought they had already won.*

all ready “Completely prepared.” *After gathering her supplies and buying her textbooks, Antoinette felt all ready to start school.*

Think about this sentence: She is *all ready* to go to the game because she is *already* dressed.

altogether An adverb meaning “wholly, entirely.” *“There is altogether too much violence in public schools,” complained the president of the Parent Teacher Association.*

all together “All at the same place or time.” *The family reunion brought the family all together.*

censure A verb meaning “to strongly disapprove of or officially reprimand.” *The senator was censured because he had accepted campaign contributions from foreign countries.*

ensor A verb meaning “to examine for the purpose of suppressing or deleting.” *The Harry Potter books by J. K. Rowling are being censored by school libraries across the country.*

cite A verb meaning “to quote or mention in support.” *You may need to cite your sources in your English term paper.*

site A noun meaning “position or location.” *The site of the Vietnam War Memorial is in Washington D.C.*

desert A noun meaning “a dry sandy region with little or no plant life.” *The Sahara Desert is the largest desert in the world.*

desert A verb meaning “to leave without intending to return.” *Marcia wanted to know how Jan could desert her husband after fourteen years of marriage.* (The pronunciation is the same as dessert.) Also, a noun meaning “deserved reward or punishment.” *The attorney who had cheated many of his elderly clients out of their retirement funds received his just deserts when he was disbarred.* (The pronunciation is the same as desserts.)

dessert A noun meaning “something sweet served at the end of a meal.” *Is your favorite dessert cake, ice cream, or something else?*

Think about this sentence: Cactus candy is a delectable *dessert* that comes from *desert* cacti.

die A verb meaning “to cease to live.” *Most of our past presidents have already died.*

dye A noun meaning “a coloring substance.” *Did you use dye to change the color of your hair?*

Also, a verb meaning “to color with a dye.” *She dyed her hair shocking pink to go with her dress.*

emigrate A verb meaning “to leave one country or region and settle in another.” *Many people in the United States have ancestors who emigrated from Ireland.*

immigrate A verb meaning “to come to a new country to settle.” *Millions of people have immigrated to the United States in search of a better life for themselves and their families.*

Think about this sentence: Oksana's parents *emigrated* from Russia in 1944, *immigrating* first to France and then later to the United States.

fewer	An adjective meaning "not many," refers to number. <i>Fewer</i> is used before a plural noun. <i>There are fewer words in a paperback dictionary than in a hardbound one.</i>
less	An adverb meaning "not as much or as many." <i>Less</i> is used to refer to things that cannot be counted. <i>Many people feel that they should be spending less time at work and more time at home with their families.</i>
formally	An adverb meaning "marked by form or ceremony." <i>The young couple formally announced their engagement at a special dinner party.</i>
formerly	An adverb meaning "at an earlier time; in the past." <i>The candidate running for president was formerly a U.S. senator.</i>
its	A possessive pronoun meaning "the one or ones that belong to it." <i>The dog always knew where to find its bowl when it was time to eat.</i>
it's	A contraction for "it is or it has." <i>The dark clouds indicate that it's about to rain.</i>
later	An adverb or adjective meaning "coming after the usual or proper time." <i>Later</i> is the comparative form of <i>late</i> . <i>The students wanted to postpone the test until a later date.</i>
latter	An adjective meaning "being the second of two mentioned things." <i>Matt's parents said he could play only one sport in high school; when they gave him a choice between playing football or being on the track team, he chose the latter.</i> Also, an adjective meaning "near to the end." <i>The use of the Internet became very popular during the latter part of the 1990s.</i>

Think about this sentence: Of the first two versions of his story, I prefer the *latter*, but the version he came up with *later* is the best of all.

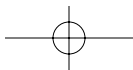
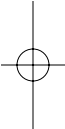
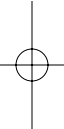
lie	A noun meaning "something said that is not true." <i>Mary did not want to go to Cara's birthday party, so she told a little white lie and said she had to babysit that night.</i>
lie	A verb meaning "to say what is not true." <i>Perjury</i> is lying under oath. Also, a verb meaning "to rest or recline; to exist in a horizontal position." <i>Lie</i> is an intransitive verb; that is, it cannot take a direct object. <i>The dog often lies on the couch even though she knows she is supposed to stay off the furniture.</i> The past tense of the verb <i>lie</i> is <i>lay</i> : <i>Despite having scolded her, she lay down there again yesterday.</i> The present participle of <i>lie</i> is <i>lying</i> : <i>I knew when she had been lying on the furniture, because it was covered with hair.</i> The past participle of <i>lie</i> is <i>lain</i> : <i>She had lain on the couch every day without reproach while my mother was visiting.</i>
lay	A verb meaning "to put down so as to rest on, in, or against something." <i>Lay</i> is a transitive verb; that is, it requires a direct object. <i>If I lay any more books there, the table will break.</i> The past tense of <i>lay</i> is <i>laid</i> : <i>I laid a book down on the table last week, and now I can't find it.</i> The present participle of <i>lay</i> is <i>laying</i> : <i>I have been laying my books on the table all week.</i> The past participle of <i>lay</i> is <i>laid</i> : <i>In fact, I had laid my books down in the same spot for weeks.</i>

■ Homonym Quiz

Drawing on what you've learned here, fill in the blanks with an appropriate homonym.

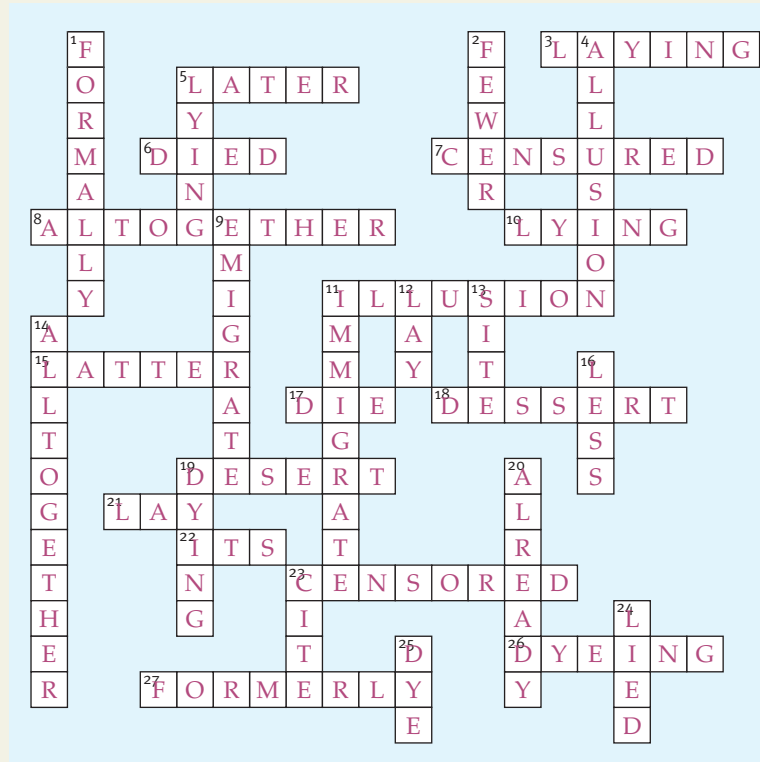
1. Margo was already late for work when she stopped to answer the phone.
already/all ready
2. "Class," said Mrs Walker, "let's sing the last part one more time all together."
altogether/all together
3. The site of the disaster has been closed indefinitely.
cite/site
4. He emigrated from Brazil in 1948 and has not returned until recently.
emigrated/immigrated
5. There were three fewer students in class today than on Tuesday.
fewer/less
6. No one knew that the law student was formerly a convicted murderer.
formally/formerly
7. It's not a good day to visit Soon Yi. She's in bed with the flu.
Its/It's
8. As he grew disenchanted with his work, he started arriving at the office later.
later/latter
9. Only fresh fruits or low-calorie desserts are on my diet.
deserts/desserts
10. I just laid that file down on the counter five minutes ago.
lay/laid

Write a sentence of your own using *lain* correctly.



Vocabulary Puzzle

Directions: Use words from Homonyms Unit 1 to complete the puzzle.

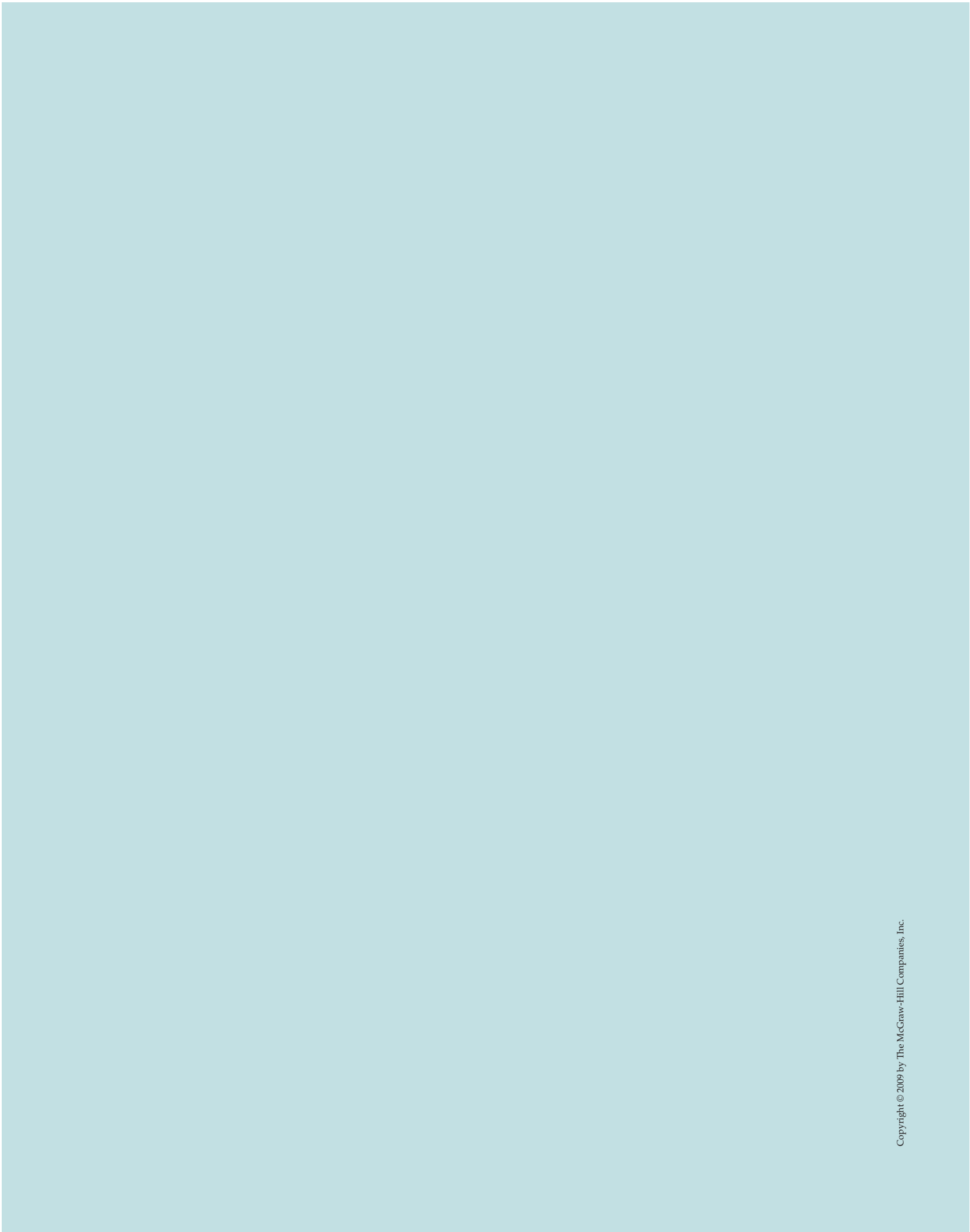


ACROSS CLUES

- The student was _____ his backpack on the wrong desk.
- Tim went to bed much _____ than he should have.
- Mr. Tang _____ in the hospital after a lengthy illness.
- The senator was _____ because he made false statements to members of Congress while under oath.
- _____ John Grisham has written eight successful novels.
- Was the husband _____ to his wife about where he had been last night? Or, was he telling the truth?
- Tina added a large mirror to her dining room to give the _____ of more space.
- Sue and Anna are softball players. The former plays catcher and the _____ plays shortstop.
- Too many children _____ by drowning in unsupervised swimming pools.
- We usually eat a low-cal _____ after a fattening meal.
- The _____ is an area with an arid climate.
- The workers were going to _____ the foundation for the house next week.
- The cow gave birth to _____ first calf.
- The movie was _____ before it was shown on TV.
- Patty was _____ her hair to match her school colors.
- Thailand was _____ called Siam.
- Many people now residing in other countries would like to _____ to the United States.
- The officer told the suspect to _____ the gun down and put his hands in the air.
- Every four years the Olympics are held at a different _____. In 2000, they were held in Australia.
- The members of the class of 1980 will not be _____ again until the next reunion.
- I should have eaten a lot _____ at our Thanksgiving dinner.
- Should euthanasia be available for the _____?
- Steve did not need to take college algebra because he had _____ taken it in high school.
- Always make sure you _____ your references properly.
- When he missed work, he _____ to his boss about being sick.
- On St. Patrick's Day, some people _____ their beer green.

DOWN CLUES

- They were dressed _____ in tux and tails to go to the Winter Ball.
- Some students would do better in college by taking _____ classes.
- The author made an _____ to a character in *Romeo and Juliet*.
- The woman was _____ on the ground when the paramedics arrived.
- Juan _____ (d) from Mexico three years ago.



The Author's Purpose and the Rhetorical Modes

CHAPTER

3



The Oath of the Horatii (1784) BY JACQUES-LOUIS DAVID

Photo: G. Blot/C. Jean. Louvre, Paris. Réunion des Musées Nationaux/Art Resource, NY.

View and Reflect

In the painting, three brothers are swearing an oath to their father to defeat their enemies or die for Rome.

1. What are the brothers receiving from their father?
2. Compare the postures and attitudes of the men to those of the women. How do the hands of the men and women express their respective attitudes?
3. What does the woman in black in the background of the painting appear to be doing?
4. Notice the three arches in the background of the painting. Where else does the artist repeat this theme of a group of three?
5. What do you think the artist's purpose was in creating this painting?
6. How does the painting illustrate risk-taking behavior?
7. What is the dominant color in the male grouping? What might that color represent?

DETERMINING THE AUTHOR'S PURPOSE

Highlight or underline the definitions of the key terms. Then write a paraphrase of each definition in the margin.

Inform
Presents information in an objective manner

Entertain
Presents an interesting story or description

Persuade
Presents an argument to change a person's belief

Audience
Specific group the material is written for

Specific purpose
Presents more specific information about the topic

Most writers create a story, essay, article, or poem with at least one **general purpose** in mind. Because most writers do not directly state their general purpose, the reader must use indirect clues to determine it. We can identify the general purpose by asking the question “Why did the author write this?” Usually, this purpose will fall into one of three broad categories: to inform, to entertain, or to persuade.

An author whose purpose is **to inform** will provide readers with knowledge or information. Ordinarily, the material will be presented in an objective, neutral fashion. Authors who write textbooks presenting factual material often have this purpose in mind. Articles in newspapers are also usually meant to inform.

An author whose purpose is **to entertain** will tell a story or describe someone or something in an interesting way. A piece of writing meant to entertain will often make an appeal to the reader's imagination, sense of humor, or emotions. Such writing may be either fiction or nonfiction. Witty, unusual, dramatic, or exciting stories usually have entertainment as their purpose.

Finally, the author's purpose may be **to persuade**. Persuasion goes beyond merely entertaining or providing information. This kind of writing tries to change the reader's opinions by appealing to emotions or intellect. If making an emotional argument, the author may use vividly descriptive passages designed to manipulate the reader's feelings. If making an appeal to intelligence, the author will employ logic and reasoning. Political literature is a common form of writing meant to persuade. Newspaper editorials ordinarily have persuasion as their purpose also.

Authors take into account their **audience** (those they are writing for) when they choose their **general purpose**. Writers of fiction usually want to entertain readers by creating interesting characters and stories. If an author writes an article for a wellness magazine, the general purpose will probably be to provide information promoting good health. If an author writes a letter to solicit campaign contributions for a political candidate, the general purpose will be to persuade people to give money.

In addition to a general purpose, authors also usually have a **specific purpose**, which reveals more detailed information about the article than the general purpose. Take the wellness example above. The general purpose is to inform. The specific purpose might be “to inform people about foods that protect against cancer.”

Sometimes an author may have more than one purpose in mind. For instance, an author might want both to entertain and to persuade. Or the author might write an entertaining article that also provides information about something important. In these instances, usually one of the author's purposes will be primary. To determine the general and primary purpose, first identify the main idea and the key details that support that idea. Then note the author's choice of words. Is the vocabulary neutral and unbiased? Is it meant to influence our judgment in some way? Finally, note the source of the article or passage. Often the publication that the article or passage comes from will help you identify the author's primary purpose.

Read the paragraph below, and identify the writer's topic, main idea, and general and specific purposes.

The viewpoint, now gaining momentum, that would allow individuals to “make up their own minds” about smoking, air bags, safety helmets, and the like ignores some elementary social realities. The ill-informed nature of this viewpoint is camouflaged by the appeal to values that are dear to most Americans. The essence of the argument is that what individuals do with their lives and limbs, foolhardy though it might

be, is their own business, and that any interference would abridge their rights. However, no civil society can survive if it permits each person to maximize his or her freedoms without concern for the consequences of one's act on others. If I choose to drive without a seat belt or air bag, I am greatly increasing my chances, in case of an accident, of being impaled on the steering wheel or exiting via the windshield. It is not just my body that is jeopardized; my careening auto which I cannot get back under control, will be more likely to injure people in other autos, pedestrians, or riders in my car. The individual who chooses to act irresponsibly is playing a game of heads I win, tails the public loses. All too often, the unbelted drivers, the smokers, the unvaccinated, the users of quack remedies, draw on public funds to pay for the consequences of their unrestrained freedom of choice. Their rugged individualism rapidly becomes dependency when cancer strikes, or when the car overturns, sending the occupants to hospitals for treatment paid for at least in part by the public, through subsidies for hospitals and medical training. But the public till is not bottomless, and paying for these irresponsible acts leaves other public needs without funds.

Source: Paragraph from Amitai Etzioni, "When Rights Collide," in *Psychology Today*, October, 1977. Copyright © 1977 Amitai Etzioni. Used by permission of the author.

Topic:	Individual liberty vs. social responsibility
Main idea:	No civil society can survive if it permits each person to maximize his or her freedom without concern for the consequence of one's act on others.
General purpose:	To persuade
Specific purpose:	To persuade us that there needs to be a balance between individual liberty and social responsibility

The following exercises will give you some practice in determining an author's general purpose.

Exercise 1: Determining the Author's Purpose

Label each sentence according to its general purpose: to inform (I), to entertain (E), or to persuade (P).

- E 1. Did you ever wonder how all the best athletes make sports seem so easy? The behind the back passes, the triple lutzers, the holes in one; on TV it looks so easy. We sit in our armchairs and say, "I could do that. How hard could it be?" The truth is, if we could do that, we'd be out there doing it. I think that if I had the talent, right now I'd be doing some triple lutzers. What is a lutz anyway? Are three of them a good thing? Do you have to do it in tights? Because if you have to do it in tights, I may have a problem with it.

From Tom Mather, *Voyages in the Toilet Dimension*, self-published, 1999, p. 35.

- I 2. Stealing goods from retail merchants is a very common crime; it constitutes about 15 percent of all larcenies. A recent survey in Spokane, Washington, revealed that every twelfth shopper is a shoplifter, and that men and women are equally likely to be offenders. Perhaps shoplifting is so frequent because it is a low-risk offense, with a detection rate of less than

1 percent. Shoppers are extremely reluctant to report shoplifters to the store management. According to one study, of those apprehended for shoplifting, approximately 45.5 percent are actually prosecuted. It is also estimated that men are slightly more likely than women to be shoplifters, and that 41 percent of offenders are white, 29 percent are black, and 16 percent are Hispanic. More than half of shoplifting events occur between the hours of 12:00 P.M. and 6:00 P.M. A study conducted in New South Wales with juvenile offenders in detention revealed that their reasons for shoplifting ranged from excitement, peer pressure, thrills, or fun; to obtaining clothes, food, or money for drugs or alcohol; to relieving boredom or stress.

From Frieda Adler et al., *Criminology and the Criminal Justice System*, 6th ed., New York: McGraw-Hill, 2007, p. 292

E 3. The Sound of Music: Enough Already

There was a time when music knew its place. No longer. Possibly this is not music's fault. It may be that music fell in with a bad crowd and lost its sense of common decency. I am willing to consider this. I am willing even to try and help. I would like to do my bit to set music straight in order that it might shape up and leave the main stream of society. The first thing that music must understand is that there are two kinds of music—good music and bad music. Good music is music that *I* want to hear. Bad music is music that *I* don't want to hear. I do not under any circumstances enjoy hold buttons. But I am a woman of reason. I can accept reality. I can face the facts. What I cannot face is the music. Just as there are two kinds of music—good and bad—so there are two kinds of hold buttons—good and bad. Good hold buttons are hold buttons that hold one silently. Bad hold buttons are hold buttons that hold one musically. When I hold I want to hold silently. That is the way it was meant to be.

From Fran Leibowitz, *The Leibowitz Reader*, New York: Vintage Books, 1994, pp. 137–138.

P 4. Cheating jeopardizes the basic fairness of the grading process. Widespread cheating causes honest students to become cynical and resentful, especially when grades are curved and the cheating directly affects other students. Cheating may also have long-term effects. Taking the easy way in college may become a habit that can spill over into graduate school, jobs, and relationships. And consider this: would you want a doctor, lawyer, or accountant who had cheated on exams handling your affairs? Cheating sabotages your own academic and personal growth. Don't cheat!

From John Gardener, *Your College Experience*, Belmont, CA: Wadsworth, p. 221 (p. 111, Art 1e) fair use

Exercise 2: Identifying the Clues That Indicate the Author's Purpose and Main Idea

Read each of the following paragraphs to determine whether the author's primary purpose is (1) to entertain, (2) to persuade, or (3) to inform. Indicate the clues that enabled you to make your decision. Then, in the space provided, write the stated or implied main idea.

1. Put an alien creature from outer space in front of a television, and it would have very little idea of what family life is like in the United States. It would conclude

that most adults are men, most adults are not married, almost no one is over age 50, very few adults have children, most mothers don't work for pay, and child care is simply not an issue. The fact is that *Friends*, *Third Rock from the Sun*, *Frasier*, *Ally McBeal*, and similar programs present fantasy lives that most households find fascinating, but not exactly true to their lives. Eight out of 10 adults in the United States think that almost no TV family is like their own; nearly half find *no* TV family like theirs. Katharine Heintz-Knowles, a communications professor at the University of Washington, carried out content analyses of 150 episodes of 92 different programs on commercial networks over a two-week period. She found that of the 820 TV characters studied, only 38 percent were women, only 15 percent could be identified as parents of minor children, and only 14 percent were over age 50. Only 3 percent of the TV characters faced recognizable conflicts between work and family, and no TV family made use of a child care center.

Richard Schaefer, *Sociology*, 3/e, p. 288. Copyright © 2000. Reprinted by permission of McGraw-Hill Companies, Inc. Copyright © 2000 McGraw-Hill Companies, Inc. Used with permission.

Purpose: Inform Clues: Relies on content analysis of episodes

Main idea: TV shows do not reflect reality of most families.

2. Good manners are back, and for a good reason. As the world becomes increasingly competitive, the gold goes to the team that shows off an extra bit of polish. The person who makes a good impression will be the one who gets the job, wins the promotion, or clinches the deal. Manners and professionalism must become second nature to anyone who wants to achieve and maintain a competitive edge. The lesson is this: You can have good credentials, but a good presentation is everything. You can't neglect etiquette, or somewhere in your career you will be at a competitive disadvantage because of your inability to use good manners or to maintain your composure in tense situations.

From William G. Nickels et al., *Understanding Business*, 8th ed., New York: McGraw-Hill, 2008, p. 6. Copyright © 2008 McGraw-Hill. Used by permission of The McGraw-Hill Companies, Inc.

Purpose: Persuade Clues: Author is highly opinionated and expresses no other point of view.

Main idea: Good manners are back because they are important to one's success in the business world. (last sentence)

3. If there's one thing this nation needs, it's bigger cars. That's why I'm excited that Ford is coming out with a new mound o' metal that will offer consumers even more total road-squatting mass than the current leader in the humongous-car category, the popular Chevrolet Suburban Subdivision—the first passenger automobile designed to be, right off the assembly line, visible from the Moon. I don't know what the new Ford will be called. Probably something like the "Ford Untamed Wilderness Adventure." In the TV commercials, it will be shown splashing through rivers, charging up rocky mountainsides, swinging on vines, diving off cliffs, racing through the surf, and fighting giant sharks hundreds of feet beneath the ocean surface—all the daredevil things that cars do in Sport Utility Vehicle Commercial World, where nobody ever drives on an actual road. Anyway, now we have the new Ford, which will be *even larger* than the Subdivision, which I imagine means it will have separate decks for the

various classes of passengers. And it will not stop there. This is America, darn it, and Chevrolet is not about to just sit by and watch Ford walk away with the coveted title of Least Sane Motor Vehicle. No, cars will keep getting bigger. I see a time, not too far from now, when people will haul their overdue movies back to the video-rental store in full-size, 18-wheel tractor-trailers with names like The Vagabond. It will be a proud time for all Americans, a time for us to cheer for our country.

From *Dave Barry is Not Taking This Sitting Down*, by Dave Barry. Copyright © 2000 by Dave Barry. Used by permission of Crown Publishers, a division of Random House, Inc.

Purpose: Entertain Clues: Overstatement like “visible from the moon” and colloquial language like “humongous car”

Main idea: Dave Barry is opposed to bigger and bigger cars.

4. In the traditional cultures of Asia, arranged marriages were the rule. Marriages were designed to further the well-being of families, not of the individuals involved. Marriage was traditionally seen as a matter of ancestors, descendants, and property. Supporters of these traditions point out that love is a fleeting emotion and not a sensible basis for such an important decision. However, most of these traditional cultures have a literature as well as a history full of love-smitten couples who chose death rather than marriage to the person selected by their respective families.

From Curtis Byer et al., *Dimensions of Human Sexuality*, 5th ed. New York: McGraw-Hill, 1999, p. 39.

Purpose: Inform Clues: Provides objective information

Main idea: First sentence

AN INTRODUCTION TO THE RHETORICAL MODES

Highlight or underline the definitions of the key terms. Then write a paraphrase of each definition in the margin.

Narrative
Tells a story in time order

Descriptive
Gives details of person, place, or thing

Expository
Logical, factual explanations

In longer reading selections, the main idea is often called the **thesis**. The thesis of an essay, just like the main idea of a paragraph, expresses the most important point the writer is trying to make. The thesis is sometimes called the *controlling idea*, because its primary purpose is to hold the essay or story together.

In the process of creating written work, most writers select a **rhetorical mode of writing** that helps them achieve their purpose. There are four primary rhetorical modes: narration, description, exposition, and persuasion.

Material written in a **narrative mode** tells a story, either true or fictional. In narrative writing, the events of a story are usually ordered chronologically (by time).

With material written in a **descriptive mode**, the emphasis is on providing details that describe a person, place, or object. The writing may use figurative language and include material that appeals to one or more of the five senses. Descriptive writing most commonly deals with visual perceptions.

An author who is trying to explain something will likely use an **expository mode**. Expository writing explains ideas and how things work. It is more likely to be logical and factual. Much of the material that you read in your textbooks follows an expository mode.

Persuasive
Argues and provides

evidence

Mixed
Uses more than one mode

Material written in a **persuasive mode** is meant to convince you of something. Persuasive writing tends to be about controversial topics. It presents an argument and offers evidence. It is writing that is considered to be biased.

Sometimes an author will use more than one mode of writing. For example, the author might choose to write a piece that is both descriptive and narrative. This is called a **mixed mode** of writing, and the organization may also be mixed.

AUTHOR'S PURPOSE: TO INFORM

Read the following excerpt from *Understanding Psychology* by Robert S. Feldman. Feldman's purpose is to present information about motivation. His mode of writing is expository. Note the factual details that are intended to inform the reader.

SELECTION

"Most of the fundamental needs of life . . . can be explained reasonably well by the process of homeostasis."

GETTING THE PICTURE

Have you ever wondered what motivates people to quit smoking, to fight to get a diploma from college despite seemingly impossible odds stacked against them, or to engage in high-risk behavior like bungee jumping? This article helps answer these questions by explaining how motivation directs and energizes behavior. As you are reading the selection, practice your annotating skills by making notes in the margins.

BIO-SKETCH

Robert S. Feldman is a professor of psychology at the University of Massachusetts. Dr. Feldman has numerous scientific articles, books, and book chapters to his credit. His primary research interest is nonverbal behavior.

BRUSHING UP ON VOCABULARY

exemplify to show by giving or being an example of.

phenomenon any fact, condition, or happening that can be either seen or heard and then described in a scientific way; an unusual or remarkable event or thing.

Excerpt from

UNDERSTANDING PSYCHOLOGY

by Robert S. Feldman

Motivation and Emotion

- 1 **Motivation** concerns the factors that direct and energize the behaviors of humans and other organisms. Psychologists who study motivation seek to discover the desired goals, or *motives*, that underlie behavior. Motives are exemplified in behavior as basic as

drinking to satisfy thirst or as inconsequential as taking a stroll to get exercise. To the psychologist specializing in the study of motivation, underlying motives are assumed to steer one's choice of activities. The study of motivation, then, consists of identifying why people seek to do the things they do.

2 In just an instant, John Thompson's life changed. That's all it took for an auger, an oversized, drill-like piece of farm equipment powered by a tractor, to rip off both of his arms when he slipped, falling against the rotating machinery.

3 Yet it was in the moments following the accident that Thompson demonstrated incredible bravery. Despite his pain and shock, he ran 400 feet to his house. Using the bone hanging from his left shoulder to open the door, he ran inside and dialed for help with a pen gripped in his teeth. When emergency crews arrived 30 minutes later, he told them where to find ice and plastic bags so that his severed arms could be packed for possible surgical reattachment. Thompson's rescuers came none too soon: By the time surgery could start, he had lost half his blood.

“Always in a moment of extreme danger things can be done which had previously been thought impossible.”

—General Erwin Rommel

4 What explains John Thompson's enormous motivation to stay alive? Like many questions involving motivation, this one has no single answer. Clearly, biological aspects of motivation were at work: He obviously experienced a powerful *drive* to keep himself alive before he lost so much blood that his life would drain away.

5 A **drive** is a motivational tension, or arousal, that energizes behavior in order to fulfill some need. Many basic kinds of drives, such as hunger, thirst, pain avoidance, and need for air and sleep, are related to biological needs of the body. These are called *primary drives*. Primary drives contrast with *secondary drives*, in which no obvious biological need is being fulfilled. In secondary drives, needs are brought about by prior experiences and learning. Many secondary drives are related to learned motives for power, affiliation, approval, status, security, and achievement. Some people have strong needs to achieve academically and in their careers. We can say that their achievement need is reflected in a secondary drive that motivates their behavior.

6 We usually try to satisfy a primary drive by reducing the need underlying it. For example, we become hungry after not eating for a few hours and may raid the refrigerator, especially if our next scheduled meal is not imminent. If the weather turns cold, we put on extra clothing or raise the setting on the thermostat in order to keep warm. If our body needs liquids in order to function properly, we experience thirst and seek out water.

7 The reason for such behavior is homeostasis, a basic motivational phenomenon underlying primary drives. **Homeostasis** or “steady state” is the process by which an organism strives to maintain some optimal level of internal biological functioning by compensating for deviations from its usual, balanced internal state. Most of the fundamental needs of life, including the need for food, water, stable body temperature, and sleep, can be explained reasonably well by the process of homeostasis.

8 Unfortunately, the process of homeostasis does not explain behaviors in which the goal is not to reduce a drive, but rather to maintain or even to increase a particular level of excitement or arousal. For instance, some behaviors seem to be motivated by nothing more than curiosity. Anyone who has rushed to pick up newly delivered mail, who avidly follows gossip columns in the newspaper, or who yearns to travel to exotic places, knows the importance of curiosity in directing behavior.

9 Similarly, many of us go out of our way to seek thrills through such activities as riding a roller coaster and steering a raft down the rapids of a river. In both of these cases,

*“What makes life dreary is
want of motive.”*

—George Eliot

rather than seeking to reduce an underlying drive, people appear to be motivated to *increase* their overall level of stimulation and activity. In order to explain this phenomenon, psychologists have devised an alternative: arousal approaches to motivation.

- 10** According to **arousal approaches to motivation**, each of us tries to maintain a certain level of stimulation and activity. If our stimulation and activity levels become too high, we try to reduce them. But, if the levels of stimulation and activity are too low, we will try to *increase* them by seeking sensation.
- 11** People vary widely in the optimal level of arousal that they seek out, with some people needing especially high levels of arousal. For example, psychologists have hypothesized that individuals such as comic John Belushi, DNA researcher Sir Francis Crick, daredevil Evel Knievel, and bank robbers Bonnie and Clyde exhibited a particularly high need for arousal. Such people may attempt to avoid boredom by seeking out challenging situations.
- 12** It is not just the celebrated who pursue arousal; many of us characteristically seek out relatively high levels of stimulation. You can get a sense of your own characteristic level of stimulation by completing the questionnaire.

Do You Seek Out Sensation?

- 13** How much stimulation do you crave in your everyday life? You will have an idea after you complete the following questionnaire, which lists some items from a scale designed to assess your sensation-seeking tendencies. Circle either *A* or *B* in each pair of statements.
- 14**
1. A. I would like a job that requires a lot of traveling.
B. I would prefer a job in one location.
 2. A. I am invigorated by a brisk, cold day.
B. I can't wait to get indoors on a cold day.
 3. A. I get bored seeing the same old faces.
B. I like the comfortable familiarity of old friends.
 4. A. I would prefer living in an ideal society in which everyone was safe, secure, and happy.
B. I would have preferred living in the unsettled days of our history.
 5. A. I sometimes like to do things that are a little frightening.
B. A sensible person avoids activities that are dangerous.
 6. A. I would not like to be hypnotized.
B. I would like to have the experience of being hypnotized.
 7. A. The most important goal of life is to live it to the fullest and to experience as much as possible.
B. The most important goal of life is to find peace and happiness.
 8. A. I would like to try parachute jumping.
B. I would never want to try jumping out of a plane, with or without a parachute.
 9. A. I enter cold water gradually, giving myself time to get used to it.
B. I like to dive or jump right into the ocean or a cold pool.
 10. A. When I go on a vacation, I prefer the comfort of a good room and bed.
B. When I go on a vacation, I prefer the change of camping out.
 11. A. I prefer people who are emotionally expressive, even if they are a bit unstable.
B. I prefer people who are calm and even-tempered.

12. A. A good painting should shock or jolt the senses.
B. A good painting should give me a feeling of peace and security.
13. A. People who ride motorcycles must have some kind of unconscious need to hurt themselves.
B. I would like to drive or ride a motorcycle.

Scoring Give yourself one point for each of the following responses: 1A, 2A, 3A, 4B, 5A, 6B, 7A, 8A, 9B, 10B, 11A, 12A, 13B. Find your total score by adding up the number of points and then use the following scoring key:

0–3 very low sensation seeking

4–5 low

6–9 average

10–11 high

12–13 very high

- 15 Keep in mind, of course, that this short questionnaire, for which the scoring is based on the results of college students who have taken it, provides only a rough estimate of your sensation-seeking tendencies. Moreover, as people get older, their sensation-seeking scores tend to decrease. Still, the questionnaire will at least give you an indication of how your sensation-seeking tendencies compare with those of others.

Source: "Motivation and Emotion," from Robert S. Feldman, *Understanding Psychology*, 5th ed., pp. 326–327, 329. Copyright © 1999. Reprinted by permission of The McGraw-Hill Companies, Inc.



COMPREHENSION CHECKUP

Topic and Main Idea

1. What is the topic of this article? Motivation and emotion
2. What is the article's main idea? Our motives influence our emotions and our choices of activities.

STUDY TECHNIQUE 4

Outlining

An outline is an orderly arrangement of ideas going from the general to the specific. An outline shows the relationship and importance of ideas by using a system of Roman numerals for main headings (I, II, III, etc.), capital letters for subheadings (A, B, C, etc.), and numbers for sub-subheadings (1, 2, 3, etc.). Whether you are using outlining to organize class notes or a reading

selection, only the most important points should be included.

A partial outline of the previous selection follows. Complete the outline by filling in the missing information in your own words.

- I. *Motivation* is defined as factors that direct and energize behavior.

STUDY TECHNIQUE 4 *continued*

- II. *Drive* is defined as motivational tension that energizes behavior to fulfill a need.
- A. *Primary drive* is defined as biological needs of the body.
1. An example of a primary drive is sleep.
 2. Another example of a primary drive is pain avoidance.
- B. *Secondary drive* is defined as not fulfilling a biological need, but is related to experience and learning.
1. An example of a secondary drive is need for academic achievement.
 2. Another example of a secondary drive is need for status.
- III. Reasons for Motivation
- A. *Homeostasis* is defined as striving for a balanced internal state.
1. An example of homeostasis is putting on clothing when it's cold.
 2. Other examples of homeostasis are eating when hungry and drinking when thirsty.
- B. *Arousal* is defined as a level of stimulation and activity.
1. An example of arousal is a person robbing a bank to achieve high stimulation.
 2. Another example of arousal is a person being a daredevil to achieve stimulation.

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

- T 1. Primary drives are based on biological needs that must be met for survival.
- T 2. Regulation of body temperature is a primary drive.
- T 3. Trying to win a skateboarding contest is a secondary drive.
- F 4. Affiliation is the need to maintain distance from others.
- T 5. The word *homeostasis* means "steady state."
- F 6. All individuals need precisely the same amount of stimulation.

Primary or Secondary Need

Indicate whether each of the following is a primary (P) or a secondary (S) need.

7. P sleep
8. P thirst
9. S achievement
10. P food

Vocabulary Practice

For each item look through the paragraph indicated in parentheses to find a word that matches the definitions below.

1. Illustrated by example (paragraph 1) e x e m p l i f i e d
2. Trivial; irrelevant (1) i n c o n s e q u e n t i a l

- | | |
|-----------------------------------|---|
| 3. guide (1) | <u>s</u> <u>t</u> <u>e</u> <u>e</u> <u>r</u> |
| 4. fundamental; basic (1) | <u>u</u> <u>n</u> <u>e</u> <u>d</u> <u>r</u> <u>l</u> <u>y</u> <u>i</u> <u>n</u> <u>g</u> |
| 5. impending (6) | <u>i</u> <u>m</u> <u>m</u> <u>i</u> <u>n</u> <u>e</u> <u>n</u> <u>t</u> |
| 6. occurrence (7) | <u>p</u> <u>h</u> <u>e</u> <u>n</u> <u>o</u> <u>m</u> <u>e</u> <u>n</u> <u>o</u> <u>n</u> |
| 7. making up for (7) | <u>c</u> <u>o</u> <u>m</u> <u>p</u> <u>e</u> <u>n</u> <u>s</u> <u>a</u> <u>t</u> <u>i</u> <u>n</u> <u>g</u> |
| 8. departures from the norm (7) | <u>d</u> <u>e</u> <u>v</u> <u>i</u> <u>a</u> <u>t</u> <u>i</u> <u>o</u> <u>n</u> <u>s</u> |
| 9. longs for (8) | <u>y</u> <u>e</u> <u>a</u> <u>_</u> <u>n</u> <u>_</u> <u>s</u> |
| 10. most favorable (11) | <u>o</u> <u>p</u> <u>t</u> <u>i</u> <u>m</u> <u>a</u> <u>l</u> |
| 11. recklessly daring person (11) | <u>d</u> <u>a</u> <u>r</u> <u>e</u> <u>d</u> <u>e</u> <u>v</u> <u>i</u> <u>l</u> |
| 12. energized (14) | <u>i</u> <u>n</u> <u>v</u> <u>i</u> <u>g</u> <u>o</u> <u>r</u> <u>a</u> <u>t</u> <u>e</u> <u>d</u> |
| 13. to shock or startle (14) | <u>j</u> <u>o</u> <u>l</u> <u>t</u> |



In Your Own Words

1. What do you think accounts for the amazing determination and will to live that some people demonstrate in times of personal challenge?
2. Why do you think people pursue activities such as paragliding or bungee jumping?
3. Mentally list some primary and some secondary drives you have satisfied today. How did each influence your behavior?
4. Do you think heredity influences motivation?
5. What are your goals? Why do you pursue them? How vigorously do you try to reach them? When are you satisfied? When do you give up?



The Art of Writing

In a brief essay, respond to the questions below.

Think about yourself and try to identify your secondary drives. How would you describe them? How do they affect your behavior? Make sure you give some specific examples. For instance, you have a strong secondary drive to achieve. This has motivated you to increase your class load and graduate from college in just three years.



Internet Activity

The *type T personality* has been described by various psychologists as a thrill-seeking or risk-taking personality. Do some research on the type T personality. You might want to first consult Frank Farley in *Psychology Today*, May 1986.

AUTHOR'S PURPOSE: TO ENTERTAIN

The following fable by Aesop has entertainment as its primary purpose. It is an example of the *narrative* mode of writing. Notice that the significant events of the story are told in chronological order.

SELECTION

"Gradually, when things seemed quiet, the country mouse crept out from his hiding place and whispered good-bye to his elegant friend."

GETTING THE PICTURE

Do you think that people who live in cities have a different perspective on life than people who live in rural areas? If you think this, what are some of the differences you see?

BIO-SKETCH

Aesop, a Greek slave, lived from about 620 to 560 B.C.E. According to legend, Aesop was eventually freed because the fables he told exhibited such great wisdom. As a free man, he traveled to Athens, Greece, where he quickly made an enemy of the ruler and was condemned to death.

Many of Aesop's best fables draw parallels between animals and humans in order to illustrate key moral principles and universal lessons. Aesop is responsible for many familiar expressions that have survived to this day, such as "sour grapes," "don't cry over spilt milk," "actions speak louder than words," and "look before you leap."

BRUSHING UP ON VOCABULARY

morsel a little bite. *Morsel* is derived from the Latin word *morsum*, meaning "bitten."

condescend This word is derived from the Latin prefix *de*, meaning "down," "down from," and "away." The meaning of "stoop to the level of inferiors" was first recorded in 1435. The fable states that "the town mouse *condescended* to nibble a little here and there." This means that the town mouse was "politely willing to do something that he thought was beneath his dignity."

rustic The English language is almost always uncomplimentary to the "country cousin." *Rustic* is derived from the Latin word *rus*, meaning "open land, country." In 1585, it acquired the meaning "rough, awkward," and then in 1594, that of "simple and plain."

The Country Mouse and the Town Mouse

BY AESOP



- 1 **O**NCE UPON A TIME A COUNTRY MOUSE, who had a friend in town, invited him to pay a visit in the country for old acquaintance's sake. After the invitation was accepted, the country mouse, though plain, coarse,

and somewhat frugal, opened his heart and pantry to honor his old friend and to show him the proper hospitality. There was not a morsel which he had carefully stored that he did not bring forth out of its larder—peas and barley, cheese parings and nuts—with the hope that the quantity would make up for what he feared was wanting in quality to suit the taste of his elegant guest. In turn, the town mouse condescended to nibble a little here and there in a dainty manner while the host sat munching a blade of barley straw.

*“The man who suggests
his own tediousness has
yet to be born.”*

—Thomas Bailey Aldrich

In their after-dinner chat the town mouse said to the country mouse, “How is it, my good friend, that you can endure this boring and crude life? You live like a toad in a hole. You can’t really prefer these solitary rocks and woods to streets teeming with carriages and people. Upon my word of honor, you’re wasting your time in such a miserable existence. You must make the most of your life while it lasts. As you know, a mouse does not live forever. So, come with me this very night, and I’ll show you all around the town and what life’s about.”

3 Overcome by his friend’s fine words and polished manner, the country mouse agreed, and they set out together on their journey to the town. It was late in the evening when they crept stealthily into the city and midnight before they reached the large house, which was the town mouse’s residence. There were couches of crimson velvet, ivory carvings, and everything one could imagine that indicated wealth and luxury. On the table were the remains of a splendid banquet from all the choicest shops ransacked the day before to make sure that the guests, already departed, would be satisfied.

4 It was now the town mouse’s turn to play host, and he placed his country friend on a purple cushion, ran back and forth to supply all his needs, and pressed dish upon dish on him and delicacy upon delicacy. Of course, the town mouse tasted each and every course before he ventured to place it before his rustic cousin, as though he were waiting on a king. In turn, the country mouse made himself quite at home and blessed the good fortune that had brought about such a change in his way of life.

5 In the middle of his enjoyment, however, just as he was thinking contemptuously of the poor meals that he had been accustomed to eating, the door suddenly flew open, and a group of revelers, who were returning from a late party, burst into the room. The frightened friends jumped from the table and hid themselves in the very first corner they could reach. No sooner did they dare creep out again than the barking of dogs drove them back with even greater terror than before. Gradually, when things seemed quiet, the country mouse crept out from his hiding place and whispered good-bye to his elegant friend.

*“To be happy we must
not be too concerned
with others.”*

—Albert Camus

6 “This fine mode of living may be all right for those who like it,” he said. “But I’d rather have a crust in peace and safety than all your fine things in the midst of such alarm and terror.”

Source: The Country Mouse and the Town Mouse, Aesop

**COMPREHENSION CHECKUP****True or False**

Indicate whether the statement is true or false by writing T or F in the blank provided.

- F 1. The country mouse would score high on the sensation-seeking scale.
- T 2. The mice were filling a primary drive when they were interrupted by the revelers.
- T 3. The country mouse probably has a strong secondary drive for security.
- F 4. The late-night revelers entered the room quietly.
- T 5. The town mouse's residence was lavishly decorated.

Multiple Choice

Write the letter of the correct answer in the blank provided.

- c 6. What do the words *coarse*, *plain*, and *frugal* suggest about the country mouse?
- He is very lazy.
 - He has a magnificent lifestyle.
 - He lives a simple, thrifty life.
 - He is likely to use obscenities.
- a 7. A proverb is a traditional saying that offers advice or presents a moral. Which of the following proverbs best describes the attitude of the town mouse?
- You win a few, you lose a few.
 - Absence makes the heart grow fonder.
 - If you can't beat 'em, join 'em.
 - Curiosity killed the cat.
- d 8. Which of the following proverbs best describes the attitude of the country mouse at the end of the fable?
- Adventures are for the adventurous.
 - It's best to be on the safe side.
 - The early bird catches the worm.
 - Both a and b.
- b 9. Which of the following best describes the town mouse's attitude toward the country mouse before their departure to the city?
- The country mouse is living his life to the fullest.
 - The country mouse needs to have new experiences.
 - The country mouse is very adventurous.
 - The country mouse should stay right where he is because there's no place like home.
- a 10. The town mouse and the country mouse crept stealthily into the city. The most likely meaning of the word *stealthily* is
- sneakily
 - loudly
 - obviously
 - both a and b

Vocabulary in Context

Look through the paragraph indicated in parentheses to find a word that matches the definition below.

- thrifty (paragraph 1) frugal
- place where food is kept or stored; pantry (1) larder
- very full; swarming; abounding (2) teeming
- searched thoroughly; plundered (3) ransacked
- urged upon (4) pressed
- scornfully (5) contemptuously
- merrymakers (5) revelers
- method; way of acting or behaving (6) mode



In Your Own Words

- What is the main idea of the fable?
- Working with a partner, paraphrase one of the paragraphs of the fable. Be sure to keep the characters and setting the same.
- What is the significance of the ending of the fable? What is meant by the last sentence? Explain.
- Determine which of the following proverbs is more likely to express the attitude of the country mouse. Explain your choice.
 - “A life lived in fear is a life half-lived.”
 - “Better safe than sorry.”
 - “Nothing ventured, nothing gained.”
 - “Variety is the spice of life.”
 - “Acorns were good till bread was found.”



The Art of Writing

In a brief essay, respond to one of the items below.

- Are you more like the country mouse or the town mouse? Why?
- Explain how the intrusion of the revelers and the barking dogs was a threat to the homeostasis of the mice. What do you see as the secondary drives of each mouse? Make reference to the previous article if necessary.



Internet Activity

The following website has a collection of more than 665 of Aesop's fables:

www.Aesopfables.com.

Select three fables you find interesting, and print them. Think about the meaning of the fables and how the moral might apply to your own life. Describe your conclusions in a short paragraph.

AUTHOR'S PURPOSE: TO PERSUADE

The following is a poem by Judith Ortiz Cofer. The poem's purpose is to persuade, and it is written in a persuasive mode.

SELECTION

*"Finally, you must choose between standing still
in the one solid spot you have found, or you keep
moving and take the risk."*

GETTING THE PICTURE

What idea is Ortiz Cofer trying to convince us to accept? What course of action is she recommending?

BIO-SKETCH

Judith Ortiz Cofer was born in Puerto Rico in 1952 and is currently a professor of English and creative writing at the University of Georgia. A recipient of the O. Henry Award for a short story, she has also published two volumes of poetry: *Peregrina* in 1986 and *Triple Crown* in 1987. *The Meaning of Consuelo* was published in 2003.

Crossings

BY JUDITH ORTIZ COFER



*Step on a crack.**

In a city of concrete it is impossible
to avoid disaster indefinitely.
You spend your life peering
downward, looking for flaws,
but each day more and more fissures
crisscross your path, and like the lines
on your palms, they mean something
you cannot decipher.
Finally, you must choose between
standing still in the one solid spot you
have found, or you keep moving
and take the risk:

Break your mother's back.

*"To be alive at all involves
some risk."*

—Harold MacMillan

*"Step on a crack, break your mother's back"—a rhyme children say while they avoid stepping on the cracks in a sidewalk. Stepping on a crack is supposed to bring bad luck.

Source: Judith Ortiz Cofer, "Crossings," from *Reaching for the Mainland and Selected New Poems*. Copyright © 1987 Bilingual Press/Editorial Bilingue, Arizona State University, Tempe, AZ. Reprinted with permission.

**COMPREHENSION CHECKUP****In Your Own Words**

Try to explain the meaning of the poem in your own words.

(Answers will vary.)

The next article discusses extreme sports. Read the article and think about its purpose and the rhetorical mode the author uses. Then answer the questions that follow.

SELECTION

“America has always been defined by risk; it may be our predominant national characteristic.”

GETTING THE PICTURE

In recent years, the young and the fit have been besieged with invitations to participate in man-made “life tests.” They are asked, “Do you have what it takes?” And told, “Just do it.” Increasingly, reality movies and TV programs like *Survivor* occupy our national attention. As you are reading the article below, try to determine what’s behind this preoccupation with testing the limits.

BIO-SKETCH

Karl Taro Greenfeld is a Japanese-American writer—author of *Speed Tribes: Days and Nights with Japan’s Next Generation* (1994)—and editor for *Time* magazine’s Asian edition.

BRUSHING UP ON VOCABULARY

acronym a word formed by combining the initial letters or syllables of a series of words.

It comes from the Greek *akros*, meaning “tip,” and *onym*, meaning “name.” Large numbers of *acronyms* first began to appear during World War I when WAAC (Women’s Army Auxiliary Corps) and similar words were formed. The trend accelerated during World War II with terms such as RADAR (radio detecting and ranging). Some common acronyms are AIDS (acquired immunodeficiency syndrome), NAFTA (North American Free Trade Agreement), and MADD (Mothers Against Drunk Driving).

orgy the word came to us from the Greek word *orgia*, meaning “secret ceremonies.”

The Greeks held nighttime religious rituals in honor of Dionysius, the Greek god of wine. These *orgia* involved drinking, singing, dancing, and acts of sex. The current meaning is much the same except that the religious element has been eliminated.

SELECTION *continued*

bespeak a British term meaning “to speak for or order in advance.”

pandemic an epidemic that spreads over a large area, possibly even worldwide. The term comes from the Greek word *pandemos*, meaning “disease of all the people.”

perilous involving grave risk; hazardous; dangerous. A long time ago, travel was a highly dangerous undertaking. The word *perilous* comes from the Latin *periculum*, which means, “the danger of going forth to travel.”

manifestation clearly evident; an outward indication. From the Latin *manus*, which means “hand,” and *festus*, which means “struck.” Something that is *manifest* to the senses is something that can be touched or struck by the hand.

pansy a dainty flower with velvety petals and a “thoughtful face.” The word is derived from the French *penser*, meaning “to think.” The word is also a slang term for an effeminate man.

contemplate to consider thoughtfully. The ancient Roman priests carefully considered various signs or omens that were revealed to them inside the temples of their gods. *Contemplate* is derived from *con*, meaning “with,” and *templum*, meaning “temple.”



© Oliver Furrer/Brand X/JupiterImages

LIFE ON THE EDGE by KARL TARO GREENFELD

- 1 **FIVE . . . FOUR . . . THREE . . . TWO . . . ONE . . . SEE YA!** And Chance McGuire, 25, is airborne off a 650-foot concrete dam in Northern California. In one second he falls 16 feet, in two seconds 63 feet, and after three seconds and 137 feet he is flying at 65 m.p.h. He prays that his parachute will open facing away from the dam, that his canopy won't collapse, that his toggles will be handy, and that no ill wind will slam him back into the cold concrete. The chute snaps open, the sound ricocheting through the gorge like a gunshot, and McGuire is soaring, carving S turns into the air, swooping over a winding creek. When he lands, he is a speck on a path along the creek. He hurriedly packs his chute and then, clearly audible above the rushing water, lets out a war whoop that rises past those mortals still perched on the dam, past the commuters pattering by on the roadway, past even the hawks who circle the ravine. It is a cry of defiance, thanks, and victory; he has survived another BASE jump.
- 2 McGuire is a practitioner of what he calls the king of all extreme sports. BASE is an acronym for building, antenna, span (bridge), and earth (cliffs). BASE jumping has one of the sporting world's highest fatality rates: in its 18-year history, 46 participants have been killed. Yet the sport has never been more popular, with more than a thousand jumpers in the U.S. and more seeking to get into it every day.
- 3 It is an activity without margin for error. If your chute malfunctions, don't bother reaching for a reserve—there isn't time. There are no second chances.
- 4 Still, the sport's stark metaphor—a human leaving safety behind to leap into the void—may be perfect with our times. As extreme a risk-taker as McGuire seems, we may all have more in common with him than we know or care to admit. America has embarked on a national orgy of thrill seeking and risk taking. Extreme sports like BASE jumping, snowboarding, ice climbing, skateboarding and paragliding are merely the most vivid manifestation of this new national behavior.
- 5 The rising popularity of extreme sports bespeaks an eagerness on the part of millions of Americans to participate in activities closer to the metaphorical edge, where danger, skill, and fear combine to give weekend warriors and professional athletes alike a sense of pushing out personal boundaries. According to American Sports Data, a consulting firm, participation in so-called extreme sports is way up. Snowboarding has grown 113 percent in five years and now boasts nearly 5.5 million participants. Mountain biking, skateboarding, scuba diving, you name the adventure sport—the growth curves reveal a nation that loves to play with danger. Contrast that with activities like baseball, touch football, and aerobics, all of which have been in steady decline throughout the '90s.
- 6 The pursuits that are becoming more popular have one thing in common: the perception that they are somehow more challenging than a game of touch football. "Every human being with two legs, two arms, is going to wonder how

*"Life has no romance
without risk."*

—Sarah Doherty, first one-
legged person to scale
Mount McKinley

fast, how strong, how enduring he or she is," says Eric Perlman, a mountaineer and filmmaker specializing in extreme sports. "We are designed to experiment or die."

- 7 And to get hurt. More Americans than ever are injuring themselves while pushing their personal limits. In 1997, the U.S. Consumer Safety Commission reported that 48,000 Americans were admitted to hospital emergency rooms with skateboarding-related injuries. That's 33 percent more than the previous year. Snowboarding E.R. visits were up 31 percent; mountain climbing up 20 percent. By every statistical measure available, Americans are participating in, and injuring themselves through, adventure sports at an unprecedented rate.
- 8 Consider Mike Carr, an environmental engineer and paraglider pilot from Denver who last year survived a bad landing that smashed 10 ribs and collapsed his lung. Paraglider pilots use feathery nylon wings to take off from mountaintops and float on thermal wind currents—a completely unpredictable ride. Carr also mountain bikes and climbs rock faces. He walked away from a 1,500-foot fall in Peru in 1988. After his recovery, he returned to paragliding. "This has taken over many of our lives," he explains. "You float like a bird out there. You can go as high as 18,000 feet and go for 200 miles. That's magic."
- 9 America has always been defined by risk; it may be our predominant national characteristic. It's a country founded by risk-takers fed up with the English Crown and expanded by pioneers—a word that seems utterly American. Our heritage throws up heroes—Lewis and Clark, Thomas Edison, Frederick Douglass, Teddy Roosevelt, Henry Ford, Amelia Earhart—who bucked the odds, taking perilous chances.
- 10 Previous generations didn't need to seek out risk; it showed up uninvited and regularly: global wars, childbirth complications, diseases and pandemics from the flu to polio, dangerous products, and even the omnipresent cold-war threat of mutually assured destruction. "I just don't think extreme sports would have been popular in a ground-war era," says Dan Cady, professor of popular culture at California State University at Fullerton. "Coming back from a war and getting onto a skateboard would not seem so extreme."
- 11 But for recent generations, many of these traditional risks have been reduced by science, government, or legions of personal-injury lawyers, leaving Boomers and Generations X and Y to face less real risk. Life expectancy has increased. Violent crime is down. You are 57 percent less likely to die of heart disease than your parents; smallpox, measles, and polio have virtually been eradicated.
- 12 Combat survivors speak of the terror and the excitement of playing in a death match. Are we somehow incomplete as people if we do not taste that terror and excitement on the brink? People are [taking risks] because everyday risk is minimized and people want to be challenged," says Joy Marr, 43, an adventure racer who was the only woman member of a five-person team that finished the 1998 Raid Gauloises, the granddaddy of all adventure races. This is a

"The greater the difficulty, the more glory in surmounting it."

—Epicurus

sport that requires several days of nonstop slogging, climbing, rappelling, rafting, and surviving through some of the roughest terrain in the world. Says fellow adventure racer and former Army Ranger Jonathan Senk, 35: “Our society is so surgically sterile. It’s almost like our socialization just desensitizes us. Every time I’m out doing this I’m searching my soul. It’s the Lewis and Clark gene, to venture out, to find what your limitations are.”

13 Psychologist Frank Farley of Temple University believes that taking conscious risk involves overcoming our instincts. He points out that no other animal intentionally puts itself in peril. “The human race is particularly risk-taking compared with other species,” he says. He describes risk-takers as the Type T personality, and the U.S. as a Type T nation. He breaks it down further, into Type T physical (extreme athletes) and Type T intellectual (Albert Einstein, Galileo). He warns there is also Type T negative, that is, those who are drawn to delinquency, crime, experimentation with drugs, unprotected sex, and a whole litany of destructive behaviors.

14 All these Type Ts are related, and perhaps even different aspects of the same character trait. There is, says Farley, a direct link between Einstein and BASE jumper Chance McGuire. They are different manifestations of the thrill-seeking component of our characters: Einstein was thrilled by his mental life, and McGuire—well, Chance jumps off buildings.

15 McGuire, at the moment, is driving from Hollister to another California town, Auburn, where he is planning another BASE jump from a bridge. Riding with him is Adam Fillipino, president of Consolidated Rigging, a company that manufactures parachutes and gear for BASE jumpers. McGuire talks about the leap ahead, about his feelings when he is at the exit point, and how at that moment, looking down at the ground, what goes through his mind is that this is not something a human being should be doing. But that’s exactly what makes him take the leap: that sense of overcoming his inhibitions and winning what he calls the gravity game. “Football is for pansies,” says McGuire. “What do you need all those pads for? This sport [BASE jumping] is pushing all the limits. I have a friend who calls it suicide with a kick.”

16 When a BASE jumper dies, other BASE jumpers say he has “gone in,” as gone into the ground or gone into a wall. “I’m sick of people going in,” says Fillipino. “In the past year, a friend went in on a skydive, another drowned as a result of a BASE jump, another friend went in on a jump, another died in a skydiving plane crash. You can’t escape death, but you don’t want to flirt with it either.” It may be the need to flirt with death, or at least take extreme chances, that has his business growing at the rate of 50 percent a year.

*“Who does nothing
need hope for nothing.”*

—J. C. F. von Schiller

17 Without some expression of risk, we may never know our limits and therefore who we are as individuals. “If you don’t assume a certain amount of risk,” says paraglider pilot Wade Ellet, 51, “you’re missing a certain amount of life.” And it is by taking risks that we may flirt with greatness. “We create technologies, we make new discoveries, but in order to do that, we have to

push beyond the set of rules that are governing us at that time," says psychologist Farley.

- 18 That's certainly what's driving McGuire and Fillipino as they position themselves on the Auburn bridge. It's dawn again, barely light, and they appear as shadows moving on the catwalk beneath the roadway. As they survey the drop zone, they compute a series of risk assessments. "It's a matter of weighing the variables," Fillipino says, pointing out that the wind, about 15 m.p.h. out of the northwest, has picked up a little more than he would like. Still, it's a clear morning, and they've climbed all the way up here. McGuire is eager to jump. But Fillipino continues to scan the valley below them, the Sacramento River rushing through the gorge.
- 19 Then a white parks-department SUV pulls up on an access road that winds alongside the river. Park Rangers are a notorious scourge of BASE jumpers, confiscating equipment and prosecuting for trespassing. Fillipino contemplates what would happen if the president of a BASE rig company were busted for an illegal jump. He foresees trouble with his bankers, he imagines the bad publicity his business would garner, and he says he's not going. There are some risks he is simply not willing to take.

Source: From Karl Taro Greenfield, "Life on the Edge," *Time*, 9/6/99, pp. 29–36. © 1999 Time Inc. Reprinted by permission.



COMPREHENSION CHECKUP

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

- F 1. BASE jumping has an extremely low fatality rate.
- F 2. Park Rangers are generally supportive of BASE jumping.
- T 3. The BASE jumpers described in the article weigh many variables before deciding to perform a BASE jump.
- T 4. Fillipino was reluctant to endanger his business interests with a jump off the Auburn bridge.
- T 5. People who are Type T negative are attracted to unlawful activities.

Multiple Choice

Write the letter of the correct answer in the blank provided.

- c 6. The author's primary purpose in writing this article was to
- entertain the reader with a good story about Chance McGuire and friends
 - persuade people to try extreme sports
 - provide information about BASE jumping and other extreme sports.
 - convince the reader that extreme sports should be outlawed

- ^d 7. It is suggested in the article that
- extreme sports will eventually be replaced by regular sports
 - extreme sports are responsible for many physical injuries
 - our national heritage is replete with stories of heroic individuals who took risks
 - both b and c
- ^d 8. It is suggested in the article that
- our ancestors faced real adversity in the form of disease and war
 - persons with Type T personalities especially enjoy challenges
 - some persons who do not face real adversity in their lives turn to extreme sports to fill this void
 - all of the above
- ^d 9. What is the most likely meaning of *weekend warrior* as used in paragraph 5?
- a person who likes to take chances in the summer months
 - a person who encounters physical challenge and adversity on a daily basis
 - a person who works hard during the week and relaxes on the weekend
 - a person who engages in rigorous physical activity primarily on the weekend
- ^b 10. Chance McGuire disparages those who
- have “gone in”
 - participate in conventional sports
 - believe paragliding is superior to BASE jumping
 - take unwarranted risks

Vocabulary in Context

Using the context clues provided, define the following words. Then consult your dictionary to see how accurate your definition is.

- clearly *audible* above the rushing water, lets out a war whoop (paragraph 1)
Definition: able to be heard
- If your chute *malfunctions*, don't bother reaching for a reserve (3)
Definition: fails to work properly
- a human leaving safety behind to leap into the *void* (4)
Definition: an empty space
- smallpox, measles, and polio have virtually been *eradicated* (11)
Definition: removed or eliminated
- experimentation with drugs, unprotected sex, and a whole *litany* of destructive behaviors (13)
Definition: a repetitive list

Missing Letters

Fill in the missing letter for each word below. Then place that letter on the line of the quote following to complete General Patton's statement.

prac t itioner
 confisc a ting
 star k
 p e ril
 s c ourge
 vari a bles
 steri l e
 per c hed
u nprecedented
 contemp l ate
 predomin a nt
 ricoche t ing
 manif e station
 boun d aries
 omnip r esent
 inh i bitions
 pan s y
 bespea k
s peck

“ Take calculated risks. That is quite different from being rash.”

—General George S. Patton



In Your Own Words

1. Have you ever tried an extreme sport? Do you think the benefits of participating in an extreme sport outweigh the risks? Based on the article, can you identify some common characteristics of those who participate in extreme sports?
2. Should the law place restrictions on extreme sports? What sorts of restrictions should apply?
3. Do you think that life is more risky today than it was 50 years ago? In what ways might contemporary life be more risky? In what ways might it be less risky?



The Art of Writing

In a brief essay, respond to the item below.

“Extreme athletes put not only themselves in danger by their activity; rescue workers who rescue extreme skiers from avalanches and medical workers called on to helicopter-lift athletes in trouble out of the rugged terrain are also put at risk.” Is this fair?



Internet Activity

To learn more about extreme sports, consult one of the following websites:

<http://expn.go.com>

www.adventuresports.com

www.extreme.com

<http://espn.go.com/extreme/index.html>

Summarize your findings.

Dean Dunbar, an extreme-sports enthusiast, has been an active participant in a variety of extreme sports despite a degenerative eye condition.

To read about Dunbar, go to www.awezome.com and click on Extreme Dreams. Summarize your findings.

SELECTION

GETTING THE PICTURE

Do you think that graffiti can be art? Or is graffiti always just vandalism? What problems has your town or city had with graffiti? Has your city allowed any graffiti to be painted as “art”?

BIO-SKETCH

Charisse Jones is an award-winning journalist who is currently a New York correspondent for *USA Today*. She is a former staff writer for the *Los Angeles Times* and *The New York Times*. While at the *LA Times*, she cowrote one of the ten stories that won the Pulitzer Prize for coverage of the Rodney King riots in Los Angeles.

BRUSHING UP ON VOCABULARY

graffiti markings as initials, slogans, or drawings, written or sketched on a sidewalk, wall, and so on. Also called *aerosol art*. Graffiti began in the late 1960s in the South Bronx. It includes “wild style” colorful murals and “scratchiti,” a type of etching commonly found on the windows of subway trains.

tag a graffiti signature.

tagging writing a tag or a nickname of the writer as often and as artistically as possible.

TATS Cru a 1980s group of graffiti writers who became commercial artists. They now paint graffiti-style murals on walls for clients like Chivas Regal and Coca-Cola.

Mecca a place that attracts many people with interests in common. Mecca is a city in west Saudi Arabia. It is the birthplace of Muhammad, and thus the spiritual center of Islam. Muslims face in the direction of Mecca when they pray, and they are expected to go on a pilgrimage to Mecca at least once in their lives.

Leaving Their Mark Behind

by CHARISSE JONES

- 1 DAVIDE PERRÉ CAME here to paint, not the portraits and landscapes that might be displayed in a SoHo gallery, but the blank walls and scarred storefronts of New York City.
- 2 “I’d been to a lot of places, but I had to see New York,” said Perré, 25, a graffiti artist from Dusseldorf, Germany, who has left his mark in spray paint from Australia to Argentina.
- 3 But while he gets permission from property owners before spray-painting a mural, Perré has seen many of his friends get arrested for doing the same. And he admits that nowadays, among the energetic, rebellious ranks of graffiti writers, there might be just a little fear.
- 4 “If somebody really likes to ‘bomb,’ they don’t care,” he says, using street lingo for writing your name on a wall. But “they may be afraid of the vandals squad.”
- 5 When it comes to graffiti, New York City is Mecca, twice. It is the beacon for graffiti writers around the world who feel they haven’t arrived until they have scrawled their name along a subway car or made a pilgrimage to 106th Street and Park Avenue, the graffiti writers’ “hall of fame.”
- 6 But it is also a model for government officials from Tokyo to Copenhagen, who having seen New York launch an anti-graffiti offensive that has led to the arrest of hundreds of vandals and the virtual eradication of graffiti from public property. Those officials look to New York for advice on how to fight the scourge in their own cities.
- 7 There were 1,657 arrests for graffiti offenses for the year ending June 30, a 34% increase over the previous year. The city’s subway trains and sanitation trucks, once rolling canvasses for graffiti writers, are not allowed to leave their yards with a mark on them—and any train that gets marked along its route is taken out of service and washed clean.
- 8 A citywide database links vandals to their graffiti monikers, or “tags.” And city officials are increasingly using the vandals’ own snapshots of their spray-can handiwork to prosecute.
- 9 “They’ll come over and film themselves tagging the train, and then we’ll arrest them and use the videotape against them,” says Agostino Cangemi, assistant counsel and chairman of the mayor’s anti-graffiti task force. “They usually intend to stay a day, but they end up staying a lot longer because they get caught up in our judicial process.”
- 10 Perhaps no other city is as linked in the public imagination with the scrawl of graffiti as New York, an image cemented in the 1970s and ’80s with the rising popularity of rap music and genre film classics such as *Wild Style* and *Beat Street*.
- 11 “There are a lot of people who, when they come, say, ‘Where’s the trains with the graffiti on them?’” says Hector Nazario, aka “Nicer,” who went from a graffiti “crew” member as a teenager to the co-founder of an advertising agency that uses graffiti as its medium. “In a lot of people’s minds, that’s what New York looks like.”
- 12 When Mayor Giuliani took office in 1994, he made graffiti a major target of his campaign to improve New Yorkers’ quality of life. Currently, the city spends roughly \$25 million a year on its anti-graffiti efforts, Cangemi says, and everyone from a Japanese chapter of the Guardian Angels to government officials

in Montreal have asked local officials for advice on controlling graffiti.

- 13 A citywide anti-graffiti task force, created in 1995, includes representatives from about 20 city agencies, Cangemi says. An anti-graffiti coordinator collects information from police precincts, each of which has a designated liaison to deal with graffiti problems. And no fewer than three vandal squads target the issue.
- 14 “I believe when that phrase ‘quality-of-life crimes’ began to be used, that was one of the turning points for viewing graffiti as something more than just scrawling on a wall by a young person,” says Mariela Stanton, chief of the anti-bias and youth-gang bureau for the Queens County district attorney’s office.
- 15 While graffiti offenses can be felonies, they are usually misdemeanors committed by anyone from gang members marking territory to first-time offenders experimenting with a spray can to “crews” that exist solely to create graffiti, Stanton says.
- 16 And though officials say such identifications are more akin to handwriting analysis than fingerprints when it comes to accuracy, some prosecutors are beginning to rely more on police experts who can link a vandal to his “tag,” even when there is no eyewitness to the crime.
- 17 “It’s only been in the last few months that we looked at this new way of putting a case together,” Stanton says, adding that courts are slowly becoming more receptive to such expert testimony. “I think the courts are more ready to take graffiti seriously. . . . So we’re in a new mindset to start looking at new ways of prosecution.”
- 18 Expert testimony, usually thought of as a way to help convict those who commit more serious crimes, is just one of the legal devices being used against graffiti vandals. Police officers go undercover and use surveillance to catch vandals in the act.
- 19 On Staten Island, where first-time offenders can be sentenced to 100 hours of community service and be ordered to reimburse property owners, police officers have a database with more than 450 names and tags.
- 20 “Arrests are up, and incidents of graffiti are down,” says Capt. Frank Belcastro, head of the police department’s Staten Island task force. “And the reason we really target graffiti is because when you have graffiti in an area, it creates an atmosphere where people believe they can engage in criminal conduct without fear of retribution.”
- 21 But one man’s vandalism is another man’s art. And while graffiti artists say the crackdown has quelled some illegal activity, the subculture, celebrated in movies, underground magazines, books and even a current exhibition on hip-hop at the Brooklyn Museum of Art, continues to thrive.
- 22 “They caught one or two, but they can’t stop the other hundred who are coming behind these kids,” Nazario says. “For some kids, it’s their way of sticking their hand out of a crowd and saying, ‘I exist.’”
- 23 Though Nazario, 33, does not condone vandalism, he says he remembers the rush he felt as a teenager when the subway was his canvas.
- 24 “Being from the Bronx, I could paint a train here and it would be my rolling gallery,” he says, “because it would ride through Manhattan and end up in Brooklyn or Queens. Then it would ride back, and everyone in New York would see it.”
- 25 His ad agency in the Bronx, TATS cru, is a gathering place for graffiti artists from around the world. And Davide Perré is one of them. Perré, along with his twin brother, Raoul, graduated from

*"Art is not an end in itself,
but a means of addressing
humanity."*

—Modest Mussorgsky

breaking the law in Germany—scribbling on trains and even the Berlin Wall—to etching characters and murals for business owners in the USA.

26 For many graffiti writers visiting from overseas, "they paint, take a picture and go home," says Davide Perré, who

now lives in New York. "They don't have to go to the Empire State Building."

27 The pictures, while they could become evidence, are apparently worth the risk.

28 "That's enough for them," Nazario says, "because in this art form you learn nothing lasts forever."

Source: Charisse Jones, "Leaving their mark behind," *USA Today*, 11/22/2000, p. 19A. Copyright © 2000. Reprinted with permission.



COMPREHENSION CHECKUP

True or False

Indicate whether the statement is true or false by writing T or F in the blank provided.

- T 1. According to the selection, graffiti artists have become more fearful that tagging will lead to their arrest.
- F 2. Since the start of the campaign to eradicate graffiti in New York City, activity by graffiti vandals has escalated.
- T 3. Government officials across the country look to New York to provide advice on how to solve the graffiti problem in their own communities.
- F 4. Graffiti arrests have plummeted since New York began its anti-graffiti campaign.
- T 5. "Nicer" has successfully made the transition from former graffiti crew member to businessman.
- T 6. Former mayor Rudy Giuliani saw graffiti as a quality-of-life issue for New Yorkers.
- F 7. Most graffiti offenses are considered to be felonies.
- F 8. Identifying a graffiti artist by his "tag" is similar to doing a sophisticated fingerprint analysis.
- T 9. Expert testimony is increasingly being used against graffiti vandals.
- T 10. Law enforcement officials target graffiti because they say graffiti fosters other criminal conduct.

Multiple Choice

Write the letter of the correct answer in the blank provided.

- b 1. The best statement of the main idea is which?
- The mayor's anti-graffiti task force has dealt a death blow to graffiti writers.
 - Despite New York City's crackdown on graffiti, many taggers still practice their form of artistic expression.
 - In the near future, graffiti is likely to be revered as a form of folk art.
 - Graffiti artists want to be known in their neighborhoods.

- ^d 2. The purpose of the selection is to
- persuade the reader to report graffiti activity to the authorities
 - defend the artistic merits of graffiti
 - discuss the lifestyle of the typical graffiti artist
 - inform the reader about graffiti as art and graffiti as vandalism
- ^b 3. Unlike many artists, graffiti artists know that their work is
- likely to be of a permanent nature
 - likely to be of a transitory nature
 - valued by the public at large
 - likely to be exhibited in fine establishments
- ^d 4. For some graffiti artists, pictures of their work are
- worth the risk
 - used by the police as evidence against them
 - a way for the police to overcome the lack of an eyewitness to a crime
 - all of the above
- ^d 5. New York City has responded to the proliferation of graffiti by
- hiring more police
 - using guards to patrol the premises of key city structures
 - launching a campaign to narrowly define the term art
 - hiring an anti-graffiti coordinator
- ^c 6. In New York City, graffiti is regarded as
- a common activity by young people who wish to assert themselves
 - a cry of help
 - a problem that needs to be dealt with by the proper authorities
 - solely a gang activity
- ^d 7. Paragraphs 5 and 6 discuss
- the popularity of New York to graffiti writers
 - the history of Mecca
 - the success of New York's anti-graffiti efforts
 - both a and c
- ^c 8. New York City makes its case against graffiti artists in all of the following ways *except*
- by means of surveillance
 - by using undercover police officers
 - by refusing to sell spray cans to minors
 - by linking a vandal to his tag

Vocabulary in Context

First, use context clues to give your own definition for the italicized word. Next, give the dictionary definition. Finally, write your own sentence using the italicized word in the same way that it is used in the selection.

Example:

rebellious ranks of graffiti writers (paragraph 3) defiant

Dictionary Definition: fighting or struggling against authority or any type of control

Sentence: The rebellious two-year-old refused to eat a balanced diet.

1. *beacon* for graffiti writers (5) _____
 Dictionary definition: **a guiding light** _____
 Sentence: _____
2. virtual *eradication* of graffiti (6) _____
 Dictionary definition: **destruction** _____
 Sentence: _____
3. how to fight the *scourge* (6) _____
 Dictionary definition: **the cause of the calamity** _____
 Sentence: _____
4. an image *cemented* in the 1970s (10) _____
 Dictionary definition: **embedded; stuck** _____
 Sentence: _____
5. designated *liaison* to deal with graffiti (13) _____
 Dictionary definition: **a person who is the contact** _____
 Sentence: _____
6. ordered to *reimburse* property owners (19) _____
 Dictionary definition: **to pay back** _____
 Sentence: _____
7. it creates an *atmosphere* (20) _____
 Dictionary definition: **mood; tone; environment** _____
 Sentence: _____
8. without fear of *retribution* (20) _____
 Dictionary definition: **revenge** _____
 Sentence: _____
9. *quelled* some illegal activities (21) _____
 Dictionary definition: **suppressed; crushed** _____
 Sentence: _____
10. does not *condone* vandalism (23) _____
 Dictionary definition: **forgive; excuse** _____
 Sentence: _____



In Your Own Words

In Phoenix, Arizona, a law was passed banning the sale of spray paint to minors. In addition, the Phoenix Police Department created a hotline for reporting graffiti activity, and community groups painted over graffiti in their neighborhoods weekly. The measures appear to have worked. Of the original 100 “crews” of graffiti artists, it is estimated that only a few remain. What problems has your town or city had with graffiti? What has your community done to eradicate graffiti? Why do you think the public in general is so opposed to graffiti?



The Art of Writing

In a brief essay, respond to either item below.

1. Graffiti is considered by some experts to be an expression of pride, self-worth, and personal affirmation. Others consider it to be a form of language. What is your opinion? Taking into account your understanding of graffiti, how severe do you think the penalties should be for youthful offenders who tag?
2. Over the years, the legendary artists Christo and Jean-Claude have created numerous colossal “projects.” For instance, at various times, they have “wrapped” a whole section of the Australian coastline, a historic bridge in France, and the German Parliament building in plastic sheeting. They became overnight celebrities when they set up white nylon sheeting for 24 miles over the hills of northern California. Although Christo’s and Jean-Claude’s structures are physically present for only a short time, they live on afterward in sketches, photographs, and videos. When Christo was criticized for the transitory nature of his work, he replied, “I think it takes much greater courage to create things to be gone than to create things that will remain” (*Living with Art*, p. 287).

Write a paragraph comparing and contrasting the structures produced by Christo and the work of graffiti artists. In what ways do Christo and graffiti artists have similar philosophies of art? In what ways are their philosophies of art different? (See page 572.)



Internet Activities

1. Want to check out graffiti “art”? Consult the following site, which features a collection of more than 3,000 examples of graffiti gathered from around the world. Be careful, though; some graffiti may contain offensive language or images.
www.graffiti.org
2. The Perré twins, Davide and Raoul, are among the hundreds every year who flock to New York City to try their hand at graffiti. When the Perrés first decided to make the trip from their native Germany, they consulted a website called “Art Crimes: The Writing on the Wall,” which appears at www.graffiti.org and is known in their circle as the “international graffiti yellow pages.” Visit the site and briefly summarize your findings.

REVIEW TEST: Context Clue Practice Using Textbook Material

Use the context to determine the meaning of the italicized word(s).

1. What are the odds that you’ll be involved in some kind of violent act within the next seven days? 1 out of 10? 1 out of 100? 1 out of 1,000? 1 out of 10,000? According to George Gerbner, the answer you give may have more to do with how much TV you watch than with the actual risk you face in the week to come. Gerbner, former dean of the Annenberg School of Communication at the University of Pennsylvania, claims that heavy television users develop an exaggerated belief in “a mean and scary world.” The violence they see on

the screen *cultivates* a social *paranoia* that resists notions of trustworthy people or safe environments. (p. 385)

cultivates: promotes the growth or development

paranoia: excessive distrust

2. On any given week, two-thirds of the major characters in prime-time programs are caught up in some kind of violence. Heroes are just as involved as villains, yet there is great inequality as to age, race, and gender of those on the receiving end of physical force. Old people and children are harmed at a much greater rate than young or middle-aged adults. In the pecking order of "victimage," blacks and Hispanics are killed or beaten more than their Caucasian counterparts. Gerbner notes that it's risky to be "other than clearly white." It's also dangerous to be female. The opening lady-in-distress scene is a favorite dramatic device to *galvanize* the hero into action. And finally, blue-collar workers "get it in the neck" more often than white-collar executives. (p. 387)

galvanize: startle with sudden activity

3. Not surprisingly, more women than men are afraid of dark streets. But for both sexes the fear of victimization *correlates* with time spent in front of the tube. People with heavy viewing habits tend to overestimate criminal activity, believing it to be ten times worse than it really is. In actuality, muggers on the street *pose* less bodily threat than injury from cars. (p. 389)

correlates: is mutually related; corresponds

pose: present

4. Those with heavy viewing habits are suspicious of other people's motives. They subscribe to statements that warn people to expect the worst:

"Most people are just looking out for themselves."

"In dealing with others, you can't be too careful."

"Do unto others before they do unto you."

Gerbner calls this *cynical* mind-set the "mean world syndrome."

The Annenberg evidence suggests that the minds of heavy TV viewers become *fertile* ground for *sowing* thoughts of danger. (p. 389)

cynical: contemptuous of accepted standards; pessimistic

fertile: capable of producing

sowing: introducing or promulgating

5. Gerbner also explains the constant viewer's greater *apprehension* by the process of *resonance*. Many viewers have had at least one firsthand experience with physical violence—armed robbery, rape, bar fight, mugging, auto crash, military combat, or a lover's quarrel that became vicious. The actual *trauma* was bad enough. But he thinks that a repeated symbolic portrayal on the TV screen can cause the viewer to replay the real-life experience over and over

in his or her mind. Constant viewers who have experienced physical violence get a double dose. (p. 391)

apprehension: fear

resonance: mental replays of an event

trauma: shocks from physical or psychological activity

6. Because advertising rates are tied directly to a program's share of the market, television professionals are experts at gaining and holding attention. Social critics *decry* the *gratuitous* violence on television, but Stanford psychologist Albert Bandura denies that aggression is unrelated to the story line. The scenes of physical violence are especially compelling because they suggest that violence is a preferred solution to human problems. Violence is presented as a strategy for life. (p. 369)

decry: disparage openly

gratuitous: without apparent reason; not related

7. On every type of program, television draws in viewers by placing attractive people in front of the camera. There are very few overweight bodies or pimply faces on TV. When the *winsome* star roughs up a few hoods to help the lovely young woman, aggression is given a positive cast.

winsome: sweet or innocent; charming; engaging

8. Using violence in the race for ratings not only draws an attentive audience, it transmits responses that we, as viewers, might never have considered before. The media expand our repertoire of behavioral options far beyond what we would discover by trial and error and in ways more varied than we would observe in people we know. Bandura says it's fortunate that people learn from *vicarious* observation, since mistakes could prove costly or fatal. Without putting himself at risk, Tyler Richie, a 10-year-old boy, is able to discover that a knife fighter holds a switchblade at an inclined angle of forty-five degrees and that he jabs up rather than lunging down. We hope that Ty will never have an occasion to put his knowledge into practice. (p. 370)

vicarious: imagined participation; not first hand

9. We observe many forms of behavior in others that we never perform ourselves. Without sufficient motivation, Ty may never imitate the violence he sees on TV. Bandura says that the effects of TV violence will be greatly *diminished* if a youngster's parents punish or disapprove of aggression. Yet Ty also shares responsibility for his own actions. (p. 371)

diminished: lessened or decreased

Paragraphs in items 1–9 from Em Griffin, *A First Look at Communication Theory*, 6th ed., New York: McGraw-Hill, 2006. (pp. 132–34 Art 1e)

TEST-TAKING TIP**After the Test Is Returned**

After taking a test, think about what happened. Was it what you expected and prepared for? In what ways did it surprise you? Did it cover both lecture and textbook material? Or focus on one or the other? Think about how to change your approach to the course and the next test to take into account what you learned from the format of this test.

At some point, you will get your test back. Or you could ask to see it. This is another opportunity for you. Go over the test to see where your weaknesses are. What sorts of questions did you have the most trouble with? Many students have trouble with questions phrased in the negative, such as, Which of the following is not a valid conclusion that can be drawn from the evidence below? Did you have trouble with questions of this sort? If so, try to remedy this deficiency in your test prepara-

tion before the next test. You also need to go back and learn the material better that gave you trouble, because you may see questions about this material again on future tests, such as a midterm or final exam.

If you did poorly on the test, you may want to make an appointment with your instructor to talk about it. Maybe you need to be working with the instructor or a tutor out of class. Or maybe you should become part of a study group. You might even be taking the course before you're ready for it; maybe you should take some other courses first.

The key point is to treat past tests as learning experiences for what they tell you about your test preparation, how you're doing in the course, and what changes you can make to do better. Above all, maintain a positive attitude.

VOCABULARY Homonyms and Other Confusing Words (Unit 2)

- | | |
|---------------|--|
| loose | An adverb or adjective meaning "free or released from fastening or attachment." <i>The dog was running loose in the neighborhood instead of being on a leash.</i> |
| lose | A verb meaning "to come to be without." <i>If G.E. and Honeywell merge, Carol will probably lose her job.</i> |
| passed | A verb, the past tense of the verb <i>pass</i> . <i>The quarterback passed the ball to the tight end, who ran for a touchdown. The E.S.L. student passed the TOEFL exam. My grandfather passed away last year.</i> Each of these sentences uses the word <i>passed</i> as a verb expressing action. |
| past | A noun meaning "former time." <i>In the past, students used typewriters instead of computers.</i>
Also, an adjective meaning "former." <i>One of our past presidents was Harry Truman.</i>
Also, an adverb meaning "going beyond something." <i>Motel 6 is just past the Fashion Square shopping center.</i> |

"Peace is not an absence of war, it is a virtue, a state of mind, a disposition for benevolence, confidence, justice."

—Benedict Spinoza

Think about this sentence: This *past* week has *passed* by quickly.

peace A noun meaning "freedom from dissension or hostilities." *The United States would like Israelis and Palestinians to agree on terms for peace.*

piece A noun meaning "a limited portion or quantity of something." *Do you want a big piece of pumpkin pie or a small one?*

personal An adjective meaning "concerning a particular person." *Our personal lives are often quite different from our public lives.*

personnel A noun meaning "the body of persons employed in an organization." *The airline employed a wide variety of personnel, including pilots, baggage handlers, and ticketing agents.*

Think about this sentence: Sometimes it is not a good idea to share too much *personal* information with other *personnel* in your office.

rain A noun meaning "water that falls to earth in drops formed from moisture in the air." *It often seems like we have either too much or too little rain.*

rein A noun meaning "a leather strap fastened to each end of a bit for guiding or controlling an animal." *The stagecoach driver held on tightly to the horses' reins.*

reign A noun meaning "period of rule or government by a monarch." *The thousand-year reign of kings in France came to an end with the execution of King Louis the XVI.*

right An adjective meaning "in accordance with what is good, proper, just." *The student circled the right answer on the quiz. After two years working as a waitress, Emily made the right decision to return to college.*

Also, an adjective meaning "opposite of left." *At 18 months, Zachary uses his right hand to throw a ball.*

Also, a noun meaning "something that is due to anyone by just claim." *The court gave Carl the right to see his daughter on weekends and holidays.*

rite A noun meaning "a formal ceremony." *Fraternalities have increasingly fallen into trouble with school authorities for having initiation rites that include hazing.*

write A verb meaning "to form words or letters; to send a message in writing." *When did you first learn how to write your name?*

wright A combining form meaning "a person who makes or builds something." *William Shakespeare is one of the most famous playwrights.*

Think about this sentence: It is *right* that we should attend the last *rites* of the well-known *playwright*.

stationary An adjective meaning "not moving." *The cyclist bought a stationary bike so that he could practice riding indoors during the winter.*

stationery A noun meaning "writing paper." *The new bride bought special stationery to use for her thank-you notes.*

their An adjective meaning "possession." *Their apartment was located near the college.*

- there** An adverb meaning "direction." Notice how the word here appears in the word *there*. The student union is over *there*.
Also, a pronoun used to begin a sentence or phrase. There is an e-mail message waiting for you.
- they're** A contraction for "they are." They're all packed and ready to go on their trip.
Think about this sentence: They're supposed to be in class, so why do I see them over there talking with their friends.
- tortuous** An adjective meaning "full of twists and turns." Although it can be a grand adventure, rafting the tortuous Colorado River can also be dangerous.
- torturous** An adjective meaning "involving great pain or agony." Prior to the use of local anesthetics, extracting a tooth was a torturous business.
- vain** An adjective meaning "having an excessively high opinion of oneself." Carly Simon wrote a well-known song titled "You're So Vain." Supposedly it's about Mick Jagger of The Rolling Stones.
Also, an adjective meaning "futile." The joint rescue effort was a vain attempt to free the sailors trapped in the submarine.
- vein** A noun meaning "any blood vessel that carries blood back to the heart from some part of the body." Surface veins are often visible just under the skin.
- vane** A noun, a short form of weather *vane*. The weather vane indicated the direction the wind was blowing.
- weather** A noun meaning "the state of the atmosphere with respect to wind, temperature, cloudiness, etc." The dry weather during the summer led to many forest fires.
- whether** A conjunction used to introduce two or more alternatives. It makes no difference to me whether or not he comes to the party.
- who** A subjective pronoun meaning "what person or persons or which person or persons." I don't believe you did that paper all by yourself. Who helped you? (Here *who* is the subject of the sentence.)
- whom** A pronoun used as the object of a verb or preposition. To whom do you want to give the money? (Here *whom* is an object of the preposition *to*.) Whom will you meet after the game. (Here *you* is the subject of the sentence and *whom* is the direct object of the verb *meet*.)
- who's** A contraction of "who is." Who's going with me to the movie tonight?
- whose** A possessive adjective meaning "done by whom or which or having to do with whom or which." Whose car is this? Your lights are on! The Ford F-150 is a truck whose popularity is never in doubt.
- your** A possessive adjective meaning "belonging to you or done by you." Your classes have been scheduled for mornings only, so that you can work in the afternoons.
- you're** A contraction for "you are." You're on the list to receive tickets to the rock concert.

■ Homonym Quiz

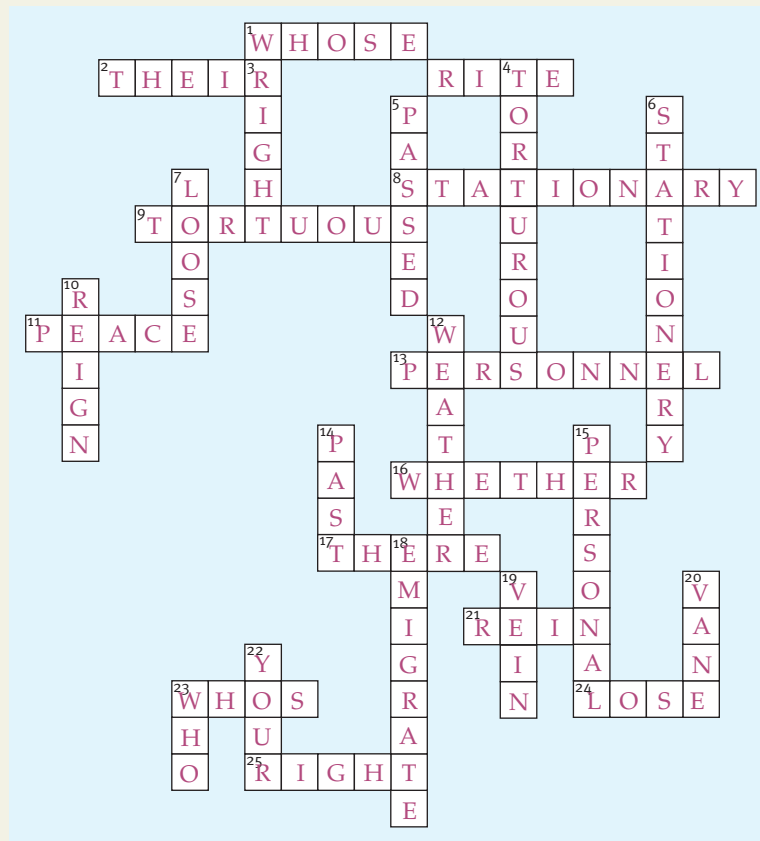
Fill in the blanks with an appropriate homonym.

1. The personnel department can't release personal information.
personal/personnel personal/personnel
2. I don't like to teach in that classroom because the desks are all stationary.
stationary/stationery
3. You just got here. You're not already thinking about leaving, are you?
Your/You're
4. Who's going to do the grocery shopping this week?
Who's/Whose
5. I found your car keys under the sofa cushion.
your/you're
6. I don't know whether the gym is open on Labor Day or not.
weather/whether
7. Tina pleaded in vain to get Sara taken away from her abusive mother.
vain/vein/vane
8. The road into the mountains was becoming increasingly tortuous.
tortuous/torturous
9. Farmers are worried about their crops because of too little rain.
rain/rein/reign
10. How could you lose your lunch money? You just had it in your hand.
loose/lose

Write a sentence of your own using *passed* correctly.

Now that you have studied the vocabulary in Unit 2, practice your new knowledge by completing the crossword puzzle on the following page.

Vocabulary 2



ACROSS CLUES

- _____ car are we going to take?
- Juan and Luz Garza purchased _____ new home in December.
- Boot Camp is considered a _____ of passage for soldiers.
- Objects are _____ unless moved.
- The bus passengers were scared when the bus began its descent down the _____ mountain road.
- The _____ treaty ending World War II was signed aboard the U.S.S. *Missouri*.
- The _____ manager at Hewlett-Packard hired several new computer technicians.
- Some people don't believe it matters _____ we have a Republican or a Democrat in the White House.

- Is _____ going to be a test on homonyms tomorrow?
- The cowboy saw a snake and pulled on his horse's _____.
- _____ going to win the World Series this year?
- What are you going to do if you _____ your cleaning deposit on the apartment?
- Some people think that "might makes _____."

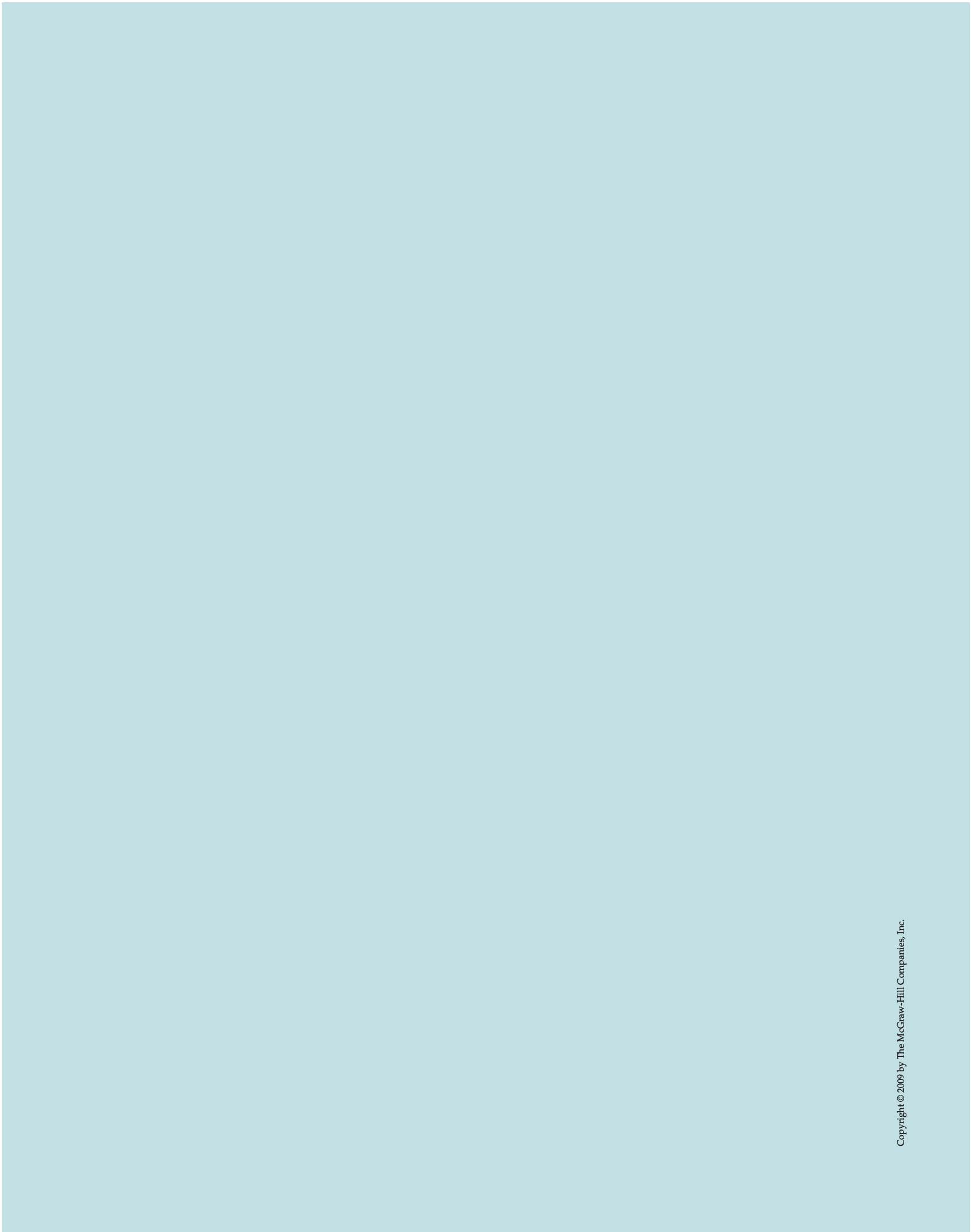
DOWN CLUES

- Arthur Miller, who wrote *Death of a Salesman*, is a famous play _____.
- Before the invention of the Aqua-Lung, diving was _____.
- Jacob's uncle _____ away at the age of 90.
- You might want to go to a _____ store to buy school supplies.
- Katie hoped her _____ tooth would fall out quickly because

she wanted money from the tooth fairy.

- Queen Elizabeth II has had a long _____.
- The _____ outside was unbearably hot and humid.
- The candidate admitted that he had made mistakes in the _____.
- You need to supply a list of _____ references when you apply for a job.
- *Did Rosa's mother _____ from Peru or Colombia?
- _____s carry blood back to the heart.
- The weather _____ indicated a strong wind from the north.
- _____ chances of doing well in college are better if you attend class regularly.
- _____ was our most intelligent president?

*Answer found in Homonyms (Vocabulary Unit 1).



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