



PART • EIGHT

# 8

## Grand Slam: Playing in the Big Leagues

CHAPTER IN PART 8

16 Applying All the Skills You Have Learned

# The Grand Slam

I've called this section the "Grand Slam" because in professional sports circuits, a grand slam means an athlete has won *all* the major events or titles in a sport (such as winning all the major tennis titles for that year). Obviously, this is a significant achievement, one that can be accomplished only if the player has built skill through consistent, diligent practice. Now is your chance to see what *you* can do. (By the way, in baseball, a grand slam refers to a home run hit when three runners are on base. That's an accomplishment that also requires skill!)

This chapter—the last one—opens with a discussion of transition words (which authors use to guide you through the selection and which indicate to the reader how the information is organized) and meta-comprehension (understanding the function of each paragraph in the selection). Understanding not only the information in a selection, but also the way it is

organized, can be powerful aids to comprehension and memory. Then you will have the opportunity to apply *all* the skills in this book. Moreover, you'll be applying them to *longer* selections.

Chapter 16, "Applying All the Skills You Have Learned," is subtitled "Playing in the Big Leagues" because the selections represent a broad range of the types of material you're likely to encounter in college. (The selections include ones from a computer science textbook, a book on developing learning ability, an autobiography, a criminology textbook, a psychology textbook, a sociology textbook, a letter written during the Civil War, and a poem. The topics range from goal setting to burglary to marriage.) This is your chance to see what you can do.

Give each selection your best effort. The results will tell you which skills you've mastered and which ones you need to practice further. Good luck—see you in the winner's circle!

# 16

C H A P T E R

## Applying All the Skills You Have Learned



The bulk of this chapter consists of lengthier reading selections that are typical of the sort you might be assigned to read in your college courses. It's "big league" not only because of that, but because you're going to be applying all the skills you've learned in *Exercise Your College Reading Skills*. (Breathe easy. You won't apply every skill to every selection.)

Before starting those, however, we're going to take time for a quick huddle. I want to throw in a little extra, related information about transition words and something called "metacomprehension" that can help you with longer reading selections. (Notice that this chapter doesn't follow the usual format.)

### **TRANSITION WORDS AND METACOMPREHENSION**

You can increase your comprehension if you (1) understand the function of each paragraph in a longer selection and (2) recognize the transition words that authors use to move you from one idea or paragraph to the next. These two things logically go together. Transition words are words and phrases that show relationships among ideas within paragraphs and within longer selections. (These words can also help you see the organizational pattern the author is using.)

When you read material that is written with clear transitions, you will generally know "where you are," "how you got there," and the type of information the author is giving you (such as an example, a new idea, a conclusion, etc.). However, if the author does not use very many transitions, you may have to go back through

the material after you have finished reading it and think about how it was organized. This important step not only helps you understand the material, it will also help you remember the material more easily.

Recognizing the function of a sentence or paragraph in a longer passage or selection is a process known as metacomprehension. In other words, you're comprehending the big picture, seeing how each part contributes to the whole. Let's look at some common functions that sentences and paragraphs can serve:

- To introduce a topic. Many paragraphs and selections begin with a sentence or paragraph that is designed to get the reader's attention or to introduce the topic. For example, an author might begin with a surprising or controversial statement, or perhaps a question. The author might begin with some background information or even the overall main idea (called the thesis).
- To change directions. Some sentences or paragraphs alert you that the author is making a detour or even a U-turn. That is, the author presents a contrast, an opposing view, or an exception. Some transition words that signal a direction change are contrast, but, on the other hand, unlike, and although.
- To continue with an earlier train of thought. The author is returning to the original train of thought after a detour and now "going forward" again. The author lets you know this is happening by using transition words such as and yet, nevertheless, in spite of, despite, and regardless.
- To move ahead with new information. Certain transition words indicate that the author is "back on the main highway" and once again "moving ahead." That is, the author begins presenting new or additional information. Signals include moreover, in addition, also, first second, next, and so forth. (If items or events are presented in a specific order you'll see transition words such as first, second, next, later, then, finally, and last.)
- To present causes or effects (or problems and solutions). Some transition words signal that the author is presenting causes or effects. Watch for transitions such as resulted in, led to, caused, due to, because, caused by, consequently, therefore, and thus.
- To present proof. There may be one or more paragraphs that present evidence or proof that supports the overall main idea. Watch for clues such as one reason, another reason, and because.
- To present examples. It is easy to identify examples because authors introduce them with signal words such as to illustrate, such as, for instance, and for example.
- To present a conclusion or summary. Conclusions and summary statements (often the main idea of the paragraph or the selection) typically appear at the end of a paragraph or selection. Authors emphasize this important information by using transitions such as in conclusion, to summarize, in summary, thus, therefore, consequently, the point is, and remember.

As you read, ask yourself, What is the function of this paragraph (to present an introduction? give examples? exceptions? proof? a conclusion?). Watch for transition words because they can help you determine the function. For a longer selection or section of a chapter, jot the function of each paragraph in the margin beside it. (You may also want to jot down the topic or main idea as well). Suppose, for example, you read a textbook passage about the problem of the increasing number of homeless families in America. You might make these metacomprehension marginal annotations about the function of each paragraph:

Function

Paragraph 1: Introduction—attention grabber

Paragraph 2: Problem

Paragraph 3: Background (history of problem)

- Paragraph 4: First major cause
- Paragraph 5: Second major cause
- Paragraph 6: Third major cause
- Paragraph 7: One possible solution
- Paragraph 8: A second possible solution
- Paragraph 9: A third possible solution
- Paragraph 10: Conclusion (recommendation of which solution to choose)

By writing out the functions of the paragraphs, you can easily see how the author has organized the information. This enables you to comprehend and remember the information more easily. Plug in the main idea for each paragraph and you've got it made.

## READING SELECTIONS

When you do any of the following exercises, allow enough time to complete it without interruption. Each time you are interrupted, you lose your concentration. You also lose time trying to figure out where you were and what the author's train of thought was when you are trying to get started again. In short, you lose both focus and momentum. (You know what happens when athletes lose their concentration and momentum: It can be disastrous. The negative impact is great enough that football teams often try to use it to their advantage: They call for a time-out just as the opposition is ready to begin a play.) Getting refocused is especially difficult if the interruption in your reading and studying is a long one (for example, you leave to run an errand or you get involved in a lengthy phone conversation). Here's your game strategy for success:

- Block out enough time for your study session.
- Find a quiet place to work.
- Study at a desk or table in a place with good lighting.
- Turn off the TV, CD player, and so forth.
- Tell others not to disturb you.
- Don't answer the phone.

(Coach's tip: An easy way to accomplish nearly all of the above is to study in the library!)

Before you begin a selection, use the techniques you have learned for putting yourself in a state of relaxed concentration. Reading the introduction to the selection and looking through the selection will give you an overview and help you focus your concentration. Even a brief preview (overview) will give you an idea of what the selection is about and how it is organized—and your brain likes seeing “the big picture” in advance. Make each exercise one of mindful practice. Remember, you'll get out of it what you put into it. Give it your best shot.

## SELECTION 1

This selection, from an introductory computer science text, discusses the four types of computers. Although nearly everyone is familiar with PCs, not everyone realizes the range of sizes and capabilities of computers.

### FOUR TYPES OF COMPUTERS

- 1 **Computers** are electronic devices that can follow instructions to accept input, process that input, and produce information. There are four types of computers: *microcomputers*, *minicomputers*, *mainframe computers*, and *supercomputers*.

### Microcomputers

2 Although the least powerful, **microcomputers** are the most widely used and the fastest-growing type of computer. There are two categories of microcomputers—*desktop* and *portable*.

- **Desktop computers** are small enough to fit on top or along the side of a desk and yet are too big to carry around. **Personal computers** are one type of desktop. These machines run comparatively easy-to-use application software. They are used by a wide range of individuals, from clerical people to managers. Workstations are another type of desktop computer. Generally, these machines are more powerful. They are designed to run more advanced application software. **Workstations** are used by engineers, scientists, and others who process lots of data. The distinction between personal computers and workstations is now blurring. The principal reason is that personal computers are now nearly as powerful as workstations and are able to run many of the same programs.
- **Portable computers** are microcomputers that are small enough and light enough to move easily from one place to another. There are three categories of portable computers—*notebooks*, *subnotebooks*, and *personal digital assistants*.

3 **Notebooks** weigh between 5 and 10 pounds and can fit into most briefcases. The user of a notebook PC might be a student, salesperson, or journalist who uses the computer for notetaking. It is especially valuable in locations where electrical connections are not available. Notebook computers are the most popular portable computer today.

4 **Subnotebooks** are for frequent flyers and life-on-the-road types. Subnotebook users give up a full-size display screen and keyboard in exchange for less weight. Weighing between 4 and 5 pounds, these computers fit easily into a briefcase.

5 **Personal digital assistants (PDAs)** are much smaller than even the subnotebooks. Also known as **palmtop computers** and **handheld PCs**, these devices combine pen input, writing recognition, personal organizational tools, and communications capabilities in a very small package. A PDA user might be a worker at a warehouse who records changes in inventory or a busy executive handling daily communications.

### Minicomputers

6 Also known as **midrange computers**, **minicomputers** are desk-sized machines. They fall between microcomputers and mainframes in their processing speeds and data-storing capacities. Medium-size companies or departments of large companies typically use them for specific purposes. For example, they might use them to do research or to monitor a particular manufacturing process. Smaller-size companies typically use minicomputers for their general data processing needs, such as accounting.

### Mainframe Computers

7 **Mainframes** are large computers occupying specially wired, air-conditioned rooms. They are capable of great processing speeds and data storage. They are used by large organizations—businesses, banks, universities, and government agencies—to handle millions of transactions. For example, insurance companies use mainframes to process information about millions of policyholders.

### Supercomputers

8 The most powerful type of computer is the **supercomputer**. These machines are special, high-capacity computers used by very large organizations. For example, NASA uses supercomputers to track and control space explorations. Supercomputers are also used for oil exploration, simulations, and worldwide weather forecasting.

Source: Timothy O'Leary and Linda O'Leary, *Computing Essentials, 1999–2000*, brief ed., pp. 5–6. Copyright © 1999 Irwin/McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies.

1. Based on the context, what is the meaning of the word fall in paragraph 6?

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2. Write the main idea for paragraph 6.

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3. Write the overall main idea for the entire selection.

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4. On the basis of the details in the selection, which type of computer would be the best choice for a person who must travel regularly to his or her company's branch offices all over the country?

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5. On the basis of information in paragraphs 3 to 5, complete this chart on portable computers:

TYPE	SIZE	TYPICAL USER	OTHER INFORMATION
<b>Notebook</b>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<b>Subnotebook</b>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<b>Personal digital assistant (PDA; palmtop; handheld PC)</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

6. What is the overall organizational pattern of the selection? (In other words, how is the information arranged?)

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7. What inference could you make about the number of minicomputer sales compared with the number of supercomputer sales?

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8. Does each of the following statements represent a fact or an opinion?

\_\_\_\_\_ “Notebooks weigh between 5 and 10 pounds and can fit into most briefcases.”

\_\_\_\_\_ “Notebook computers are the most popular portable computer today.”

9. What is the authors’ purpose in writing this selection?

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10. Who is the intended audience?

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11. On notebook paper create a concept map for paragraphs 3–5 of the selection. If you like, use the space below to plan your answer.



12. On notebook paper, write a formal outline of the topics in paragraphs 2–8 of the selection. If you like, use the space below to plan your answer.

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13. On notebook paper, write a summary of the selection. You can use the space below to plan your answer.

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## SELECTION 2

The following excerpt is from a book on accelerated learning. It presents techniques that can be used not only to make you a more efficient, effective student, but also a more effective person in every area of your life. The selection consists of four sections, but it is easy to read, and interesting. You'll find that it's filled with valuable information about setting goals, daring to imagine, mobilizing willpower, and creating your own vision.

## ACHIEVING WHAT YOU REALLY WANT IN LIFE

1 You won't hit a target you can't see. Learning is like setting out on a journey. You need to know your final destination. And you need to know how you're going to get there.

2 What is it you really want in life? To achieve it you must:

1. Have a clear vision of what it is you want to achieve.
2. Have a firm belief that you can achieve that vision.

3 Researchers have proven that one of the common denominators of peak performers is that they possess an above average ability to consciously practice a task in their minds, using imagery or visualization. They "start with the end in mind."

4 A university study of two groups of basketball players showed that one group who split their time evenly between the physical practice of free throws and mental imagery outperformed a second group who used physical practice only. Not surprisingly, both groups did better than a control group who did not practice at all.

5 Imagery can include all of the senses. It can mean seeing images, hearing sounds, experiencing feelings, and even smelling or tasting in the mind. Deliberately invoking all the senses becomes a powerful and effective learning tool.

6 If you have not previously used imagery, it can be a bit of a culture shock. But surely you have imagined something in your head that you wanted to happen? And surely you worry about things? If you worry—you are good at imagery. Because worry is imagining and acting as if something you don't want to happen has actually happened. If you can worry, you can visualize. So let's use it positively to learn.

7 Imagery/visualization works because the mind cannot distinguish between an actual event and one that is "only imagined." This is because the same electrochemical neural pathways in the brain are activated.

8 Let us give you a practical example of what we mean:

9 Imagine you are in the kitchen of your home. You take a fresh lemon from the fruit bowl. It is cool in your hand. The yellow dimpled skin feels waxy. The lemon comes to a small green conical point at either end. As you look at it in the palm of your hand you realize it is firm and quite heavy for its size.

10 You raise the lemon to your nose. It gives off such a characteristic, unmistakable citrus smell, doesn't it? You take a sharp knife and cut the lemon in half. The two halves fall apart—the white pulpy inner skin contrasting with the drops of pale lemon-colored juice that gently ooze out. The lemon smell is slightly stronger.

11 Now you bite deeply into the lemon and let the juice swirl around in your mouth. That sharp sour lemon flavor is unmistakable.

12 Stop a minute! Is your mouth watering? Did you purse your lips? Maybe you winced a little? If so, you have achieved synesthesia, because you imagined the feel, sight, smell, and taste of the lemon. You have used your imagination well.

13 The implications are fascinating because, of course, nothing actually happened—except in your imagination! Yet your mind communicated directly to your salivary glands and told them to wash away the sour taste. You puckered your lips and grimaced.

- 14 The words you read were not reality. But they created reality. *The subconscious mind cannot differentiate between what is real and what it believes is real.*
- 15 Yet it directly controls your actions in a very tangible way.

### The Will to Succeed

- 16 We talk about people having the willpower to succeed. Ask most people to define *willpower* and you will find that they use expressions such as “grim determination” or “gritting your teeth and sticking with it.” There is an interesting implication in such a definition. It implies a struggle. And presumably that struggle could only be with yourself. Does that sound like a healthy state of mind?
- 17 We prefer to define willpower in this way.

WILLPOWER = A CLEAR VISION + BELIEF IN YOUR ABILITY

- 18 A vision is important because if you don’t stand for something—you can fall for anything. You need to create in your mind a successful outcome. Napoleon, for instance, played out all of his battles in his mind before they took place. He expressed it well: “Imagination is stronger than willpower.”
- 19 The power of determination was vividly illustrated in a five-year study of 120 of America’s top artists, athletes, and scholars, led by University of Chicago education professor Benjamin Bloom.
- 20 The key element that all the peak performers had in common was not an innate talent but an extraordinary drive and determination that came from a vision of what they would become.
- 21 Says Dr. Bloom, “We expected to find tales of great natural gifts. We didn’t find that at all. Their mothers often said it was their other child who had the greater gift.” But what the high achievers had was vision.

### Dare to Imagine

- 22 At her “Dare to Imagine” project Marilyn King seeks to inspire her youngsters by promoting what she feels are the three traits shared by most successful people.
1. They are motivated by something that really matters to them, something they really want to do or be. King calls this “Passion.”
  2. They can see a goal really clearly, and they can imagine taking all the steps to achieve it: “Vision.”
  3. They are willing to do something each day, according to a plan, that will bring them one step closer to their dream: “Action.”

Passion + Vision + Action = Success!

- 23 To help youngsters achieve success, King, a former Olympic champion, has them identify their passion and create the vision in their mind. Then they put a photograph or make a drawing of it in the center of a piece of paper. The students draw lines radiating from the image and they write down the traits or skills needed to achieve their vision, rating them from one to ten. The most important skill is circled. The students’ success maps also include action steps needed, names of advisers and cheerleaders, obstacles that must be overcome and ways to overcome them, resources available, accomplishments and awards, and creation of a success statement. King suggests reading the statement in front of a mirror ten times, morning and evening, for ten days.
- 24 Many of her students have experienced dramatic improvement both in their schoolwork and behavior, and the program is enthusiastically supported by the mayor and local realtors. King is now training mentors for the at-risk kids and expanding the program to include many more students.

### Creating Your Own Vision

- 25 Your involvement in a learning program is clear evidence that you have a desire to improve yourself and/or help others to do so. You know the rewards of learning and the penalties of ignorance.

- 26 It's essential, however, that you are now specific in the goals you wish to attain. It is simply not good enough to want to "do better." It's important to have a life plan of which your educational and career goals form an integral part.
- 27 As Gus Tuberville, president of William Penn College, puts it, "For learning to take place with any kind of efficiency, students must be motivated. To be motivated they must become interested. And they become interested when they are actively working on projects which they can relate to their values and goals in life."
- 28 What are your values and goals in life? What do you want in your relationships with the people who matter most to you—your spouse, partner, parents, children, relatives, friends, close business associates? What do you want your state of health to be? What action do you need to take to accomplish that? Do you need to change your eating and exercise habits?
- 29 What do you want to do to grow as a well-balanced person? What hobbies and sports would you like to pursue? Do you want to travel? Write? Paint? Hang-glide? Learn to play a musical instrument? What would make you feel proud? Concentrate on what you *feel* is right, rather than what you think you *ought* to do.
- 30 Your first step is to create the vision. You need to decide exactly what you want to be. You need a vision you can see clearly, a goal you can actually see yourself reaching. Beware of words such as *wish* and *try*.
- 31 When people say, "I wish I could . . ." what they really mean is "I'd like to . . . but it's too much trouble and hard work." When they say, "I'll try to . . ." what they usually mean is "I'm warning you now that I may fail."
- 32 *Wish* and *try* lack conviction. The only words to use are "**I will . . . !**"
- 33 Once you have your vision, your ultimate long-term goal, you need to be specific and you need to organize the steps to get you them. Write it down. It's a simple thing to do, but very powerful. Just the act of committing to paper the goal you aim to achieve makes it "real." When you put it in writing, you can't be vague. You are clearly stating your intentions.
- 34 If it's a really important goal, write it on a Post-it sticker and place it where you will see it every day.
- 35 So—you want to put together a step-by-step action plan. What do you need:
- Money? How much? Where do you get it?
  - Time? How do you take time out of your already busy schedule?
  - Knowledge? Where do you acquire it?
  - Skills? Where do you get them?
  - Support? Who, from among your family, friends, colleagues, and superiors, can and will help you?

Source: Colin Rose and Malcolm Nicholl, *Accelerated Learning for the 21st Century*, 1997, pp. 76–81. Copyright © 1998 by Colin Rose and Malcolm J. Nicholl. Used by permission of Dell Publishing, a division of Random House, Inc.

1. Based on the context, what is the meaning of *purse* as it is used in paragraph 12?

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2. Write the main idea for paragraph 23.

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3. Which organizational pattern is used in paragraph 23?

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4. What is the authors' purpose in writing the material in selection 2?

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5. Who is the authors' intended audience?

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6. Identify each of the following sentences as either a fact or an opinion:

\_\_\_\_\_ "A university study of two groups of basketball players showed that one group who split their time evenly between the physical practice of free throws and mental imagery outperformed a second group who used physical practice only."

\_\_\_\_\_ "Not surprisingly, both groups did better than a control group who did not practice at all."

\_\_\_\_\_ "The subconscious mind cannot differentiate between what is real and what it believes is real."

\_\_\_\_\_ "A vision is important because if you don't stand for something—you can fall for anything."

7. What is the figure of speech in "Learning is like setting out on a journey" (paragraph 1)?

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8. On the basis of the information in the selection, what inference could you make about a person who does not have a clear vision?

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9. What is the authors' point of view about the role of innate ability in a person's success?

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13. On notebook paper, create a concept map of the major points in the section, “Dare to Imagine” (paragraphs 22–24). If you like, use the planning space below.

## SELECTION 3

You may have read the excerpt from Monty Roberts' autobiography, *The Man Who Listens to Horses*, in the Chapter 11 Set 2 exercises. Roberts gained worldwide renown when he was invited to demonstrate for the Queen of England his gentle methods of horse training that enable him to get a wild horse to accept a bridle, saddle, and rider in 30 minutes. In this excerpt Roberts, who started riding at the age of two and who has had a profound love and respect for horses all his life, tells about an experience in which he refused to allow a high school teacher to take away his dream—a dream, incidentally, he ultimately accomplished—and with spectacular success.

1 Mr. Fowler paced back and forth at the head of the class, while we waited with our pencils sharpened and our paper at the ready. A tall man with an erect bearing and an olive complexion, he always dressed immaculately.

2 "I want you all to think about this very carefully," the teacher said, waving his long, elegant hands. "It should be like painting a picture of your lives in the future, as if all your ambitions had been realized."

3 A voice piped up. "How much detail do you want, sir?"

4 "As much as possible. It should be a complete portrayal of what you envision for yourself in the future." He turned to gaze at us calmly. "And my last instruction to you is perhaps the most important: This vision should be realistic. I don't want to hear about some crazy, off-the-wall plan. I don't want to know about any Hollywood dreams, either."

5 There was a smattering of laughter at this. We were in California, after all. Mr. Fowler ended, "It should be a fair and accurate assessment of where I might expect to find you if I were to visit you in your mid-thirties. It's to be called 'My Goals in Life' and should be returned within three weeks."

6 In my last year of high school, I knew precisely what I wanted to do in life; from the time I was nine I had been sketching plans for stables and training facilities. Mine was no Hollywood dream. I turned in what I thought was a good paper that captured my life's ambition: a ground plan and associated paperwork for the operation of a Thoroughbred racehorse facility. Five days later, the paper was returned to me with a big red F printed across the top of the page, along with the traditional words: "See me."

7 This was a shock, because I normally got good grades. Essay in hand, I went immediately to see Mr. Fowler after class and asked him what I had done wrong. He leafed through the pages. "You know that my last instruction to you was to be realistic in this projection of your future?"

8 "Yes, I did realize that."

9 "Do you realize that the average annual income of a person in the United States is sixty-three hundred dollars?" I had a clear idea of what was coming. "So how many years would you have to work and save up to earn the amount of money you'd need for your plan?" he asked me.

10 "I don't know."

11 He snapped his finger against the red F and advised me, "It's a wild, unattainable dream. I gave it a failing grade based on the instructions I issued at the outset." He handed me back the paper. "I know your family and background; it would just not be possible. Take it home, think about it, change your vision to an appropriate level, and hand it in again. The last thing I want is to fail you based on a misunderstanding."

12 It felt like he had driven a knife into me, so unexpected was his reaction. I was suddenly awakened to the reality of finance, and I faced the prospect that my dream was of the impossible kind. The next few days were depressing. I agonized over what to do. My mother saw I was troubled and inquired, so I confided in her.



13 She read my paper and suggested, “Well, if that’s truly your life’s dream, then in my opinion you can achieve it. I think you ought to consider turning the paper back in just the way it is, without any changes.” She added, “If you think it’s unattainable, then you can change it yourself. But I don’t think it’s for a high school instructor to set a level on your hopes and dreams.”

14 My mother was a meek woman, but this is one of the few times I saw her angry. I felt renewed. I returned to school and handed the paper back, this time with a note attached to Mr. Fowler. I told him that while he had every right as my instructor to call my life plan unattainable, I did not see it that way. I further suggested that he did not have the right to put a cap on my aspirations, but that he should grade the paper as he saw fit.

15 When the grades were mailed to us at the end of the year, I got an A for that particular course. I never did find out to what extent my teacher changed the mark, but clearly an F on the project would have scuttled any chance for a top grade. I would encounter Lyman Fowler much later in my life. He would have more to say on the subject of hopes and dreams.

*Source: Monty Roberts, The Man Who Listens to Horses, pp. 98–100. Copyright © 1996, 1997 Monty Roberts. Used by permission of Random House, Inc. and Alfred A. Knopf Canada, a division of Random House of Canada Limited.*

1. Use the context to determine the meaning of each of these words:

prospect (paragraph 12) \_\_\_\_\_

meek (paragraph 14) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

scuttled (paragraph 15) \_\_\_\_\_

2. Identify the figures of speech in the following sentences:

“It [the paper students were assigned to write about their life ambitions] should be like painting a picture of your lives in the future.” (paragraph 2)

\_\_\_\_\_

\_\_\_\_\_

“Mine [his view of his future] was no Hollywood dream.” (paragraph 6)

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“It felt like he had driven a knife into me, so unexpected was his reaction.” (paragraph 12)

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3. What is the author’s purpose in telling about his experience with Mr. Fowler?

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4. Who is the author's intended audience?

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5. On the basis of what you are told in the selection, write at least two logical inferences about Mr. Fowler. Tell specifically what you base each inference on.

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6. Decide whether each statement represents a fact or an opinion.

\_\_\_\_\_ "Mine was no Hollywood dream."

\_\_\_\_\_ "Five days later, the paper was returned to me with a big red F printed across the top of the page, along with the traditional words: 'See me.'"

\_\_\_\_\_ "It's a wild, unattainable dream."

\_\_\_\_\_ "The last thing I want is to fail you based on a misunderstanding."

\_\_\_\_\_ "I told him that while he had every right as my instructor to call my life plan unattainable, I did not see it that way."

7. Which organizational pattern is used to present the details in paragraph 12?

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8. This is a nonfiction literary selection. Identify each of these elements of the selection:

Who is the selection about? \_\_\_\_\_

When and where does the action take place (the setting)? \_\_\_\_\_

What is the action? (What is the conflict?) \_\_\_\_\_

How is the story presented (who tells it)? \_\_\_\_\_

Why does the narrator tell about this event? \_\_\_\_\_

9. What could you conclude is the author’s (Monty Roberts’) point of view about people who (like Mr. Fowler) try to limit others’ dreams?

**SELECTION 4**

**BURGLARS AND BURGLARY, ROBBERS AND ROBBERIES,  
AND HOT PRODUCTS**

Perhaps you have already had the experience of having something stolen from you, but if not, the probability is high that it will happen at some point during your lifetime. This selection, which comes from a criminology text, focuses on the factors that go into the decision to burglarize one place rather than another, how robbers choose victims and businesses to rob, and how thieves decide what to steal.

**Burglars and Burglary**

- 1 Criminologists are increasingly interested in the factors that go into a decision to burglarize: the location or setting of the building, the presence of guards or dogs, the type of burglar alarms and external lighting, and so forth. Does a car in the driveway or a radio playing music in the house have a significant impact on the choice of home to burglarize? George Rengert and John Wasilchick conducted extensive interviews with suburban burglars in an effort to understand their techniques. They found significant differences with respect to several factors:

- The *amount of planning* that precedes a burglary. Professional burglars plan more than do amateurs.
  - The extent to which a burglar engages in *systematic selection of a home*. Some burglars examine the obvious clues, such as presence of a burglar alarm, a watchdog, mail piled up in the mailbox, newspapers on a doorstep. More experienced burglars look for subtle clues, for example, closed windows coupled with air conditioners that are turned off.
  - The extent to which a burglar pays *attention to situational cues*. Some burglars routinely choose a corner property because it offers more avenues of escape, has fewer adjoining properties, and offers visibility.
- 2 Rengert and Wasilchick have also examined the use of time and place in burglary. Time is a critical factor to burglars, for three reasons:
- They must minimize the time spent in targeted places so as not to reveal their intention to burglarize.
  - Opportunities for burglary occur only when a dwelling is unguarded or unoccupied, that is, during daytime. (Many burglars would call in sick so often that they would be fired from their legitimate jobs; others simply quit their jobs because they interfered with their burglaries.)
  - Burglars have “working hours”; that is, they have time available only during a limited number of hours (if they have a legitimate job).
- 3 Before committing their offenses, burglars take into account familiarity with the area, fear of recognition, concern over standing out as somebody who does not belong, and the possibility (following some successful burglaries) that a particular area is no longer cost-beneficial. Season, too, plays an important role. One experienced burglar stated that because neighborhoods are populated with children in the summer, he opted for winter months: “The best time to do crime out here is between 8:00 and 9:00 A.M. All the mothers are taking the kids to school. I wait until I see the car leave. By the time she gets back, I’ve come and gone.”
- 4 Recent research demonstrates how important it is for burglars to have prior knowledge of their targets. They obtain such knowledge by knowing the occupants, by being tipped off about the occupants or by observing the potential target. Some burglars even acquire jobs that afford them the opportunity to observe their potential victims’ daily activities; others gain access to the interior of a house, search for valuable goods, and steal them at a later date.

### Robbers and Robberies

- 5 Richard Wright and Scott Decker conducted in-depth interviews with street robbers and found that they frequently victimize other street-involved individuals—drug dealers, drug users, and gang members—people who, because they are criminals themselves, are unlikely to go to the police. These people are also targeted because they are believed to have a lot of money, jewelry, and other desirable items. Street robbers report that they sometimes specifically target people whom they do not like, or people who have hurt or offended them in the past. When women are targeted, it is because robbers believe they will not resist and are not armed. On the other hand, women are not the desirable targets men are because robbers think women do not carry as much money.
- 6 Criminologists also study whether commercial robbers operate the same way as street robbers in their selection of targets. Robbers who target business establishments are interested in some of the same factors that concern burglars. Perpetrators carefully examine the location of the potential robbery, the potential gain, the capability of security personnel, the possibility of intervention by bystanders, and the presence of guards, cameras, and alarms.

- 7 Criminologists have found that potential victims and establishments can do quite a bit to decrease the likelihood of being robbed. Following a series of convenience-store robberies in Gainesville, Florida, in 1985, a city ordinance required store owners to clear their windows of signs that obstructed the view of the interior, to position cash registers where they would be visible from the street, and to install approved electronic cameras. Within a little over a year, convenience-store robberies had decreased 64 percent.

### Hot Products

- 8 Why do thieves decide to steal some things and not others? What makes targets attractive? We have examined how burglars select which homes to burglarize, but once they have broken into a residence, how do they decide what to steal? When robbers target victims, they do so believing their chances of making off with something valuable are greater than their chances of not being successful in the robbery attempt. But what is it about things that makes them valuable to robbers? Cohen and Felson argued that items are attractive if they are visible, easy to take away, valuable, and accessible. Twenty years later, Ronald Clarke expanded this idea with his discussion of hot products—those consumer goods that are attractive to thieves. Using an acronym (CRAVED) to organize this idea, Clarke claims that goods are attractive if they are concealable, removable, available, valuable, enjoyable, and disposable (i.e., can be easily fenced). This approach takes into account what thieves do with goods after they are stolen, because that factor figures into their decisions about the attractiveness of items.

*Source:* Freda Adler, Gerhard Mueller, and William Laufer, *Criminology*, 4th ed., pp. 243–46. Copyright © 2001 McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies.

1. Write the main idea for paragraph 4:

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2. Write the main idea for paragraph 5:

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3. Write the main idea for paragraph 7:

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4. Write the main idea for paragraph 8:

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5. On separate lines, list the details in paragraph 4:

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6. Which organizational pattern is used in each of the following paragraphs?

Paragraph 2: \_\_\_\_\_

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Paragraph 6: \_\_\_\_\_

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Paragraph 8: \_\_\_\_\_

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7. Identify each statement as either an opinion or a fact:

\_\_\_\_\_ “Some burglars routinely choose a corner property because it offers more avenues of escape, has fewer adjoining properties, and offers visibility.”

\_\_\_\_\_ “Many burglars would call in sick so often that they would be fired from their legitimate jobs; others simply quit their jobs because they interfered with their burglaries.”

\_\_\_\_\_ “Cohen and Felson argued that items are attractive if they are visible, easy to take away, valuable, and accessible.”

8. On the basis of the selection, write at least one logical inference about what a person could do to minimize the likelihood of being burglarized.

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9. Who is the authors' intended audience?

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10. What is the authors' purpose for writing this selection?

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11. On the basis of the information about “hot products,” make an inference as to why a thief would be more likely to steal a pearl necklace than a PC (computer) of comparable worth.

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12. Underline and annotate the section “Robbers and Robberies” (paragraphs 5–7).

### ROBBERS AND ROBBERIES

Richard Wright and Scott Decker conducted in-depth interviews with street robbers and found that they frequently victimize other street-involved individuals—drug dealers, drug users, and gang members—people who, because they are criminals themselves, are unlikely to go to the police. These people are also targeted because they are believed to have a lot of money, jewelry, and other desirable items. Street robbers report that they sometimes specifically target people whom they do not like, or people who have hurt or offended them in the past. When women are targeted, it is because robbers believe they will not resist and are not armed. On the other hand, women are not the desirable targets men are because robbers think women do not carry as much money.

Criminologists also study whether commercial robbers operate the same way as street robbers in their selection of targets. Robbers who target business establishments are interested in some of the same factors that concern burglars. Perpetrators carefully examine the location of the potential robbery, the potential gain, the capability of security personnel, the possibility of intervention by bystanders, and the presence of guards, cameras, and alarms.

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the interior, to position cash registers where they would be visible from the street, and to install approved electronic cameras. Within a little over a year, convenience-store robberies had decreased 64 percent.

## SELECTION 5

This psychology textbook selection discusses the controversial issue of repressed memories.

### REPRESSED MEMORIES: TRUTH OR FICTION?

- 1 Guilty of murder in the first degree.
- 2 That was the jury's verdict in the case of George Franklin, Sr., who was charged with murdering his daughter's playmate. But this case was different from most other murder cases: It was based on memories that had been repressed for twenty years. Franklin's daughter claimed that she had forgotten everything she had once known about her father's crime until two years earlier, when she began to have flashbacks of the event. Initially, she had only a memory of her friend's look of betrayal. Over the next year, the memories became richer, and she recalled being together with her father and her friend. Then she remembered her father sexually assaulting her friend. She recalled his lifting a rock over his head, and then seeing her friend lying on the ground, covered with blood. On the basis of these memories, her father was arrested and convicted (although ultimately he gained his freedom following an appeal of the conviction).
- 3 But just how accurate were the memories that initially convicted Franklin? Although the prosecutor and jury clearly believed Franklin's daughter, there is good reason to question the validity of *repressed memories*, recollections of events that are initially so shocking that the mind responds by pushing them into the unconscious. Supporters of the notion of repressed memory suggest that such memories may remain hidden, possibly throughout a person's lifetime, unless they are triggered by some current circumstance, such as the probing that occurs during psychological therapy.
- 4 However, psychologist Elizabeth Loftus (1997) maintains that so-called repressed memories may well be inaccurate or even wholly false. She notes how easy it is to plant memories that people believe are real. For example, in one experiment, a student named Jack wrote a story for his younger brother Chris, 14, to read. It described an event that never happened:
- 5 "It was 1981 or 1982. I remember that Chris was 5. We had gone shopping at the University City shopping mall in Spokane. After some panic, we found Chris being led down the mall by a tall, oldish man (I think he was wearing a flannel shirt). Chris was crying and holding the man's hand. The man explained that he had found Chris walking around crying his eyes out just a few moments before and was trying to help him find his parents."
- 6 Just a few weeks later, Chris was convinced the event had actually happened. He described the color of the old man's flannel shirt, his bald head, and how he felt "really scared." Even when informed that the event never happened, Chris clung to his memory, saying "Really? I thought I remembered being lost . . . and looking around for you guys. I do remember that, and then crying, and Mom coming up and saying, 'Where were you? Don't you . . . ever do that again.'"
- 7 Clearly, people are potentially susceptible to false memories. Why? Some false memories occur when people are unable to recall the source of a memory of a particular event about which they have only vague recollections. When the source of the memory becomes unclear or ambiguous, people may begin to confuse whether they actually experienced the event or whether it was imagined. Ultimately, the memory begins to seem authentic, and people may come to believe that the event actually occurred.



- 8 In fact, some therapists have been accused of inadvertently encouraging people who come to them with psychological difficulties to recreate false chronicles of childhood sexual experiences. For instance, hypnosis, which is sometimes used to help people recall lost memories can actually create false memories. In addition, there have been many well-publicized declarations of repressed memories. Such publicity makes the possibility of repressed memories seem more legitimate and may ultimately prime people to recall memories of events that never happened.
- 9 On the other hand, many psychologists see repressed memories as a very real phenomenon. Building upon a psychodynamic model of human behavior, they argue that it is reasonable to assume that some memories will be so painful that they are forced into the unconscious. They suggest that childhood sexual abuse is so traumatic that people are motivated to forget its occurrence. In support of their view, they point to cases in which it is possible to confirm once repressed memories of childhood abuse.
- 10 The controversy regarding the legitimacy of repressed memories is unlikely to be resolved soon. Many psychologists, particularly those who provide therapy, give great weight to the reality of repressed memories. On the other side of the issue are many memory researchers, who maintain that there is no scientific support for the existence of such memories.
- 11 In the meantime, it seems clear that some recollections of childhood traumas may be temporarily forgotten and only recalled later in life. And it is equally true that certain memories of youth are inaccurate or even completely false. The challenge is to distinguish truth from fiction.

*Source:* Adapted from Robert Feldman, *Essentials of Understanding Psychology*, 4th ed., pp. 223–24. Copyright © 2000 McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies.

1. Write the overall main idea of the selection.

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2. What organizational pattern is used in paragraph 10?

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3. Identify each of the following statements as a fact or an opinion:

\_\_\_\_\_ “Supporters of the notion of repressed memory suggest that such memories may remain hidden, possibly throughout a person’s lifetime, unless they are triggered by some current circumstance, such as the probing that occurs during psychological therapy.”

\_\_\_\_\_ “Psychologist Elizabeth Loftus (1997) maintains that so-called repressed memories may well be inaccurate or even wholly false.”

\_\_\_\_\_ “In fact, some therapists have been accused of inadvertently encouraging people who come to them with psychological difficulties to recreate false chronicles of childhood sexual experiences.”

- 4. On the basis of the information about George Franklin’s daughter (paragraph 2) and Chris (paragraph 6), what can you conclude about their belief in their memories?

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- 5. Write at least one logical inference about what George Franklin’s position is likely to be with regard to the issue of repressed memories.

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- 6. Does the author of this selection have a bias on the issue of repressed memories?

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- 7. Annotate the selection by writing the topic beside each paragraph and/or the function of the paragraph.

**SELECTION 6**

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Whether you are single and hope to marry at some point, or whether you are already married, this sociology textbook selection lends fascinating insight as to the reasons people marry and who marries whom. The selection contains some visual aids. Remember to consult them at the point the authors direct your attention to them.

## INTRODUCTION

1 Despite changes in the family, the great majority of Americans get married and become parents. Women, in particular, wait somewhat longer to get married than they did in the past (see Table 1). But every year millions get married (2.3 million marriages in 1994). Over 95 percent marry at least once in their lives. Indeed, the United States has one of the highest marriage rates in the world (Ahlborg and De Vita, 1992). Why do people get married? Who marries whom?

## Choosing a Mate

2 Why do people get married? Most Americans think the overarching reason is—or should be—“for love.” This is not a universal view. Nearly all societies recognize that, on occasion, a man and a woman may develop a “violent emotional attachment” to each other—what we call love (Linton, 1936). But few societies consider this attachment desirable, much less a basis for marriage. In most societies marriages are arranged by older relatives, with an eye to expanding their network of kin. The most important criteria in mate selection are economic security and family background, not mutual attraction.

3 The notion of arranged marriages strikes most westerners as barbaric. Yet research suggests that in arranged marriages, the couple’s romantic attachment to one another grows over the years, whereas couples who married for love report that their attraction to one another dropped precipitously after the first two to five years of marriage (Gupta and Singh, 1982). (See Figure 1.)

4 Analysis of marriage patterns shows that even in our own society, Cupid’s dart is highly selective. In principle, we are free to marry anyone we like. In practice, however, our choices are limited by social forces—the same social forces that influence the neighborhood in which we live, the school we attend, and the people we meet. In sociological terms, we practice **homogamy**: the tendency to marry someone who is like ourselves in the social attributes our society considers important. Thus most Americans (95 percent) marry someone of the same race, social class, age, and educational level. Each of these criteria reduces an individual’s “pool of eligibles” (see Figure 2).

TABLE 1 MEDIAN AGE OF FIRST MARRIAGE, 1900–1994

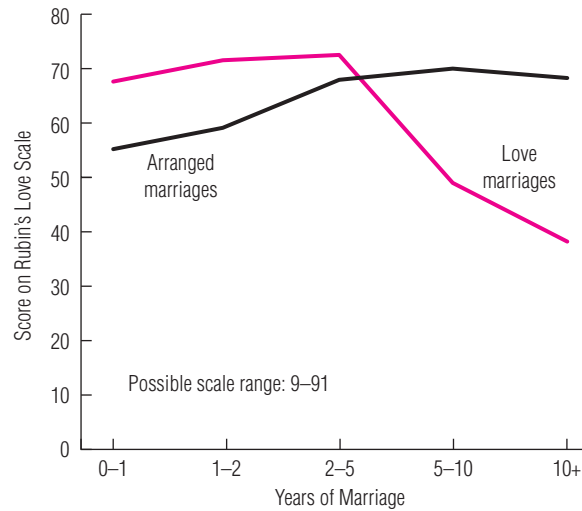
(Source: Adapted from U.S. Bureau of the Census, “Marital Status and Living Arrangements: March 1994,” *Current Population Reports*, series P-20, no. 484, Washington, DC: GPO, 1994, p. vii, table B; Statistical Abstract, 1996, Table 149, p. 105.)

Year	Men	Women
1900	25.9	21.9
1910	25.1	21.6
1920	24.6	21.2
1930	24.3	21.3
1940	24.3	21.5
1950	22.8	20.3
1960	22.8	20.3
1970	23.2	20.8
1980	24.7	22.0
1990	26.1	23.9
1995	26.9	24.5

Source: Adapted from Richard Gelles and Ann Levine. *Sociology: An Introduction*, 6th ed., p. 419. Copyright © 1999 McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies.

**Figure 1 Love and Marriage**

A study of romantic and arranged marriages in India found that love and marriage do go together but not necessarily in that order. Couples who marry for love may become disillusioned when the romance fades. (Source: V. Gupta and P. Singh, 1982, in D. G. Myers, *Social Psychology*, 4th ed., New York: McGraw-Hill, 1993, p. 495, fig. 13–7.)

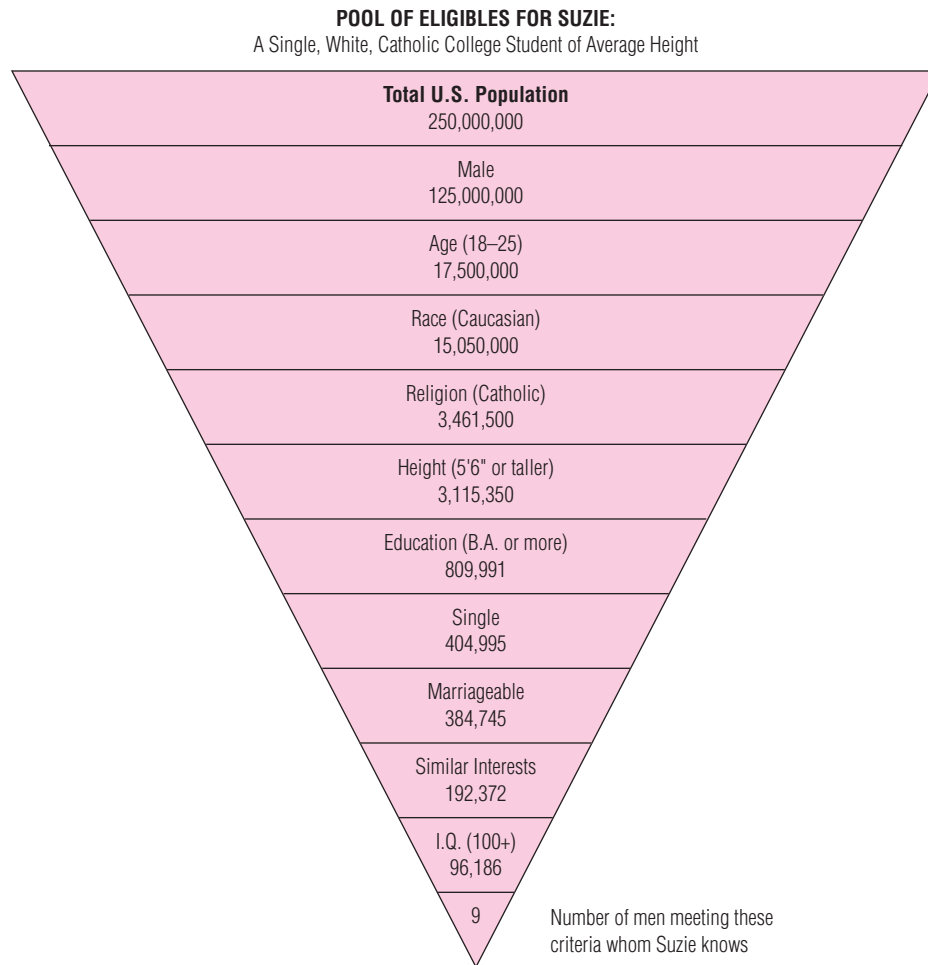


Source: Adapted from Richard Gelles and Ann Levine. *Sociology: An Introduction*, 6th ed., p. 420. Copyright © 1999 McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies.

- 5 In the past, religion played a major role in defining a person's pool of eligibles: most Americans did not marry outside their religion (whether Protestant, Catholic, or Jewish). However, to some degree educational criteria are beginning to replace religion in the choice of mates (Kalmijn, 1991). Intermarriage between people of different religions has increased, while intermarriage between people with different levels of education has decreased. Why? First, education plays a major role in determining people's future earning potential and hence their social class and lifestyle. Second, level of education has a strong impact on the values people hold with regard to marriage and family. Whatever their class background, Americans with college educations tend to be more liberal in their attitudes toward sex roles, to have more permissive attitudes toward sex, to want fewer children, and to place less importance on obedience in child rearing. They are likely to hold similar moral and political views and to enjoy similar leisure-time pursuits. Finally, young people spend more time in school today than in the past, and so they have more opportunities to meet and date other students. College graduates often meet their future spouses in school (Mare, 1991). As more and more people postpone marriage, however, new ways of meeting potential mates are emerging, including newspaper personal columns, singles clubs and outings (often designed around special interests), and even e-mail computer networks (Hanson, 1993, personal communication).
- 6 By one means or another, a person may meet dozens of people who fit his or her basic criteria for a future mate; how does the person choose among them? Exchange theory is a middle-range theory that holds that mate selection is the result of a series of conscious or unconscious calculations (Murstein, 1986). Each of us has an image of our value on the dating market, based on cultural standards and previous experience. In deciding whether to approach a member of the opposite sex, we compare the other person's assets to our own. If the other per-

**Figure 2 The Dating Game**

Who marries whom?



Source: Adapted from Richard Gelles and Ann Levine. *Sociology: An Introduction*, 6th ed., p. 421. Copyright © 1999 McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies.

son has a much higher value, the potential risk of being rejected outweighs the possibility that he or she may be interested. We do not ask for a date. (To simplify, a man who considers himself successful but not good-looking might approach a woman who is good-looking but not high on the career ladder or a woman who is successful but not strikingly attractive. He would be less likely to approach someone who is both beautiful and successful.) Thus self-esteem plays as important a role in courtship as does physical attraction.

7 After the initial attraction and beginning of the relationship, couples spend much of their time comparing values. He asks what she thought of the party where they met; she asks what he usually does on weekends; the conversation may turn to elections, sports, religion, or food. The couple are most likely to develop a strong liking for one another if their values are similar. Values are the goals people hold in life; roles can be seen as the means to those goals.

8 Progress beyond attraction and liking depends on role fit. If both like to play a nurturant role (the one to whom others turn for comfort), they are less likely to get together than if one sees himself or herself as supportive and the other sees himself or herself as needy and dependent. Thus similarity may “heat up” a relationship in

the dating stage but “cool it down” in the decision stage. Moreover, each measures the other against the image of an ideal mate. If the fit is close enough, they may become engaged or—almost as likely—try living together.

Source: Adapted from Richard Gelles and Ann Levine, *Sociology: An Introduction*, 6th ed., pp. 418–21. Copyright © 1999 McGraw-Hill. Reprinted by permission of The McGraw-Hill Companies.

- 1. What is the meaning of the figurative language “Cupid’s dart” (paragraph 4)?

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- 2. What is the main idea of paragraph 4?

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- 3. What is the main idea of paragraph 5?

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- 4. What is the main idea of paragraph 6?

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5. What organizational pattern is used in paragraph 3?

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6. What organizational pattern is used in paragraph 5?

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7. What organizational pattern is used in paragraph 8?

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8. According to Table 1, what has been the trend since 1960 regarding median age of both men and women at first marriage?

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9. According to Table 1, what consistent difference has there been during the last century between men and women with regard to median age at first marriage?

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10. According to Figure 1, after the first 2 to 5 years of marriage, do the scores on the “love scale” increase, stay the same, or decrease among those who married for love?

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11. Based on Figure 2, what conclusion can be drawn about the relationship between the number of criteria of eligibility and the number of eligible prospective mates one is likely to know?

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12. On the basis of the information in the selection, who can you conclude an upper-middle-class African-American male in his mid-twenties, with a master’s degree, would be most likely to marry? (Describe her social class, race, age, and educational level.)

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## SELECTION 7

This selection is by Tom Dodge, a former college English professor and the author of many books. He and his family live in Midlothian, Texas, the town he speaks of in this piece. This excerpt was taken from a book that consists of commentaries he has presented over the years on National Public Radio station KERA in Dallas. (He has the perfect voice and Texas drawl for reading his work on the radio.) He describes his commentaries as generally having one of three topics: “people and family, education, and the changes technology has wrought on the physical and social landscape of Texas.” You’ll enjoy his down-home, delightful sense of humor, and his insight into human nature.

### THE GREAT MIDLOTHIAN SAWDUST WAR

- 1 Here in Midlothian, we have a good town squabble every so often. This time, though, it doesn’t involve those pointy-headed intellectuals with chemistry degrees who drive into town and interfere with the business of our number one employer, Texas Industries.
- 2 This time it was regular people, and the fight wasn’t about hazardous waste-burning. It was about—*sawdust*.
- 3 A local businessman wanted to change the zoning laws so that he could place a sawdust-transfer facility on his property downtown where the lumberyard used to be. All the regular people got the fantods over this. You would think that the hazardous-waste smoke billowing out of the stacks nearby would warrant a tad more concern than a couple of truckloads of woodchips a day. But we don’t really understand things like chemical compounds and ozone layers. Woodchips we know. It’s ever so much easier to get nasty at each other over something simple.
- 4 Plus, zoning laws were involved. Who doesn’t want to protect their property value? I would despair to learn that a family of line dancers had moved into my neighborhood. So, to keep out bootscooters, I generally support the committee that divides the town into such zones as residential, commercial, industrial, and light and heavy bootscootin’. I could understand both sides.
- 5 So the town went to war with Jerry Spillers, the man who would be sawdust king. Angry letters to the *Midlothian Mirror* opposed the sawdust. Over three hundred regular people signed a petition against it. Dozens of trucks, maybe hundreds, would be hauling this stuff in, they cried. Like the dinosaurs, we would be choked out of existence. It would mean the end of Midlothian as we know it.
- 6 The protesters, I mean regular people, won and the man who would be sawdust king dropped the issue.
- 7 In any case, Midlothian is still a sawdust-free environment. Jerry took me downtown and showed me what he had planned to do. The trucks would have backed into an airtight facility where the sawdust and woodchips from a Duncanville cabinet

factory would have been sucked into a boxcar, then transported to New Mexico for recycling into particleboard. He believed it would have been safe and environmentally sound.

8 He was the man who helped me settle in this town. He was the first person I met when I came here twenty-three years ago with a wife and three children, no money, and nowhere to live. "I have a job," I told him, "as a schoolteacher."

9 "I believe in schoolteachers," he said, and sold us a nice house and carried the note for the down payment (creative small-town bookwork).

10 He started buying real estate in this town when a lot of people were still betting on the future of cotton. He says he doesn't know anything about stocks, mutual funds, or the international oil cartel; he just believed in this town and invested in its future. Why, he asked, would he do anything to hurt it?

11 He pointed to a large metal building on the other side of the railroad tracks. "That's the same operation except it's a sodium product," he said. "Nobody has ever said a word about that."

12 "So what do you intend to put on the property now?" I say.

13 "Nothing controversial this time. Just an Exxon station."

Source: Tom Dodge, *Tom Dodge Talks about Texas: Radio Vignettes and Other Observations, 1989–1999*. (Plano, TX: Republic of Texas Press, 2000), pp. 110–11. Reprinted by permission of Republic of Texas Press.

1. What can you infer was the author's point of view regarding a sawdust-transfer facility being set up in his town and the townspeople's objections to it? Explain your reasoning.

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2. What inference(s) can you make about Jerry Spillers, the businessman who wanted to create the sawdust-transfer facility?

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3. Decide whether each statement represents a fact or an opinion.

\_\_\_\_\_ “He started buying real estate in this town when a lot of people were still betting in the future of cotton.”

\_\_\_\_\_ “I met him when I came here twenty-three years ago with a wife and three children, no money, and nowhere to live.”

\_\_\_\_\_ “It’s ever so much easier to get nasty at each other over something simple.”

4. Why is it ironic that rather than the sawdust-transfer station, an Exxon station is going to be put on the property?

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5. What is the author’s tone in paragraph 4 in which he says, “I would despair to learn that a family of line dancers had moved into my neighborhood” and “I generally support the committee that divides the town into such zones as . . . light and heavy bootscootin’”?

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6. What figure of speech appears in the title?

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7. Based on the actions of the townspeople, what are some conclusions readers could draw about human nature?

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## SELECTION 8

This poem was written about a famous poet (Robert Frost) by Mary Boynton. She was not a poet in the formal sense, just someone who loved both reading and writing poetry. She especially loved Robert Frost, a 20th century American poet whose best known poems include “The Road Not Taken,” “Stopping by Woods on a Snowy Evening,” and “Mending Wall.” You have probably read some of his poems in English classes. If so, you will recognize references to them in Mary Boynton’s poem.

### TO ROBERT FROST

You have not put your treasure by  
     in some dark closet mouldering  
 These coins of your bright glowing things  
     new-minted, rare as old doubloons  
 They shine for all the world to see.

Your bounty found in grey stone walls  
     stark trees and drifting snow—  
 Shaped by New England’s rock ribbed  
     soil and tempered in its sun and rain  
 flung lovingly before the world.

This day I’ve caught again  
     in the flashing of your store and cherished I  
 It anew.

For I have seen myself enchanted  
     in my child discovering your hoard.

He too beholden to you now,  
     enriched, enraptured by your golden words.

*Source:* Mary Bridges Boynton, *Sparks Fly Upward*. (New York: Tuxedo Park Press, 1996), p. 76.  
 Reprinted by permission of the Estate of Mary B. Boynton.

1. Tell how the title fits with the poem.

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2. Who or what is being discussed in the poem?

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3. Who is speaking or being addressed?

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4. What images and figures of speech are used in the poem? What does the imagery symbolize?

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5. What is the tone of the poem?

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6. What is the theme of the poem?

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**SELECTION 9**

This letter drew national attention in 1990 when Ken Burns included it in his highly acclaimed television series, “The Civil War.” (The series was rebroadcast in late 2002.) The letter was written by 32-year-old Sullivan Ballou, a volunteer from Rhode Island who enlisted on the side of the Union Army. He wrote the letter to his wife, Sarah, while he was awaiting orders that would take him to Manassas, where he would die one week later in the First Battle of Bull Run. Major Ballou’s deep devotion to his country and his wife is expressed in language whose beauty endures, and almost a century and a half later, his words remind us still of the sacrifices the defense of democracy requires.

July 14, 1861  
Camp Clark, Washington

My very dear Sarah:

- 1 The indications are very strong that we shall move in a few days—perhaps tomorrow. Lest I should not be able to write you again, I feel impelled to write lines that may fall under your eye when I shall be no more.
- 2 Our movement may be one of a few days duration and full of pleasure—and it may be one of severe conflict and death to me. Not my will, but thine O God, be done. If it is necessary that I should fall on the battlefield for my country, I am ready. I have no misgivings about, or lack of confidence in, the cause in which I am engaged, and my courage does not halt or falter. I know how strongly American Civilization now leans upon the triumph of the Government, and how great a debt we owe to those who went before us through the blood and suffering of the Revolution. And I am willing—perfectly willing—to lay down all my joys in this life, to help maintain this Government, and to pay that debt.
- 3 But, my dear wife, when I know that with my own joys I lay down nearly all of yours, and replace them in this life with cares and sorrows—when, after having eaten for long years the bitter fruit of orphanage myself, I must offer it as their only sustenance to my dear little children—is it weak or dishonorable, while the banner of my purpose floats calmly and proudly in the breeze, that my unbounded love for you, my darling wife and children, should struggle in fierce, though useless, contest with my love of country?
- 4 I cannot describe to you my feelings on this calm summer night, when two thousand men are sleeping around me, many of them enjoying the last, perhaps, before that of death—and I, suspicious that Death is creeping behind me with his fatal dart, am communing with God, my country, and thee.
- 5 I have sought most closely and diligently, and often in my breast, for a wrong motive in thus hazarding the happiness of those I loved and I could not find one. A pure love of my country and of the principles I have often advocated before the people and “the name of honor that I love more than I fear death” have called upon me, and I have obeyed.
- 6 Sarah, my love for you is deathless, it seems to bind me to you with mighty cables that nothing but Omnipotence could break; and yet my love of Country comes over me like a strong wind and bears me irresistibly on with all these chains to the battlefield.
- 7 The memories of the blissful moments I have spent with you come creeping over me, and I feel most gratified to God and to you that I have enjoyed them so long. And hard it is for me to give them up and burn to ashes the hopes of future years, when God willing, we might still have lived and loved together, and seen our sons grow up to honorable manhood around us. I have, I know, but few and small claims upon Divine Providence, but something whispers to me—perhaps it is the wafted prayer of my little Edgar—that I shall return to my loved ones unharmed. If I do not, my dear Sarah, never forget how much I love you, and when my last breath escapes me on the battlefield, it will whisper your name.
- 8 Forgive my many faults, and the many pains I have caused you. How thoughtless and foolish I have oftentimes been! How gladly would I wash out with my tears every little spot upon your happiness, and struggle with all the misfortune of this world, to shield you and my children from harm. But I cannot. I must watch you from the spirit land and hover near you, while you buffet the storms with your precious little freight, and wait with sad patience till we meet to part no more.
- 9 But, O Sarah! If the dead can come back to this earth and flit unseen around those they loved, I shall always be near you; in the garish day and in the darkest

night—amidst your happiest scenes and gloomiest hours—always, always; and if there be a soft breeze upon your cheek, it shall be my breath; or the cool air fans your throbbing temple, it shall be my spirit passing by.

- 10 Sarah, do not mourn me dead; think I am gone and wait for thee, for we shall meet again.

*Sullivan*

Source: Abridged from "Sullivan Ballou's Letter to His Wife, Sarah, Washington, DC, July 14, 1861," *Brown University Alumni Quarterly*, November 1990, pp. 38–42. See also <http://usinfo.state.gov/usa/infousa/facts/democrac/23.htm>.

1. Who is the author's intended audience?

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2. When and where is the author writing this (the setting)?

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3. What is the author's purpose for writing this?

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4. What is the author's tone?

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5. What is the author's point of view regarding his country and his duty to the country?

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6. What can you infer about the type of husband and father Ballou was?

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7. What can you infer about the author's character?

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8. Draw a conclusion as to whether or not the author would enlist if he were living today and there was a military crisis or a war involving the U.S. Why or why not?

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9. Identify and explain the figure of speech that appears in each of the following sentences:

“ . . . Death is creeping behind me with his fatal dart . . . ”

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“ . . . my love of Country comes over me like a strong wind . . . ”

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“ . . . how gladly would I . . . struggle with all the misfortune of this world, to shield you and my children from harm.”

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“ . . . and if there be a soft breeze upon your cheek, it shall be my breath . . . ”

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10. Interpret the meaning of the figurative language (italicized) in this statement: “I must watch you from the spirit land and hover near you, while you buffet the storms with your precious little freight. . . .”

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11. Based on the context, what is the meaning of temple in paragraph 9?

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**Kudos to you from your coach! (*Kudos* means praise for exceptional achievement.)**

Well, here you are at the end of the entire “workout” that comprises Exercise Your College Reading Skills! Did you at times find yourself drenched with “sweat”? Occasionally have some sore “muscles”? Did you think at certain points that the “weight” was a little too heavy to lift? Probably so, but the important thing is that you’ve completed what you set out to do. And you should feel good about yourself for staying in the game. In mountaineering terms, you’ve reached the summit, and I’m so proud of you. Yes, there are skills you probably need additional practice on, but if you’ve given a full effort, then you are already a much stronger, more skilled reader than you were when you began this book.

I hope that you will see additional progress in your reading and study techniques as you continue to apply these skills in your college courses. Did you know, though, that simply finishing this book, your reading course, and a college semester places you in an elite group? The majority of the people in the world cannot read or write, and most of them will never have the opportunity to learn. Even if you never have another day of college, you are already better educated than most of the world’s population. My belief is that because you have this advantage, you have a unique opportunity—and a responsibility—to give something back to the world. My hope is that you be a force for good, that you will use your education to help others. I hope that you will do something every day, no matter how small it might seem, to make the world a better place. Over a lifetime, even small acts of kindness and courtesy make a difference.

Baltimore Orioles pitching coach Mike Flanagan observed, “You can’t compete from the dugout.” So stay out on the field and keep pitching. My hope, too, is that you take away even more from this book than greatly strengthened reading skills, and that is the confidence and knowledge that through your own motivated effort, self-discipline, and mindful practice, you can accomplish whatever goals you set for yourself. My best wishes for your continued success.

