

Passage 11

Pre-reading

Read the title and three sentences from the first, second, and last paragraphs of the passage as given below. Answer the questions that follow on the basis of this preliminary skimming of the passage.

1. The writer will probably discuss _____.
 - a. the importance of reading education articles
 - b. the problem of teaching reading
 - c. the difficulty of learning new vocabulary
 - d. literature of the future
2. In the writer's opinion, the main problem in literacy is _____.
 - a. not enough vocabulary
 - b. no understanding between parents and children
 - c. not enough information
 - d. too many dangerous books on the market
3. The writer concludes that literacy depends on _____.
 - a. cultural literacy
 - b. university education
 - c. the ability to read words
 - d. our enjoyment of reading

READING REQUIRES MORE THAN WORDS*

Not all my ideas about information gaps in the young come from reading education articles. Some come from my son John, who teaches Latin in high school and eighth grade and has fresh incidents to report every time he visits home. In one of his recent class, for example, he mentioned that Latin isn't spoken anymore. But one disbelieving student challenged this bit of news. "What about Latin American?" she asked.

What students such as this one strikingly lack is the information that writers of books and newspapers have traditionally taken for granted among their readers from all generations. I have come to think that our children's current lack of this intergenerational information is a serious danger for our future literacy.

Many educators would disagree. They emphasize the importance of learning the skills rather than the information that we get in school. They say reading is a skill like hitting a baseball; it's not as easy as batting but it's nevertheless as straightforward skill that can be developed by coaching and practice.

*E. D. Hirsch, Jr. "Reading Requires More than Words," in *The New York Times* (Educational Survey), November 11, 1984, reprinted in Adina Levine, Brenda Oded and Stella Statman, *Clues to Meaning: Strategies for Better Reading* (New York: Collier Macmillan, 1988), pp. 139-143.

There is some truth in this conception of reading in the earliest grades, when pupils are being taught the elements of phonetics and word identification. But it becomes an oversimplification when students start reading for meaning
20 rather than for cracking the alphabetic code.

The trouble is, reading for meaning isn't really a game at all, since the unwritten rules are different every time, depending on what a piece of writing is about. Every text implies information that it takes for granted and knowing such implied information is the decisive skill of reading. Reading researchers are
25 therefore coming to the view that "reading skill" is not a consistent ability but one that can vary with each text. We are all good readers of some texts and bad readers of others.

All writers must take for granted in their readers some knowledge about the human and natural world. Texts addressed to the educated reader rely in shared
30 information that might be called "cultural literacy." Usually, when high school graduates are poor readers of serious writing, they lack some of the specific information that literate people share. They lack cultural literacy.

A telling experiment was conducted a few years ago by professor Richard Anderson, of the University of Illinois, and his associates. Readers in India
35 were given a text about an Indian wedding and a text about an American wedding. Readers in American were given the same two texts. Although all readers were familiar with the vocabularies in both texts, the Indians read well only about the Indian wedding and the Americans read well about the American wedding. Why? Because the background knowledge of the two groups was
40 decisive in controlling their reading skills.

What are the educational implications of this discovery? We must change the emphasis from skills to information. Specific information is the basis of real skills. Moreover, we need to concern ourselves with the amount and kind of information that is taught in schools so that our students will share our literate
45 background. The quality of our economy and our political and cultural life is going to depend on the quality of our literacy. And the quality of our literacy is going to depend on the amount of the information that we share.

Jefferson made a famous remark about the importance of newspapers to American democracy. But only the first part of it is usually quoted. Here it is in
50 its entirety: "Were it left to me to decide whether we should have a government without newspapers, or newspapers without government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them."

We now know tat all Americans will not be capable of reading those papers,
55 and that we will not enjoy universal literacy, unless we manage to attain universal cultural literacy as well.

Choose the best answer.

1. The problem of reading is presented as _____.
 - a. books versus newspapers
 - b. coaching versus practice
 - c. skills versus information
 - d. information gap versus generation gap

2. Until recent research in reading, the general view has been to _____.
 - a. encourage reading newspapers and books
 - b. emphasize skills
 - c. emphasize general knowledge
 - d. teach the elements of phonics and word identification
3. The recent research has shown that our ability to read _____.
 - a. gets worse as we get older
 - b. depends more on word identification
 - c. requires consistent reading skills
 - d. depends on what kind of a text we are reading
4. The writer's specific suggestion to educators is to _____.
 - a. teach students more information
 - b. teach students how to enjoy reading
 - c. improve the quality of our literacy
 - d. share with each other their experiences in reading
5. The writer is worried about _____.
 - a. schools in poor neighborhoods
 - b. the difference economic backgrounds of school children
 - c. the quality of reading in America
 - d. the reading of newspapers instead of books

Passage 12

Pre-reading

Before reading the following passage, write down what you know about the words given below.

1. greenhouse _____
2. drought _____
3. catastrophe _____

THE GREENHOUSE EFFECT*

The greenhouse effect, as its name implies, would certainly be of interest to a florist or a gardener, but the drought of 1988 brought this term into the popular press as an example of a catastrophe waiting to happen to the world. The greenhouse effect provides a good example of the principles of heat transfer and

*Jerry. S. Faughn , J. Turk, and A. Turk, "The Greenhouse Effect," in *Physical Science* (n.p.: Saunders College Publishing, 1991), reprinted in W. Royce and Jane Brody, *Reading Beyond Words*, 5 ed. (New York: Harcourt Brace College Publishers, 1995), pp. 28-30.

5 of ways to prevent heat transfer, but it is even more important in that it has global significance for life on this planet.

Let us examine the greenhouse effect first from the point of view of the glass enclosure so familiar to you at florists or plant nurseries. The underlying principle behind these buildings is that *glass allows visible light to pass through,*
10 *but it does not allow infrared radiation to be transmitted as readily.* During the day, sunlight passes through the windows of a greenhouse and is absorbed by the earth, walls, and vegetation inside the structure. These objects then re-radiate this energy in the form of infrared radiation, but this radiation is now trapped because it cannot escape through the glass. As a result, the temperature
15 of the interior rises.

An additional factor that causes the temperature to rise is the fact that convection currents are also inhibited in a greenhouse. This means that the heated air cannot circulate rapidly past those surfaces of the building that are exposed to the colder outside air. This prevents heat loss to the surroundings by
20 this mechanism. In fact, many experts consider this to be an even more important effect in a greenhouse than the effect of the trapped infrared radiation.

Now let us turn to a phenomenon that occurs in the Earth's atmosphere which plays a role in determining the temperature of our planet. The primary constituent of the atmosphere that we need to consider is carbon dioxide.
25 Carbon dioxide acts somewhat like the glass in a greenhouse in that it readily allows incoming visible light from the Sun to pass through to the surface of the Earth, but it does not allow infrared radiation to pass as readily. Thus, incoming visible light is absorbed at the surface of the Earth and is re-radiated in the form of infrared radiation, but this infrared radiation is absorbed and trapped by

30 the carbon dioxide. This trapped heat energy causes the temperature of the surface of the Earth to be warmer than it would be if this infrared radiation could escape. This overall effect by which the temperature of the surface rises because of the trapping of infrared radiation by carbon dioxide is called the greenhouse effect. An example of a planet on which the greenhouse effect has run wild is
35 Venus. Venus has an atmosphere rich in carbon dioxide, and because of the amount of trapped heat energy in this atmosphere, Venus is our warmest planet, approximately 850°F, even though it is not the closest planet to the Sun.

As fossil fuels (oil, coal, and natural gas) are burned on Earth, large amounts of carbon dioxide are released into our atmosphere. This, of course,
40 causes the atmosphere to retain more heat by virtue of the greenhouse effect. Many scientists are convinced that the 10 percent increase in the amount of atmospheric carbon dioxide in the last 30 years could lead to drastic changes in world climate. The drought of summer 1988 led many scientists to speculate that these worldwide temperature increases are already on the way. It has
45 been estimated that if the average global temperature should rise by only 2°C, this would be sufficient to melt the polar ice caps, thus causing flooding and the destruction of many coastal areas, an increase in droughts, and a reduction of already low crop yields in tropical and subtropical countries. Present-day agricultural areas such as the wheat belt in the midwest would move northward
50 into Canada. The jury is still out as to whether or not a runaway greenhouse effect is indeed in control of this planet. However, it is an important problem that all nations must address.

A. Choose the best answer.

1. Which of the following best states the main idea of the passage?
 - a. The drought of 1988 brought the term *greenhouse effect* into the popular press as an example of a catastrophe waiting to happen.
 - b. Venus, the closest planet to us in the solar system, is an example of the greenhouse effect gone wild.
 - c. The overall effect by which the temperature on the Earth rises because of the trapping of infrared radiation by carbon dioxide is known as the greenhouse effect.
 - d. Large amounts of carbon dioxide are released into our atmosphere due to our burning of fossil fuels, which could cause drastic changes in world climate due to the greenhouse effect.
2. Which do you think is the purpose of the passage?
 - a. to define the greenhouse effect
 - b. to explain the effects of the greenhouse effect
 - c. to warn of the possible dangers of the greenhouse effect
 - d. all of the above
3. There is no topic sentence in paragraph 1.
 - a. true
 - b. false
4. Which is the topic sentence in paragraph 3?
 - a. first
 - b. second
 - c. third
 - d. implied, not stated

B. Answer the following questions.

1. What is the main idea of paragraph 4?

2. What are “fossil fuels” and how does the author define them for you in case you don’t know?

3. What is the main idea of paragraph 5?

Passage 13

Pre-reading

Answer the following questions.

1. Have you ever heard of animals acquiring language? What kind of animal?

2. Do you think that language belongs to human being only?

3. How do children learn language?

4. Skim the passage and name the chimps and the researchers who worked with him/her.

CAN OTHER ANIMALS ACQUIRE LANGUAGE?'

Animals other than humans have not developed communications comparable to human language. But is it possible that other animals have the capacity to learn a language if they are adequately taught? Obviously, this is a fascinating notion. The idea of communicating directly with another species has long been a part of human folklore and children's fantasies. But on a scientific level, the question of whether animals can learn a language is important primarily because it relates to the controversy between the cognitive and the learning approaches to language. If language is dependent on and is actually an outgrowth of the intellectual structure of the human mind, there is the strong supposition that only humans are capable of using language. Therefore, Noam Chomsky and other psycholinguists have argued that only humans can learn a language, while most behaviorists feel that with sufficient patience it should be possible to teach an animal some sort of language. Although the two schools of thought clearly differ on this point, it is not really a crucial test of the two theories. If a chimpanzee can master a simple language all it would mean is that the chimp's intellectual capacity and brain structure are more similar to ours than we thought. It would not necessarily imply that our intellectual structure is unimportant in our own mastery of language. Thus, teaching an animal language is an impressive demonstration of the power of learning technique, but it is not

* Fraida Dubin and Elite Olshtain, Reading *by All Means* (Massachusetts: Addison-Wesley Publishing Company, Inc., 1981) pp. 256-259.

20 evidence that language is developed entirely through learning.

On the other hand, the question of whether other animals can learn a language is fascinating in its own right, aside from its value as a test of the two theories of language development. Accordingly, whatever one's position on the theoretical dispute, we must consider training an animal to use language a
25 dramatic accomplishment.

The Case of Gua

For many years it appeared that other animals simply could not master a language. A number of attempts were made to teach chimpanzees (probably the brightest other species with the possible exception of the porpoise and gorilla), but these attempts always ended in failure. The Kelloggs (1933) raised a female
30 chimpanzee, Gua, along with their own child, Donald. Gua was treated very much as one of the family and presumably was exposed to many of the same experiences as Donald. Though Gua learned to recognize and respond to about seventy words, she never spoke a word herself, while Donald developed a normal mastery of English. Other, similar attempts produced about the same results.
35 The chimps recognized a fairly large number of utterances from their masters, but did not use language themselves. Clearly dogs, cats, horses, and many other animals can respond to verbal commands, and well-trained elephants know more than twenty different words. Therefore, up to this point the chimpanzees had accomplished only slightly more than other species, and certainly had not
40 demonstrated the true knowledge of language.

The Achievement of Washoe

However, the status of animal language has been altered dramatically in recent years by the accomplishments of Allen and Beatrice Gardner (1971) and their chimpanzee, Washoe. The Gardners decided that trying to teach chimpanzees to talk was hopeless because chimpanzees have great difficulty in the instrumental
45 use of their voices. Instead, they began to teach Washoe American Sign Language developed for use by deaf-mutes, which clearly was within a chimpanzee's manipulative capacities. American Sign Language uses complex hand gestures that stand for words, and has its own grammar that is similar to but distinguishable from English.

50 Over several years, Washoe has learned at least 130 signs that she both understands and uses herself. This has been demonstrated in controlled tests, in which objects or pictures of objects are shown to Washoe and she makes the appropriate sign. Although she is not perfect, she typically gets about fifty right out of one hundred and her errors are usually mistaking one animal for another or
55 one object for one that is quite similar to it. If she were responding by chance, she would only get one or two right out of a hundred since many different items are shown and she knows so many different signs. But it is important to remember that this accomplishment is only quantitatively superior to that of many other animals who learn the meaning of words or signals. The critical
60 difference is that Washoe not only understands but uses these signs.

However, the truly significant achievement is that Washoe spontaneously produces combinations of signs that she has never "heard" before. Since the construction of sentences is the essence of language, this is a great step forward in animal language. Washoe knows how to say "open," "door," and "window."

65 Sometimes, entirely on her own, she will make the sign phrase for open-window
and open-door. The Gardners have counted 294 different two sign combinations
that Washoe uses, and she probably has made others. Some of these she may
have learned directly from the Gardners, but they assure us that many of them
were a produced by Washoe on her own. Thus, this chimpanzee has mastered
70 130 meaningful signs and uses them in sentences of two or more signs in order to
communicate. Moreover, as she has grown older and more experienced, Washoe
has begun producing longer sign combinations. And other chimps have also
learned many signs.

Whether this constitutes the complete mastery of language is debatable,
75 since Washoe and the others still seem to have little awareness of or use of
grammar. On the other hand, they can understand and produce a wide variety of
messages--much greater than any other nonhuman animal in recorded history.

Other Successful Techniques

While the Gardnes decided to use sign language because it was within the
physical capacity of the chimp. Premack (1971) chose something even easier.
80 He tried to teach a chimpanzee to use plastic tokens varying in size, shape, color,
and texture to indicate meaning. Although there is some question about the
accomplishments of Premack's chimp Sarah, it is clear that she has learned to
recognize a large number of tokens and to combine them in primitive sentences.
And other chimps have also reached this level of achievement. Perhaps the most
85 spectacular success has been achieved by a chimp named Lana, who
communicates by manipulating symbols on a computerized keyboard. According
to her teachers at the Yerkes Primate Laboratory, Lana has learned to ask for the

names of new objects. If further research supports these observations, Lana may turn out to be the first nonhuman to demonstrate abstract thought.

90 In short, using various methods of communication, different chimpanzees and an occasional gorilla have managed to communicate at about the level of a somewhat slow four-year-old child. This may not be the limit of the chimps'abilities--perhaps more intensive or more ingenious training will carry them further--but it is certainly a substantial step beyond what has been done
95 before. If nothing else, it demonstrates the enormous importance of learning in the acquisition of language, and opens up the possibility that someday we will be able to communicate at least on a minimal level with other species.

A. Answer the following questions.

1. Which is the view of psycholinguists? Which is the view of behaviorists?
___ a) The cognitive view of language learning says that only human beings can learn language because it is an outgrowth of the structure of the human mind.
___ b) Given sufficient patience, a man should be able to teach animal some sort of language.
2. The author believes that teaching a chimpanzee language is not a crucial test of the two theories. Success in teaching language to a chimp would only mean that:
 - A. Training a nonhuman to use language is an amazing accomplishment.
 - B. Their intellectual capacity and brain structure is more similar to humans than previously believed.
3. Washoe is "not perfect" in replying with the correct hand signal. She usually gets:
 - A. 130 out of 130
 - B. 50 out of 100
 - C. 2 out of 100
4. The Gardners claim what Washoe can:
 - A. Produce complete sentences
 - B. Produce combinations of hand signals on her own
 - C. Teach other chimps to talk

5. According to her teachers at Yerkes Primate Laboratory, Lana can communicate by:

- A. Speaking
- B. Moving around plastic symbols
- C. Manipulating symbols on a computer keyboard

B. Read the following sentences and mark ✓ if they are true and ✗ if false.

- ___ 1. The writer wants to discuss the theory of psycholinguists.
- ___ 2. Psycholinguists believe only human can talk.
- ___ 3. Behaviorists believe animals can talk some sort of language if they are taught.
- ___ 4. Chimpanzees are considered bright.
- ___ 5. Gua is a male chimpanzee.
- ___ 6. Gua could use language as much as Donald.
- ___ 7. Washoe could produce some sort of language herself.
- ___ 8. Lana is a female chimpanzee.
- ___ 9. Among 3 chimpanzees Lana shows the greatest accomplishment.
- ___ 10. The writer confirms that animals cannot talk.

Passage 14

Pre-reading

On the line next to each word, write down any word or phrase that comes into your mind related to this word.

1. *secrets* _____

2. *withholding* _____

3. *repression* _____

4. *unconscious* _____

PROBLEMS OF MODERN PSYCHOTHERAPY*

The first beginnings of all analytical treatment are to be found in its prototype, the confessional. Since, however, the two practices have no direct causal connection, but rather grow from a common psychic root, it is difficult for an outsider to see at once the relation between the groundwork of psychoanalysis
5 and religious institution of the confessional.

As soon as man was capable of conceiving the idea of sin, he had recourse to psychic concealment—or, to put it in analytical language, repressions arose. Anything that is concealed is a secret. The maintenance of secrets acts like a psychic poison which alienates their possessor from the community. In small
10 doses, this poison may actually be a priceless remedy, even an essential preliminary to the differentiation of the individual. This is so much the case that, even on a primitive level, man has felt an irresistible need to invent secret; their possession saves him from dissolving in the unconsciousness of mere community life, and thus from a fatal psychic injury. As is well known, the
15 many ancient mystery cults with their secret rituals served this instinct for differentiation. Even the Christian sacraments were looked upon as mysteries in

*C. G. Jung, *Modern Man in Search of a Soul*, trans. W. S. Dell and Cary F. Baynes (New York: HBJ Press, 1933), reprinted in *Harriet Johnson, Ideas in Context: Strategies for College Reading* (California: Wadsworth Publishing Company, 1986), pp. 161-167.

the early Church, and, as in the case of baptism, were celebrated in private apartments an only referred to under a veil of allegory.

However beneficial a secret shared with several persons may be, a merely
20 private secret has a destructive effect. It resembles a burden of guilt which cuts off the unfortunate possessor from communion with his fellow-beings. Yet if we are conscious of what we conceal, the harm done is decidedly less than if we do not know what we are repressing—or even that we have repressions at all. In the latter case we not merely keep a content consciously private, but we conceal it
25 even from ourselves. It then splits off from consciousness as an independent complex, to lead a separate existence in the unconscious, where it can be neither corrected nor interfered with by the conscious mind. The complex is thus an autonomous portion of the psyche which, as experience has shown, develops a peculiar fantasy-life of its own. What we call fantasy is simply spontaneous
30 psychic activity; and it wells up whenever the repressive action of the conscious mind relaxes or ceases altogether, as in sleep. In sleep this activity shows itself in the form of dreams. And we continue to dream in waking life beneath the threshold of consciousness, especially when this activity is conditioned by a repressed or otherwise unconscious complex. It should be said in passing that
35 unconscious contents are by no means exclusively such as were once conscious and, by being repressed, have later grown into unconscious complexes. Quite otherwise, the unconscious has contents peculiar to itself which, slowly growing upward from the depths, at last come into consciousness. We should therefore in no wise picture the unconscious psyche to ourselves as a mere receptacle for
40 contents discarded by the conscious mind.

All psychic contents which either approach the threshold of consciousness from below, or have sunk only slightly beneath it, have an effect upon our conscious activities. Since the content itself is not conscious, these effects are necessarily indirect. Most of our lapses of the tongue, of the pen, of memory, 45 and the like, are traceable to these disturbances, as are likewise all neurotic symptoms. These are nearly always of psychic origin, the exceptions being shock effects from shell-explosions and other causes. The mildest forms of neurosis are the “lapses” already referred to--blunders of speech, the sudden forgetting of names and dates, unexpected clumsiness leading to injuries or 50 accidents, misunderstandings of personal motives or of what we have heard or read, and so-called hallucinations of memory which cause us to suppose erroneously what we have said or done this or that. In all these cases a thorough investigation can show the existence of a content which in an indirect and unconscious way has distorted the conscious performance.

5 5 In general, therefore, an unconscious secret is more harmful than one that is conscious. I have seen many patients in difficult situations of life which might have driven weaker natures to suicide. These patients had at times a tendency towards suicide, but, on account of their inherent reasonableness, would not allow the suicide urge to come into consciousness. But it remained active in the 60 unconscious, and brought about all kinds of dangerous accidents-as for instance an attack of faintness or hesitation in front of an advancing motorcar, the swallowing of corrosive sublimate in the belief that it was a cough mixture, a sudden zest for dangerous acrobatics, and so forth. When it was possible to make the suicide leaning conscious, common-sense could helpfully intervene;

65 the patients could then recognize and avoid those situations that tempted them to self-destruction.

As we have seen, every personal secret has the effect of a sin or of guilt—whether or not it is, from the standpoint of popular morality, a wrongful secret. Now another form of concealment is the act of “withholding”—it being usually
70 emotions that are withheld. As in the case of secrets, so here also we must make a reservation: self-restraint is healthful and beneficial; it is even a virtue. This is why we find self-discipline to have been one of man’s earliest moral attainments. Among primitive peoples it has its place in the initiation ceremonies, chiefly in the forms of ascetic continence and the stoical endurance of pain and fear.
75 Self-restraint, however, is here practised within the secret society as something undertaken in company with others. But if self-restraint is only a private matter, and perhaps devoid of any religious aspect, then it may be as harmful as the personal secret. From this kind of self-restraint come our well-known ugly moods and the irritability of the over-virtuous. The emotion withheld is also
80 something we conceal—something which we can hide even from ourselves—an art in which men particularly excel, while women, with very few exceptions, are by nature averse to doing such violence to their emotions. When emotion is withheld it tends to isolate and disturb us quite as much as an unconscious secret, and is equally guilt-laden. Just as nature bears us illwill, as it were, if we
85 possess a secret to which mankind has not attained, so also has she a grudge against us if we withhold our emotions from our fellow-men. Nature decidedly abhors a vacuum in this respect, in the long run nothing is more unbearable than a tepid harmony in personal relations brought about by withholding emotion. The repressed emotions are often of a kind we wish to keep secret. But more

90 often there is no secret worthy of the name; there are merely quite avowable emotions which, from being withheld at some important juncture, have become unconscious.

It is probable that one form of neurosis is conditioned by the predominance of secrets, and another by the predominance of restrained emotions. At any rate
95 the hysterical subject, who is very free with this emotions, is most often the possessor of a secret, while the hardened psychasthenic suffers from inability to digest his emotions.

To cherish secrets and to restrain emotions are psychic misdemeanors for which nature finally visits us with sickness—that is, when we do these things in
100 private. But when they are done in communion with others they satisfy nature and may even count as useful virtues. It is only restraint practised in and for oneself that is unwholesome. It is as if man had an inalienable right to behold all that is dark, imperfect, stupid and guilty in his fellow-beings—for such of course are the things that we keep private to protect ourselves. It seems to be a sin in
105 the eyes of nature to hide our insufficiency—just as much as to live entirely on our inferior side. There appears to be a conscience in mankind which severely punishes the man who does not somehow and at some time, at whatever cost to his pride, cease to defend and assert himself, and instead confess himself fallible and human. Until he can do this, an impenetrable wall shuts him out from the
110 living experience of feeling himself a man among men. Here we find a key to the great significance of true, unstereotyped confession—a significance known in all the initiation and mystery cults of the ancient world, as is shown by a saying from the Greek mysteries: “Give up what thou hast, and then thou wilt receive.”

A. Choose the best answer.

1. The main idea of this passage is that _____.
 - a. there is a relationship between revealing of secrets in analytical treatment and the religious confessional
 - b. while secrets shared with a small group may have beneficial effects, those secrets kept hidden in oneself often cause illness
 - c. secrets and restrained emotions lead to illness that can be treated through confession
 - d. unconscious secrets lead to restraining of emotions
2. According to the reading, man conceals because _____.
 - a. he often finds it convenient
 - b. secrets are useful for his consciousness
 - c. he believes he is sinful
 - d. he doesn't want to share his world view
3. According to Jung, the analytic treatment has its origins in _____.
 - a. the confessional
 - b. conversations
 - c. religious services
 - d. medieval rituals
4. The confessional and analytic treatment _____.
 - a. are totally alien to each other
 - b. should be measured in the same manner
 - c. are human paths to avoiding pain
 - d. share a psychic root

5. Jung defines repression as _____.
a. deliberate revelation
b. conscious sin
c. psychic concealment
d. self-examination
6. Self-restraint is harmful when it is _____.
a. a private matter
b. part of an initiation ceremony
c. practiced with others
d. part of a religious practice
7. According to Jung, concealment _____.
a. acts like a psychic poison
b. reaffirms a community connectiveness
c. alienates the community from the individual
d. has no effect on the individual or the community
8. Jung maintains that secrets _____.
a. help prevent repression
b. can save an individual from dissolving into an unconscious member of the community
c. dissolve tensions that the individual will encounter
d. help build a real communal spirit

9. According to Jung, when we are not aware that we have repressed a secret _____.
- a. unconscious forces go to work and the result is illness
 - b. it has its own life in the unconscious
 - c. it will reveal itself to us in dreams
 - d. the aim of analytic treatment is then to uncover the secret
10. The passage states that if we are conscious of what we conceal, the harm done _____.
- a. is less
 - b. is more
 - c. is eradicated
 - d. cannot be calculated
11. The material that has broken away from consciousness _____.
- a. becomes conscious memory that is useful
 - b. approaches the conscious from below
 - c. takes a direct form in our everyday activities
 - d. forms a fantasy life of its own
12. Another form of concealment is _____.
- a. lying
 - b. misrepresenting
 - c. withholding
 - d. obliviousness

13. A patient considering suicide _____.
a. can reject such action through reasoned thought
b. may be subject to accidents
c. may suppress the urge but it will return under stressful conditions
d. can overcome the urge through religious convictions
14. Jung states that the "psychasthenic suffers from inability to digest his emotions." He probably _____.
a. suffers from hysteria
b. has repressed secrets
c. is the victim of an eating disorder
d. suffers from extreme anxiety
15. It is implied in this reading that _____.
a. once a person sees his weaknesses and sins, he will be able to change them
b. the guilt people feel as a result of their secrets is usually justified
c. only people who are basically weak would have a tendency toward suicide.
d. after a person discovers his secrets through the confessional, he must accept them as human failings.

B. Write T in the space provided in front of each statement if you think Jung would agree with the statement, and write F if he would not.

- _____ 1. Lapses of the tongue, the pen, and the memory may be neurotic symptoms.
- _____ 2. Self-restraint and personal secrets are sometimes very similar.

- _____ 3. According to Jung, men are better at withholding emotions than women.
- _____ 4. Self-discipline was not one of man's earlier attainments.
- _____ 5. The unconscious psyche is a repository for thoughts not wanted by the conscious mind.
- _____ 6. Society punishes those who stop defending and asserting themselves.
- _____ 7. Stoic conditioning to pain is "primitive" man's attempt at self-discipline.
- _____ 8. We keep our faults private as a form of self-protection .
- _____ 9. To have secrets and to discipline emotions always results in illness.
- _____ 10. When a person recognizes that he is fallible, he will probably begin to hate himself.