

1 UNIT

A Fresh Start



The university campus is where young people gather in pursuit of wisdom and knowledge of how the world works. There is nowhere else quite like it. Every part of it, the lecture rooms, the library, and even the dorm rooms, inspire you with fresh ideas which demand further exploration. What are your hopes for your life on campus? Are you curious about how others spend their college years?

This unit tells the stories of two university students. In Text A, Lincoln Steffens describes his experience of learning history in college. In Text B, Samuel H. Scudder portrays a student learning from his supervisor, Professor Agassiz. Their experience hints at how different the university learning experience is from the way that students are taught at middle school. So, are you ready for a fresh start?



Exploring the Topic

- 1 A university's motto reflects its spirit and values. What is your university's motto? Read the following university mottos and discuss with your partner what spirit they reflect.

From here we receive light and sacred draughts.
—University of Cambridge

Light and truth.
—Yale University

Self-Discipline and Social Commitment
(自强不息, 厚德载物)
—Tsinghua University

*Study Extensively, Enquire Accurately,
Reflect Carefully, Discriminate Clearly,
Practice Earnestly* (博学、审问、慎思、明辨、
笃行)
—Sun Yat-sen University

*Humanity, Fraternity, Proficiency,
Diligence* (仁、爱、精、勤)
—Hunan Normal University

- 2 What are your hopes and expectations about college? Answer the following questions to find out:

- What is your purpose in going to college?
- What do you expect to get out of the experience?
- Do you think college life and learning is similar to high school?

视觉中国

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Text A



课文录音



I Become a Student

Lincoln Steffens

- 1 It is possible to get an education at a university. It has been done; not often, but the fact that a proportion, however small, of college students do get a start in interested, methodical study, proves my thesis, and the following personal experience I have to offer illustrates it and shows how to get around the faculty, the other students, and the whole college system of mind-fixing. My method might lose a boy his degree, but a degree is not worth so much as the capacity and the drive to learn.
- 2 My method was hit on by accident and some instinct. I specialized. With several courses prescribed, I concentrated on the one or two that interested me most and worked intensively on my favorites. In my first two years, for example, I worked at English and political economy and read philosophy. At the beginning of my junior year I had several cinches in history. Now

I liked history; I had neglected it partly because I rebelled at the way it was taught, as positive knowledge unrelated to politics, art, life, or anything else. The professors gave us chapters out of a few books to read, and be quizzed on. Blessed as I was with a “bad memory,” I could not commit to it anything that I did not understand and intellectually need. The bare record of the story of man, with names, dates, and irrelative events, bored me. But I had discovered in my readings of literature, philosophy, and political economy that history had light to throw upon unhistorical questions. So I proposed in my junior and senior years to specialize in history, taking all the courses required and those also that I had failed. With this in mind I listened attentively to the first introductory talk of Professor William Cary Jones on American constitutional history. He was a dull lecturer, but I noticed that, after telling us what pages of what books we must be prepared in, he listed off some other references “for those that may care to dig deeper.”

- 3 When the rest of the class rushed out into the sunshine, I went up to the professor and, to his surprise, asked for this memorandum. He gave it to me. Up in the library I ran through the required chapters in the two different books, and they differed on several points. Turning to the other authorities, I saw that they disagreed on the same facts and also on others. The librarian, appealed to, helped me search the book-shelves till the library closed, and then I called on Professor Jones for more references. He was astonished, invited me in, and began to approve my industry, which astonished me. I was not trying to be a good boy; I was better than that: I was a curious boy. He lent me a couple of his books, and I went off to my club to read them. They only deepened the mystery, clearing up the historical question, but leaving the answer to be dug for and written.
- 4 The historians did not know! History was not a science, but a field for research, a field for me, for any young man, to explore, to make discoveries in and write a scientific report about. I was fascinated. As I went on from chapter to chapter, day after day, finding frequently essential differences of opinion and of fact, I saw more and more work to do. In this course, American constitutional history, I hunted far enough to suspect that the Fathers of the Republic who wrote our sacred Constitution of the United States not only did not, but did not want to, establish a democratic government, and I dreamed for a while—as I used as a child to play I was Napoleon or a trapper—I promised myself to write a true history of the making of the American Constitution. I did not do it; that chapter has been done or well begun since by two men: Smith of the University of Washington and Beard of Columbia. I found other events, men, and eras waiting for students. In all my other courses, in ancient, in European, and in modern history, the disagreeing authorities carried me back to the need of a fresh search for the original documents or other clinching



evidence. Of course I did well in my classes. The history professors soon knew me as a student and seldom put a question to me except when the class didn't know the answer. Then Professor Jones would say, "Well, Steffens, tell them about it."

- 5 Fine. But vanity wasn't my ruling passion then. What I had was a quickening sense that I was learning a method of studying history and that every chapter of it, from the beginning of the world to the end, is crying out to be rewritten. There was something for Youth to do.

(812 words)

Notes

1. Lincoln Steffens (1866-1936), American investigative journalist, lecturer, and political philosopher. He writes largely on the corruption of politicians and is a leading figure among the writers whom US President Theodore Roosevelt called muckrakers. This story is an excerpt from his book *The Autobiography of Lincoln Steffens*.
2. In the US higher education system, traditional universities provide four-year undergraduate study and one to three years of postgraduate study. Undergraduate students of grades 1-4 are called freshman, sophomore, junior, and senior students respectively. Graduate study, conducted after obtaining a bachelor's degree, leads to a more advanced degree such as a master's degree, a Doctor of Philosophy (PhD) or other doctoral degrees such as Doctor of Arts, Doctor of Education, or Doctor of Medicine.
3. The United States Constitution, originally structured in 1787, witnessed many amendments. For example, racial equality and women's right were not constitutionalized until more than a hundred years later in Amendment 15 and 19 respectively. This partly explains why Steffens "suspect(s) that the Fathers of the Republic...not only did not, but did not want to, establish a democratic government."

Words and Expressions

proportion /prə'pɔːʃən/ *n.*

a part of a number or an amount, considered in relation to the whole

methodical /mə'thɒdɪkəl/ *adj.*

done in a careful and logical way

thesis /'θiːsɪs/ *n.*

an idea or opinion about something, that you discuss in a formal way and give examples for

faculty /'fækəlti/ *n.*

all the teachers in a university

degree /dɪ'ɡriː/ *n.*

a course of study at a university or college, or the qualification that is given to you when you have successfully completed the course

drive /draɪv/ *n.*

a strong natural need or desire

hit on/upon sth

to have an idea or discover something suddenly or unexpectedly

instinct /'ɪnstɪŋkt/ *n.*

a natural tendency to behave in a particular way or a natural ability to know something, which is not learned

specialize /'speʃəlaɪz/ *v.*

to limit all or most of your study, business etc to a particular subject or activity

prescribe /prɪ'skraɪb/ *v.*

to state officially what should be done in a particular situation

intensively /ɪn'tensɪvli/ *adv.*

in a complete and extremely detailed way; with a lot of care

political economy

the study of the way nations organize the production and use of wealth 政治经济学

cinch /sɪntʃ/ *n.*

something that will definitely happen, or someone who will definitely do something

neglect /nɪ'ɡlekt/ *v.*

to pay too little attention to something

partly /'pɑːtli/ *adv.*

to some degree, but not completely

rebel /rɪ'bel/ *v.*

to oppose or fight against someone in authority or against an idea or situation which you do not agree with

unrelated /,ʌnrɪ'leɪtɪd/ *adj.*

not connected; not related to something else

quiz /kwɪz/ *v.*

to ask someone a lot of questions

be blessed with sth

to have a special ability, good quality etc

commit sth to memory

to learn something so that you remember it

intellectually /,ɪntə'lektʃuəli/ *adv.*

in a way that relates to your ability to think and understand things, especially complicated ideas

bare /beə/ *adj.*

the very least amount of something that you need to do something

throw light on/upon sth

to make something easier to understand by providing new information

propose /prə'pəʊz/ *v.*

to intend to do something

attentively /ə'tentɪvli/ *adv.*

listening to or watching someone carefully

introductory /,ɪntrə'dʌktəri/ *adj.*

said or written at the beginning of a book, speech etc in order to explain what it is about

constitutional /,kɒnstə'tjuːʃənəl/ *adj.*

connected with the constitution of a country or organization

constitution /,kɒnstɪ'tjuːʃən/ *n.*

a set of basic laws and principles that a

country or organization is governed by
dull /dʌl/ *adj.*

not interesting or exciting

memorandum /,memə'rændəm/ *n.*

a written report that is prepared for a person or committee in order to provide them with information about a particular matter

call on/upon sb

to visit someone for a short time

industry /'ɪndəstri/ *n.*

the fact of working hard

deepen /'di:pən/ *v.*

to make something stronger or greater

mystery /'mɪstəri/ *n.*

an event, situation etc that people do not understand or cannot explain because they do not know enough about it

historian /hɪ'stɔ:riən/ *n.*

someone who studies history

fascinated /'fæsɪneɪtɪd/ *adj.*

extremely interested by something or someone

sacred /'seɪkrɪd/ *adj.*

very important or greatly respected

democratic /,demə'krætɪk/ *adj.*

organized according to the principle that everyone in a society is equally important, no matter how much money they have or what social class they come from

clinch /klɪntʃ/ *v.*

to finally agree on something or get something after trying very hard

vanity /'vænəti/ *n.*

too much pride in yourself, so that you are always thinking about yourself and your appearance

quicken /'kwɪkən/ *v.*

to become more active; to make something more active



Analytical Reading

1 Write down the correct order to complete the outline of the story.

Main idea: Looking back to his college days, Lincoln Steffens suggests that one is only really able to learn when he or she is able to think critically.

Plotline: _____

- A. Steffens took Professor Jones's course on the history of American Constitution and read everything he could find on the subject.
- B. By the end of the term, Steffens not only did well in Professor Jones's class, but also increased his own understanding of history while developing his ability to think critically.
- C. Through careful research in the library, Steffens found conflicting views on the history of American Constitution.
- D. Steffens used to think history boring, but later developed his interest in the subject and planned to specialize in history in his junior and senior years.

2 Decide whether the following statements are true (T) or false (F) according to the text.

- () 1. At the very beginning, Steffens liked history because his memory was not bad.
- () 2. Steffens took many courses in history, amongst which was a course about American constitutional history given by Professor Jones.
- () 3. According to Steffens, Professor Jones's class was boring but instructive.
- () 4. Steffens believed that history is scientific and definite.
- () 5. Steffens's purpose was to criticize the American Constitution.

3 Answer the following questions.

- 1. Why was Steffens not interested in history before entering his junior year?
- 2. How did Professor Jones's introductory class change Steffens's learning?
- 3. In Para. 3, what did Steffens do when he came across conflicting viewpoints in his reading?
- 4. How did Professor Jones help Steffens in learning history?
- 5. What is Steffens's assumption about American constitutional history?
- 6. What learning method is described in Para. 4?
- 7. What does Steffens mean by stating "here was something for Youth to do" at the end of the text?
- 8. In the first paragraph, Steffens states that "a degree is not worth so much as the capacity and the drive to learn." Do you agree? Why or why not?



Language Focus

Pronunciation



1 Practice the following pairs of words.

/i:/	/ɪ/	/e/	/æ/	/ʌ/	/ɑ:/
lead	lid	bed	bad	study	start
seat	sit	said	sad	much	march
beat	bit	bet	bat	cut	car

/ɜ:/	/ə/	/ɒ/	/ɔ:/	/ʊ/	/u:/
urge	ago	quality	quarter	cook	food
purse	police	top	talk	look	lose
certain	suspect	doctor	daughter	good	goose



2 Read aloud the following sentences, paying attention to the vowels.

1. I worked at English and political economy and read philosophy.
2. I listened attentively to the first introductory talk.
3. He listed off some other references.
4. I ran through the required chapters.
5. He lent me a couple of his books.
6. I saw more and more work to do.
7. Vanity wasn't my ruling passion then.
8. I was learning a method of studying history.

Vocabulary



Word Roots

Words are often made up of different parts. The main meaning of a word is contained in its root. Knowing the meanings of word roots helps make an intelligent guess about the meaning of a word.

1 Read the following sentences. Interpret the word meaning in context with the help of the word root in brackets.

1. My method was hit on by accident and some **instinct**. (-stinct: to stick)
2. With several courses **prescribed**, I concentrated on the one or two that interested me most and worked intensively on my favorites. (-scribe: to write)
3. Now I liked history; I had **neglected** it partly because I rebelled at the way it was taught, as positive knowledge unrelated to politics, art, life, or anything else. (neg-: to deny)
4. The librarian, **appealed** to, helped me search the book-shelves till the library closed, and then I called on Professor Jones for more references. (-peal: to drive)
5. He was astonished, **invited** me in, and began to approve my industry, which astonished me. (-vite: to strive, hasten)
6. In this course, American constitutional history, I hunted far enough to **suspect** that the Fathers of the Republic who wrote our sacred Constitution of the United States not only did not, but did not want to, establish a **democratic** government. (-spect: to look, show; -cratic: to rule)
7. I **promised** myself to write a true history of the making of the American Constitution. (-mise: to send)
8. The history professors soon knew me as a student and seldom put a question to me **except** when the class didn't know the answer. Then Professor Jones would say, "Well, Steffens, tell them about it." (-cept: to hold, to take out)

2 Paraphrase the following sentences. Pay special attention to the *italicized* parts.

1. The following personal experience I have to offer *illustrate* it and shows how to get around the faculty, the other students, and the whole college system of mind-fixing.

2. I *proposed* in my junior and senior year to specialize in history, taking all the courses required and those also that I had failed.

3. He was astonished, invited me in, and began to *approve* my industry, which astonished me.

4. History was not a science, but a field for research, a field for me, for any young man, to explore, to make discoveries in and write a scientific report about. I was *fascinated*.

5. An education expert suggests that each person should *specialize in* one of the fine arts from early childhood.

6. “I think we’re all going to be able to *concentrate* better after some relaxation.” Santa Claus said, “And we shall hear your tales now.”

7. The *essential* quality of all these amazing works is the pursuit of beauty.

8. A large *proportion* of the material in what follows comes from Steffen’s autobiography.

3 Complete the following sentences with the appropriate particles.

1. In middle school, I worked equally hard _____ Chinese, Math, English, Physics, and Chemistry; however, in college, I decided to concentrate _____ my favorite subjects.
2. Achilles read the long play with great difficulty, and when he finished it, he immediately began to work _____ ways to act it out.
3. Who were these two, Susan and Alfred, and how were they related _____ each other? I looked again at the front of the invitation card.
4. These letters we've uncovered shed some light _____ how the late author's final book was meant to end.
5. "It was not we who caused the crash," my wife said, trying to ignore that man's vulgar manner, but it wasn't something I cared _____ ignore.
6. Since his retirement, Crowe has differed with from the President _____ several issues.
7. "Mary," said the father of the newborn baby, gently, "It is surprising how you and I disagree _____ the name of our child."
8. I am pushing on hopelessly along the way with no sidewalk, no lamppost to lean on, no café at the corner, and no one to call _____ for help.
9. Days rolled by, and life's activity went _____, but her love did not return.



语法讲解

Articles

The definite (the), indefinite (a/an) and zero article in English are typical central determiners used for generic reference or specific reference.

- A. The definite article (the) limits the meaning of a noun to one particular thing.
- The librarian, appealed to, helped me search the book-shelves till the library closed.
- B. The indefinite article (a/an) indicates that a noun refers to a general idea rather than a particular thing.
- It is possible to get an education at a university.
- C. The zero article applies before terms including but not limited to the name of a country, a city, a month, or a school course.
- I worked at English and political economy and read philosophy.

Explore more about the use of the zero article by yourself.

1 Insert an appropriate article in each blank.

It is possible to get an education at a university. Lincoln Steffens learned (1) _____ history in (2) _____ college. However, he found that he disagreed with (3) _____ some previous authorities on (4) _____ many facts. With (5) _____ help of Mr. Scott Smith, (6) _____ librarian, he searched (7) _____ book-shelves of (8) _____ college library, and figured out (9) _____ his own perspective on (10) _____ American constitutional history. After this, he dreamed for (11) _____ while of writing (12) _____ book about his ideas but soon gave up because someone else had written (13) _____ similar book. Even so, he found (14) _____ research process fun and productive.



The Present Participle as a Modifier

语法讲解

The present participle, in addition to its frequent use in present continuous tense, is an important modifier to nouns and verbs alike. To modify a noun, the present participle is usually placed before the noun to describe its movement or state. Examples are “the sleeping beauty” and “a barking dog.” To modify a verb, the present participle is often (not always) put afterwards. Here is an example from the text to illustrate how it works: “They only deepened the mystery, clearing up the historical question, but leaving the answer to be dug for and written.” Find out more about the present participle by yourself.

2 Label the following V-ing structures as an MN to modify a noun or an MV to modify a verb.

- () 1. The following personal experience I have to offer illustrates how college students get a start in interested, methodical study.
- () 2. I proposed in my junior and senior year to specialize in history, taking all the courses required and those also that I had failed.
- () 3. Turning to the other authorities, I saw that they disagreed on the same facts and also on others.
- () 4. As I went on from chapter to chapter, day after day, finding frequently essential differences of opinion and of fact, I saw more and more work to do.
- () 5. But vanity wasn't my ruling passion then.

3 Combine the two sentences with a present participle.

1. A big bird flew over. A bird flapped its wings.

2. He finally mounted the huge black horse. He was panting and his mouth was gaping.

3. She has lived for nearly a century. She has experienced almost all of the tragedies one can imagine.

4. Many readers prefer e-books because they are portable and inexpensive. It is a convenient choice for younger generations.

5. The professor was seated at one of the tables. The professor was studying his menu..

6. To ride a bike to school is an eco-friendly habit. To ride a bike to school creates less air pollution on campus.

7. "Are you English?" she asked curiously. She smiled politely.

8. Many bullied children merely tell their friends their experience in order to get sympathy. Many bullied children leave their parents ignorant of their situation.

Practice Your Translation

4 Translate the following sentences into Chinese.

1. The fact that a proportion, however small, of college students do get a start in interested, methodical study, proves my thesis, and the following personal experience I have to offer illustrates it and shows how to get around the faculty, the other students, and the whole college system of mind-fixing. (Para. 1)

2. Blessed as I was with a "bad memory," I could not commit to it anything that I did not understand and intellectually need. (Para. 2)

3. I had discovered in my readings of literature, philosophy, and political economy that history had light to throw upon unhistorical questions. (Para. 2)

4. They only deepened the mystery, clearing up the historical question, but leaving the answer to be dug for and written. (Para. 3)

5. In this course, American constitutional history, I hunted far enough to suspect that the Fathers of the Republic who wrote our sacred Constitution of the United States not only did not, but did not want to, establish a democratic government. (Para. 4)

6. What I had was a quickening sense that I was learning a method of studying history and that every chapter of it, from the beginning of the world to the end, is crying out to be rewritten. (Para. 5)

5 Translate the following paragraph, using the words and expressions in brackets.

大学生活真棒！我学到的第一课就是不要轻易相信权威（authority）。面对不同观点（disagreeing），需要阅读原始资料（original），分析其本质差异（essential），批判性地思考（critically），形成自己的观点。此外，还可以经常找同学讨论，或者请教授（call on/appeal to）推荐相关的（related）资料（reference），使研究进一步深入（further/deepen）。不断被挑战，只会使我的观点更加坚实有力。

Critical Thinking




Think About the Purpose

All our thinking has a purpose, so does writing. An author’s purpose is the reason the author wrote a particular work. The author may write to inform, to instruct, to persuade, or to entertain. To think about an author’s purpose, ask yourself:

- What is the author trying to accomplish?
- What information has the author provided to achieve his/her purpose?

Now review the main ideas of Text A and think about Steffens’s purpose in recalling his study experience at college.

 **Analysis:** Seeing that some college students “do get a start” in their methodical studies, Steffens claims straightforward that he will use his personal experiences to illustrate the start. His purpose is to inform or explain the method that he used in his history studies.

1 Analyze author’s purpose.

1. What is the author’s purpose in *In the Laboratory with Agassiz* (Text B)? What information indicates this purpose?

2. Compare the authors’ purposes in Text A and Text B. What does the comparison suggest?

Text B



课文录音



In the Laboratory with Agassiz

视觉中国
ID: VC
get

○ Samuel H. Scudder

- 1 It was more than fifteen years ago that I entered the laboratory of Professor Agassiz, and told him I had enrolled my name in the scientific school as a student of natural history. He asked me a few questions about my object in coming, my antecedents generally, the mode in which I afterwards proposed to use the knowledge I might acquire, and finally, whether I wished to study any special branch. To this last question I replied that while I wished to be well grounded in all departments of zoology, I purposed to devote myself specially to insects.
- 2 “When do you wish to begin?” he asked.
- 3 “Now,” I replied.
- 4 This seemed to please him, and with an energetic “Very well,” he reached from a shelf a huge jar of specimens in yellow alcohol.
- 5 “Take this fish,” said he, “and look at it; we call it a Haemulon; by and by I will ask what you have seen.”
- 6 With that he left me, but in a moment returned with explicit instructions as to the care of the object intrusted to me.

- 7 “No man is fit to be a naturalist,” said he, “who does not know how to take care of specimens.”
- 8 I was to keep the fish before me in a tin tray, and occasionally keep the surface wet with alcohol from the jar, always taking care to replace the stopper tightly. Those were not the days of ground glass stoppers, and elegantly shaped exhibition jars; all the old students will recall the huge, neckless glass bottles with their leaky, sticky corks, half eaten by insects and dirty with dust. Entomology was a cleaner science than ichthyology, but the example of the professor who had unhesitatingly plunged to the bottom of the jar to produce the fish was infectious; and though this alcohol had “a very ancient and fish-like smell,” I really dared not show my true feelings within these sacred precincts, and treated the alcohol as though it were pure water. Still I was conscious of a passing feeling of disappointment, for gazing at a fish did not commend itself to an ardent entomologist. My friends at home, too, were annoyed, when they discovered that no amount of eau de cologne would cover the perfume which haunted me like a shadow.
- 9 In ten minutes I had seen all that could be seen in that fish, and started in search of the professor, who had, however, left the museum; and when I returned, after lingering over some of the odd animals stored in the upper apartment, my specimen was dry all over. I poured the fluid over the fish as if to resuscitate the beast from a fainting-fit, and looked with anxiety for a return of the normal, sloppy appearance. This little excitement over, nothing was to be done but return to a steadfast gaze at my mute companion. Half an hour passed,—an hour,—another hour; the fish began to look horrible. I turned it over and around; looked it in the face,—awful; from behind, beneath, above, from the side, at a three quarters’ view,—just as awful. I was in despair; at an early hour, I concluded that lunch was necessary; so, with great relief, the fish was carefully replaced in the jar, and for an hour I was free.
- 10 On my return, I learned that Professor Agassiz had been at the museum, but had gone and would not return for several hours. My fellow-students were too busy to be disturbed by continued conversation. Slowly I took out that horrible fish, and with a feeling of desperation again looked at it. I might not use a magnifying glass; no kinds of instruments were permitted. My two hands, my two eyes, and the fish; it seemed a most limited field. I pushed my finger down its throat to feel how sharp the teeth were. I began to count the scales in the different rows until I was convinced that that was nonsense. At last a happy thought struck me—I would draw the fish; and now with surprise I began to discover new features in the creature. Just then the professor returned.

11 “That is right,” said he; “a pencil is one of the best eyes. I am glad to notice, too, that you keep your specimen wet and your bottle corked.”

12 With these encouraging words, he added,—

13 “Well, what is it like?”

14 He listened attentively to my brief rehearsal of the structure of parts whose names were still unknown to me: the fringed gill-arches and movable operculum; the pores of the head, fleshy lips, and lidless eyes; the lateral line, the spinous fins, and forked tail; the compressed and arched body.¹ When I had finished, he waited as if expecting more, and then, with an air of disappointment,—

15 “You have not looked very carefully; why,” he continued, more earnestly, “you haven’t even seen one of the most noticeable features of the animal, which is as plainly before your eyes as the fish itself; look again, look again!” and he left me to my misery.

16 I was piqued; I was ashamed. Still more of that awful fish? But now I set myself to my task with a will, and discovered one new thing after another, until I saw how just the professor’s criticism had been. The afternoon passed quickly, and when, toward its close, the professor inquired,—

17 “Do you see it yet?”

18 “No,” I replied, “I am certain I do not, but I see how little I saw before.”

19 “That is next best,” said he, earnestly, “but I won’t hear you now; put away your fish and go home; perhaps you will be ready with a better answer in the morning. I will examine you before you look at the fish.”

20 This was disconcerting; not only must I think of my fish all night, studying, without the object before me, what this unknown but most visible feature might be, but also, without reviewing my new discoveries, I must give an exact account of them the next day. I had a bad memory; so I walked home by Charles River in a distracted state, with my two perplexities.

21 The friendly greeting from the professor the next morning was reassuring; here was a man who seemed to be quite as anxious as I, that I should see for myself what he saw.

22 “Do you perhaps mean,” I asked, “that the fish has symmetrical sides with paired organs?”

¹ fringed gill-arches, movable operculum, pores of the head, fleshy lips, lidless eyes; lateral line, spinous fins, and forked tail are detailed descriptions of the body parts of the fish.

- 23 His thoroughly pleased, “Of course, of course!” repaid the wakeful hours of the previous night. After he had spoken most happily and enthusiastically—as he always did—upon the importance of this point, I ventured to ask what I should do next.
- 24 “Oh, look at your fish!” he said, and left me again to my own devices. In a little more than an hour he returned and heard my new catalogue.
- 25 “That is good, that is good!” he repeated; “but that is not all; go on;” and so for three long days he placed that fish before my eyes, forbidding me to look at anything else, or to use any artificial aid. “Look, look, look,” was his repeated command.
- 26 This was the best entomological lesson I ever had,—a lesson whose influence has extended to the details of every subsequent study; a legacy the professor has left to me, as he left it to many others, of inestimable value, which we could not buy, with which we cannot part.
- 27 A year afterwards, some of us were amusing ourselves with chalking strange beasts upon the museum blackboard. We drew dancing starfishes; frogs in mortal combat; hydra-headed worms; stately crawfishes, standing on their tails, carrying umbrellas; and ugly fishes with gaping mouths and staring eyes. The professor came in shortly after, and was as amused as any at our experiments. He looked at the fishes.
- 28 “Haemulons, every one of them,” he said; “Mr. —drew them.”
- 29 True; and to this day, if I attempt a fish, I can draw nothing but Haemulons.
- 30 The fourth day, a second fish of the same group was placed beside the first, and I was asked to point out the resemblances and differences between the two; another and another followed, until the entire family lay before me, and a whole legion of jars covered the table and surrounding shelves; the odor had become a pleasant perfume: and even now, the sight of an old six-inch, worm-eaten cork brings fragrant memories!
- 31 The whole group of Haemulons was thus brought in review: and, whether engaged upon the dissection of the internal organs, the preparation and examination of the bony framework, or the description of the various parts, Agassiz’s training in the method of observing facts and their orderly arrangement was ever accompanied by the urgent exhortation not to be content with them.
- 32 “Facts are stupid things,” he would say, “until brought into connection with some general law.”
- 33 At the end of eight months, it was almost with reluctance that I left these friends and turned to insects: but what I had gained by this outside experience has been of greater value than years of later investigation in my favorite groups.

(1525 words)

Words and Expressions

enroll /ɪn'rəʊl/ *v.*

to officially arrange to join a school, university, or course, or to arrange for someone else to do this

antecedent /,æntə'si:dənt/ *n.*

an event, organization, or thing that is similar to the one you have mentioned but existed earlier

jar /dʒɑː/ *n.*

a glass container with a wide top and a lid

specimen /'spesɪmɪn/ *n.*

a small amount or piece that is taken from something, so that it can be tested or examined

explicit /ɪk'splɪsɪt/ *adj.*

expressed in a way that is very clear and direct

intrust /ɪn'trʌst/ *v.*

(entrust) to make someone responsible for doing something important, or for taking care of someone

tray /treɪ/ *n.*

a flat piece of plastic, metal, or wood, with raised edges, used for carrying things

stopper /'stɒpə/ *n.*

the thing that you put in the top part of a bottle to close it 瓶塞

cork /kɔːk/ *n.*

a long round piece of cork or plastic which is put into the top of a bottle, especially a wine bottle, to keep liquid inside 木瓶塞, 软木塞

plunge /plʌndʒ/ *v.*

to move, fall, or be thrown suddenly forwards or downwards

infectious /ɪn'fekʃəs/ *adj.*

an infectious illness can be passed from one person to another

precinct /'priːsɪŋkt/ *n.*

the area around a place or a building, sometimes surrounded by a wall

conscious /'kɒnʃəs/ *adj.*

noticing or realizing something

commend itself (to sb)

if something commends itself to you, you approve of it

ardent /'ɑːdənt/ *adj.*

showing strong positive feelings about an activity and determination to succeed at it

eau de cologne /,əʊ də kə'ləʊn/ *n.*

a sweet-smelling liquid used to make you feel fresh and smell nice 科隆香水, 古龙香水

perfume /'pɜːfjuːm/ *n.*

a sweet or pleasant smell

haunt /hɔːnt/ *v.*

to cause problems for someone over a long period of time

linger /'lɪŋgə/ *v.*

to stay somewhere a little longer, especially because you do not want to leave

fluid /'fluːɪd/ *n.*

a liquid

resuscitate /rɪ'sʌsɪteɪt/ *v.*

to make someone breathe again or become conscious after they have almost died

beast /biːst/ *n.*

an animal, especially a large or dangerous one

sloppy /'slɒpi/ *adj.*

not solid enough

steadfast /'stedfɑːst/ *adj.*

faithful and very loyal

mute /mjuːt/ *adj.*

someone who is mute is unable to speak

companion /kəm'pænjən/ *n.*

someone you spend a lot of time with, especially a friend

magnifying glass

a round piece of glass with a handle, used to make objects or print look bigger 放大镜

scale /skeɪl/ *n.*

one of the small flat pieces of skin that cover the bodies of fish, snakes etc (鱼、蛇等的) 鳞

strike /straɪk/ *v.*

(of a thought or an idea) to come into somebody's mind suddenly

rehearsal /rɪ'hɜːsəl/ *n.*

the act of repeating something that has been said before

earnestly /'ɜːnɪstli/ *adv.*

seriously and sincerely

pique /pi:k/ *v.*

to make someone feel annoyed or upset, especially by ignoring them or making them look stupid

disconcerting /,dɪskən'sɜːtɪŋ/ *adj.*

making you feel slightly confused, embarrassed, or worried

distracted /dɪ'stræktɪd/ *adj.*

anxious and unable to think clearly

perplexity /pə'pleksəti/ *n.*

something that is complicated or difficult to understand

symmetrical /sɪ'metrɪkəl/ *adj.*

an object or design that is symmetrical has two halves that are exactly the same shape and size

repay /rɪ'peɪ/ *v.*

if something repays your time, effort etc, it is worth the time or effort you have spent

venture /'ventʃə/ *v.*

to say or do something in an uncertain way because you are afraid it is wrong or will seem stupid

catalogue /'kætəlɒɡ/ *n.*

a complete list of things that you can look at, buy, or use, for example in a library or at an art show

forbid /fə'bɪd/ *v.*

to tell someone that they are not allowed to do something, or that something is not allowed

legacy /'legəsi/ *n.*

something that happens or exists as a result of things that happened at an earlier time

inestimable /ɪn'estəməbəl/ *adj.*

too much or too great to be calculated

starfish /'stɑːfɪʃ/ *n.*

a flat sea animal that has five arms forming the shape of a star 海星

combat /'kɒmbæt/ *n.*

fighting, especially during a war

stately /'steɪtli/ *adj.*

impressive in style and size

crawfish /'krɔːfɪʃ/ *n.*

a small animal like a lobster that lives in rivers and streams 螯虾

gaping /'geɪpɪŋ/ *adj.*

a gaping hole, wound, or mouth is very wide and open

resemblance /rɪ'zembləns/ *n.*

if there is a resemblance between two people or things, they are similar, especially in the way they look

legion /'liːdʒən/ *n.*

a large number

odor /'əʊdə/ *n.*

a smell, especially an unpleasant one

fragrant /'freɪgrənt/ *adj.*

having a pleasant smell

dissection /dɪ'sekʃən/ *n.*

cutting up the body of a dead animal or person in order to study it 解剖

framework /'freɪmwɜːk/ *n.*

the main supporting parts of an object

exhortation /,eksɔː'teɪʃən/ *n.*

trying very hard to persuade someone to do something

reluctance /rɪ'lʌktəns/ *n.*

when someone is unwilling to do something, or when they do something slowly to show that they are not very willing

Independent Learning

1 The following names and terms are mentioned in the text which you have just read. Find more information (on the Internet or in the library) about them and share what you have learned with your classmates.

1. Louis Agassiz
2. Samuel H. Scudder
3. Zoology
4. Entomology
5. Ichthyology

Analytical Reading

1 Complete the sentences with information from the text.

1. On the first day I entered the laboratory of Professor Agassiz, I was given the task _____
_____.
2. To take care of specimens, I was supposed to _____
_____.
3. When Professor Agassiz returned in the afternoon, I told him _____
_____.
4. On the second day, I found that _____
_____.
5. On the fourth day, a second fish of the same group was placed beside the first and my new assignment was to _____
_____.

2 Answer the following questions.

1. Which special branch of zoology was Samuel H. Scudder planning to work on when he applied for the position in Professor Agassiz's laboratory?
2. How did Scudder feel during the early period of his time in the laboratory?
3. What did Scudder imply when he replied to Professor Agassiz's inquiry by saying "how little I saw before" (Para. 18)?
4. What do you think the professor's purpose was in giving Scudder repeated instructions to look at the fish?
5. What would Scudder probably have done on the fourth day?
6. Why had the "odor" become "a pleasant perfume" in Para. 30?
7. What legacy did Professor Agassiz leave Scudder?
8. Summarize an effective investigation method based on the text.

Guided Writing

My College Life

As Teachers' Day approaches, you are going to write a letter to your high school teacher about college life. You are going to write a passage of 150-200 words.

Before you write, think about your purpose in writing. Are you writing to...

- show happiness and excitement about college?
- describe problems and difficulties and how you solve them?
- share the new learning methods you have acquired in college?
- compare college life with middle school life?
