

深圳大学 2011 年硕士研究生入学考试初试试题

(答题必须写在答题纸上, 写在本试题纸上无效)

专业: 外国语言学及应用语言学、英语语言文学

考试科目代码: 901 考试科目名称: 综合英语

Part 1 Gap Filling (30 points)

There are THIRTY multiple-choice questions in this section. Choose the best answer to each question

Write your answers on ANSWER SHEET

1. Surya writes about how people's _____ makes her long for the unsolicited advice from complete strangers.
A. acquaintance B. acknowledgement C. apathy D. anonymity
2. Manufactures rugged industrial flat panel monitors and industrial computers for use in factory _____ applications.
A. authority B. attendance C. automation D. astronomy
3. The institute was formed initially to study the learning _____ of brain-injured children.
A. capacity B. capability C. capitalism D. captain
4. A _____ between keeps friendship green.
A. harmony B. haste C. hawk D. hedge
5. The social causes of juvenile _____ encompass a wide array of theories that have been set forth by criminologists.
A. deliverance B. delinquency C. delusion D. democracy
6. I will not leave you _____; I will come to you.
A. desirable B. desolate C. desperate D. destructive
7. A crescendo of cheers by an enthusiastic audience grows until it reaches a _____.
A. climax B. collaboration C. combat D. comedian
8. This explains why _____ persons who luxuriate in their feelings can be both so hard-hearted and self-centered.
A. sensible B. sentimental C. sensitive D. senseless
9. We can generally assume that salts dissociate into their ions when they _____ in water.
A. disperse B. dispose C. dissolve D. drawn

education over the last 20 years has been more or less predicated on internationalism and diversity. As Tuck's Professor Danos explains, the cost of a "reverse brain drain" will be borne by American students enduring a poorer classroom environment, a less dynamic campus and, eventually, fewer jobs in America.

1. The possible consequence of losing international MBA students could be
 - A. short of donations from potential employers.
 - B. less positions in the exchange programs.
 - C. a monotonous classroom atmosphere.
 - D. more American students going abroad for education.
2. Which of the following factors does NOT affect applicants' decision on getting an MBA abroad?
 - A. Uncertainty about the financial support.
 - B. Chances of getting a good job.
 - C. Good business schools in their homeland.
 - D. Anxieties of adjusting to the foreign culture.
3. We can learn from Paragraph Seven that Highly Skilled Migrant Program was launched to
 - A. draw more business talents to work in the Great Britain.
 - B. attract more MBA students to study in the UK.
 - C. develop a friendly relationship between Britain and business schools.
 - D. improve the competitiveness of those prestigious business schools.
4. It can be inferred from Paragraph Three that
 - A. business schools in Europe charge higher tuitions than their counterparts in the US.
 - B. the influence of the present economy has not yet shown among European business schools.
 - C. local students in the Great Britain are not interested in getting an MBA in their homeland.
 - D. business schools in Switzerland are more open to the international students.
5. Which of the following adjectives best describes the author's treatment of the topic?

A. Objective. B. Sarcastic. C. Enthusiastic. D. Sympathetic.

Text D

Predicting how fast a person will be jogging two years hence is tricky, especially when that person is currently flat on his back in a hospital's intensive-care unit.

Nonetheless, Wall Street prognosticators are expected to have at least two years of growth estimates for the economy; securities analysts must also work up two years of earnings estimates for the companies they follow. That's never an easy task, even for a single company, but massive stimulus spending is making the job even tougher this year.

"We typically have some sort of stimulus coming out of a recession," says Maury Harris, chief U.S. economist at UBS, who has yet to finalize his 2011 economic estimates. "What makes it harder than usual is that the stimulus was so much larger than usual."

Much of the debate about how well the economy will do post-stimulus has to do with the health of the U.S. consumer. Some economists believe that consumers, after not spending much in 2009 and 2010, will open their wallets widely in 2011 — and all that pent-up demand will give a big boost to the economy. Others believe that two years of saving won't be enough to cure a decade or more of overspending. And with the consumer still focused on paying down debt, economic growth will be slow at best.

But it isn't just the end of the stimulus that makes 2011 a tough year to call. It will also be the

year that all the Bush tax cuts expire. And Harris thinks that if a health-care overall gets passed, that could have significant unforeseen effects on the economy as well. S&P's chief economist, David Wyss, says he thinks most economists are tackling the tricky problem of predicting what will happen in 2011 by doing what they always do: predict the economy will do about average. The problem is that what economists have come to believe is average growth for the U.S. economy in recent years has been falling. The Congressional Budget Office recently said it expects that the U.S. economy will grow on average about 2.2% a year. That's down from a trend expectation of about 3% just a few years ago. "The economy will feel better in 2011," says Wyss. "But that doesn't mean it will feel good."

In general, the projection for late 2010 and 2011, when much of the stimulus spending will have run out, is that the economy will continue to grow but at a rate slower than past recoveries. A recent poll of economists by the newsletter *Blue Chip Economic Indicators* found that on average, economists expect the economy to expand 2.7% in the fourth quarter of 2010. That's faster than the economy is growing today, but not what you would expect in good times. "The rule is that the deeper the recession, the more robust the rebound," says *Blue Chip* editor Randy Moore. "But that's not what people are predicting this time. Absent the stimulus, there is still a worry that there is not much demand out there."

Stock-market analysts, who are usually wildly bullish on far-off earnings projections, seem to have the same tentative take on the post-stimulus economy. According to Thomson Reuters, analysts believe that on average, companies in the Standard & Poor's 500 will earn 22% more in 2011 than they will next year. That's a larger-than-average jump for corporate profits. But it will be down from the 25% jump analysts are expecting for 2010, when the stimulus money will still be pumping into the economy. And it is far below other rebounds. In 2003, for instance, corporate profits rose 77%.

"As government spending winds down, we should start getting stronger growth from other parts of the economy," says S&P's Wyss. "But our rate of growth is still probably going to slow because of the drop after the stimulus." And of course, there's that lingering anxiety over what happens if the stimulus ends and the economy is too weak to generate growth on its own.

To be sure, we have a long way to go until the stimulus is finished. The government has spent just \$100 billion of the \$787 billion that Congress approved in stimulus spending in February. Much of the rest of the money is due to be spent in 2010. As of now, the stimulus spending looks to be having a positive affect on the economy. If that continues, 2011 could be strong as well. If the stimulus affect peters out — or worse, causes hyper-inflation, as some worry — 2011 could be a year when economists and analysts eat a big slice of humble pie.

- The relationship between the first and second paragraphs is that
 - each presents a totally different issue.
 - the first poses a comparison to make the second clearer.
 - the first exemplifies and the second generalizes.
 - the second is the logical consequence of the first.
- "Prognosticators" in Paragraph Two can be best replaced by

A. analysts.	B. economists.	C. investors.	D. predictors.
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- Who mentions the relationship between health-care program and economic development?

A. Maury Harris.	B. David Wyss.	C. Randy Moore.	D. Thomson Reuters.
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- We can infer from the fifth and sixth paragraphs that the US economy is growing at an average rate

- A. slower than 2.2%
 - B. faster than 2.2% but slower than 2.7%
 - C. faster than 2.7% but slower than 3%.
 - D. faster than 3%
5. The economists predict the US economic in 2011 will behave according to the following factors EXCEPT
- A. the government's economic policies.
 - B. the consumers' demand.
 - C. the effects of the recession.
 - D. the basic economic law.

Part 5 Writing (60 points)

College students are prone to have romantic dreams about their life and future, and are sometimes reluctant to face the imperfections of reality. Some people believe that they should be more realistic in order to live a better life. Do you agree or disagree with the statement? Write an essay of about 450 words on the following topic:

Dream and Reality

In the first part of your essay you should state clearly your main argument, and in the second part you should support your argument with appropriate details. In the last part you should bring what you have written to a natural conclusion or make a summary.

Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the above instructions may result in a loss of marks.

Write your essay on ANSWER SHEET.

10. There was no _____ intended in what she said.
A. malice B. malady C. malaria D. marsh
11. Do we really understand our modern-day enslavement and slave _____?
A. medium B. melancholy C. memorial D. mentality
12. All of our _____ is officially licensed and backed by our satisfaction guarantee.
A. mention B. mercy C. merit D. merchandise
13. Our country might not function well without the power of _____ domain.
A. eliminative B. elusive C. eminent D. eventual
14. He has been transferred to the University of Maryland Medical Centre and is waiting to _____ surgery.
A. undergo B. unfold C. underestimate D. undertake
15. My heart, my prayers, and my love go to the three families who are now embarking on this _____, unnecessary journey.
A. mutual B. mysterious C. mystic D. mournful
16. Growth hormones are present in milk from all mammals, but one problem with cow's milk in particular is that some of them are _____ to human growth hormones.
A. coincide B. consistent C. correspond D. identical
17. I _____ my head against the door whenever she is in sight when I am entering.
A. collide B. crash C. smash D. bump
18. His more than 30 theatres have _____ to four, and the end of an era appears to be painfully close.
A. diminished B. lessened C. reduced D. dwindled
19. Did earth's life _____ on Mars? A scientific speculation on this theory discusses related issues.
A. embark B. commence C. originate D. initiate
20. This is the true quest of soul, to _____ our life with meaning and magic.
A. fascinate B. charm C. bewitch D. enchant
21. The terrorists might have planted a bomb on a plane in Athens, set to _____ when it arrived in New York.
A. go off B. get off C. come off D. carry off
22. The large company is _____ small ones by buying up their shares.
A. taking off B. taking over C. taking in D. taking from

23. The slightest spark can _____ the explosives stored there.
A. set out B. set about C. set up D. set off
24. It is no easy thing to _____ the meaning of every idiom in English.
A. get by B. get in C. get on D. get at
25. He has behaved in the most extraordinary way; I can't _____ his actions at all.
A. ask for B. allow for C. account for D. answer for
26. All the workers in the company are _____ free medical care.
A. provided for B. entitled to C. involved in D. connected with
27. We are going to have our house _____. The workers are coming tomorrow.
A. done with B. done up C. made up D. made with
28. He is _____ at the time of the traffic accident.
A. on hand B. in hand C. off hand D. by hand
29. _____ is the mother of wisdom. (a proverb)
A. Experience B. Experiment C. Practice D. Learning
30. If you want knowledge, you must _____ for it. (a proverb)
A. work B. toil C. prepare D. strive

Part 2 General Knowledge (10 points)

There are TEN multiple-choice questions in this section. Choose the best answer to each question.

Write your answers on ANSWER SHEET

1. Whose presidential term is the longest in the U. S.
A. Franklin Roosevelt B. George Washington
C. Thomas Jefferson D. Abraham Lincoln
2. British Prime Minister is appointed by _____.
A. the monarch B. the House of Lords
C. the House of Commons D. the public
3. The name "Fleet Street" is used to mean the _____.
A. British navy B. ship-building industry of Britain
C. British press D. biggest shipping center in London
4. "Cold" and "hot" are called _____ antonyms.
A. complementary B. gradable

C. reversal

D. converseness

5. Syntactic categories contain the type of _____.
 A. meaning that words express
 B. affixes that the words take
 C. structures in which the words can occur
 D. All of the above
6. Sapir-Whorf Hypothesis deals with the relationship between _____ and _____.
 A. language; thought B. language; culture; C. culture; thought; D. language; beliefs
7. Transformational rules do not change the basic _____ of sentences.
 A. meaning B. form C. position; D. structure
8. Which of the following statements about Emily Dickinson and Walt Whitman is NOT true?
 A. Both are romantic poets.
 B. Both love nature.
 C. Both are influenced by Emerson's transcendentalism.
 D. Both are optimistic poets.
9. The impact of Darwin's *Origin of the Species* and the influence of the 19th century French literature on the American literature gave rise to _____.
 A. modernism B. structuralism C. naturalism D. impressionism
10. One of the major contributions Mark Twain made to the development of American literature is that he employs _____ language in his work.
 A. refined B. vernacular C. pompous D. telegraphic

Part 3 Proofreading & Error Correction (10 points)

The passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it in the following way:

- | | |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| For a <u>wrong</u> word, | underline the wrong word and write the correct one in the blank provided at the end of the line. |
| For a <u>missing</u> word, | mark the position of the missing word with a "v" sign and write the word you believe to be missing in the blank provided at the end of the line. |
| For an <u>unnecessary</u> word, | cross the unnecessary word with a slash "/" and put the word in the blank provided at the end of the line. |

Example:

When v art museum wants a new exhibit,

1. an

it never buys things in finished form and hangs them on the wall. When a natural history museum wants an exhibition, it must often build it.

2. never
3. exhibit

Literature is a means by which we know ourselves. By it we meet future selves, and recognizes past selves; against we match our present life. Its primary function is to validate and recreate the self in all its individuality and distinctness. In doing so, it cements a sense of relationship between the self and the otherness of the book, and allows us a notion of ourselves as sociable. Its shared knowledge is vicarious experience; by this means we enlarge our understandings of what it means to be human, of the corporate and independent nature of human society. The act of reading the book marks both our difference in and our place in the human fabric. The more we read, the more we are. In the act of reading silently we are alone from the book, separate from one's own immediate surroundings. Yet in the act of reading we enter other minds and other places, enlarge our dialogue with the world. Thus paradoxically, while disengaging from the immediate we are increasing its scope. In silence, reading activates a deeply creative function of consciousness. We are deeply committed to the narrative which we coexist while engaged in reading. All kinds of present physical discomfortness may be unnoticed while we are reading, and actual time is replaced by narrative time. To imaginatively enter a fictional world by reading it is then both a liberation from self and an expansion of self.

- (1) _____
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____
(7) _____
(8) _____
(9) _____
(10) _____

Part 4 Reading Comprehension (40 points)

In this section there are FOUR reading passages followed by a total of TWENTY multiple-choice questions

Read the passages and then choose the best answer to each question. Write your answers on ANSWER SHEET

Text A

St. Paul didn't like it. Moses warned his people against it. Hesiod declared it "mischievous" and "hard to get rid of", but Oscar Wilde said, "Gossip is charming." "History is merely gossip," he wrote in one of his famous plays. "But scandal is gossip made tedious by morality."

In times past, under Jewish law, gossipmongers might be fined or flogged. The Puritans put them in stocks or ducking stools. But no punishment seemed to have the desired effect of preventing gossip, which has continued uninterrupted across the back fences of the centuries. Today, however, the much-maligned human foible is being looked at in a different light. Psychologists, sociologists, philosophers, even evolutionary biologists are concluding that gossip may not be so bad after all.

Gossip is "an intrinsically valuable activity," philosophy professor Aaron Ben-Ze'ev states in

a book he has edited, entitled *Good Gossip*. For one thing, gossip helps us acquire information that we need to know that doesn't come through ordinary channels, such as: "What was the real reason so-and-so was fired from the office?" Gossip also is a form of social bonding, Dr. Ben-Ze'ey says. It is "a kind of sharing" that also "satisfies the tribal need—namely, the need to belong to and be accepted by a unique group." What's more, the professor notes, "Gossip is enjoyable."

Another gossip groupie, Dr. Ronald De Sousa, a professor of philosophy at the University of Toronto, describes gossip basically as a form of indiscretion and a "saintly virtue," by which he means that the knowledge spread by gossip will usually end up being slightly beneficial, "It seems likely that a world in which all information were universally available would be preferable to a world where immense power resides in the control of secrets," he writes.

Still, everybody knows that gossip can have its ill effects, especially on the poor wretch being gossiped about. And people should refrain from certain kinds of gossip that might be harmful, even though the ducking stool is long out of fashion. For those who want to have the "joy" of gossiping without the guilt, Emrys Westacott of Alfred University has provided a handy gossip flow chart. Unfortunately, he hasn't come up with a billfold-size one as yet. By the way, there is also an interesting strain of gossip called medical gossip, which in its best form according to researchers Jerry M. Suls and Franklin Goodkin can motivate people with symptoms of serious illness, but who are unaware of it, to seek medical help.

So go ahead and gossip. But remember, if (as often is the case among gossipers) you should suddenly become one of the gossipees instead, it is best to employ the foolproof defense recommended by Plato, who may have learned the lesson from Socrates, who as you know was the victim of gossip spread that he was corrupting the youth of Athens: "when men speak ill of thee, so live that nobody will believe them." Or, as Will Rogers said, "Live so that you wouldn't be ashamed to sell the family parrot to the town gossip."

1. The author mentions several figures in the opening paragraph to _____.
 - A. present two contrary opinions of gossip
 - B. remind readers of works written by those famous people
 - C. point out his own view of gossip
 - D. show his familiarity with Oscar Wilde's plays
2. According to the book *Good Gossip*, the benefits gossip may bring us are all the following EXCEPT _____.

A. making people happy	B. urging people to link up
C. helping people enjoy life	D. informing people of what they need
3. What has been available for those who want to enjoy the gossip without feeling guilty?

A. A portable notebook.	B. A flow sheet.
C. A medical pamphlet.	D. A beneficial book.
4. The word "groupie" in the fourth paragraph means _____.

A. dissenter	B. follower
C. suspect	D. conservative
5. It can be inferred from the last paragraph that when we become victims of gossip, we should _____.

A. know how to protect ourselves	B. respect the person who gossips
C. do as what Socrates did	D. ignore the person who gossips

Text B

When next year's high-school graduates arrive at Oxford University in the fall of 2009, they'll be joined by a new face: Andrew Hamilton, the 55-year-old provost of Yale, who will become Oxford's vice chancellor—a position equivalent to university president in the United States, with responsibility for the day-to-day running of the institution.

Hamilton, a distinguished chemist, isn't the only educator crossing the pond. Others include Louise Richardson, who was executive dean of the Radcliffe Institute for Advanced Study at Harvard before her appointment as principal of St. Andrews, Scotland's oldest university. Schools in France, Egypt, Singapore and elsewhere have also recently made top-level hires from abroad.

Higher education has become a big and competitive business these days, and like so many businesses it's gone global. Until recently, few schools recruited across borders. "You really had to pick through the evidence to find examples," says Ken Kring, head of the education practice at Korn/Ferry International, the world's largest corporate recruiter. Yet the talent flow isn't universal. High-level personnel tend to head in only one direction: outward from the United States.

The chief reason is that American schools just don't tend to seriously consider looking abroad. For example, when the board of the University of Colorado searched for a new president to oversee its three campuses and 52,000 students, it wanted a leader familiar with the state government, the source of a hefty chunk of the university budget. "We didn't do any sort of global consideration," says Patricia Hayes, the board's chair. The board ultimately picked Bruce Benson, a 69-year-old Colorado businessman and political activist who is likely to excel at the main task of modern university presidents: fund-raising.

It turns out that Yankees—or foreign academics exposed to American ways—have a virtual lock on that skill set. Hamilton may be English by birth, but he's worked in the United States for almost three decades. Richardson, who's Irish, has spent almost 10 years at Harvard. When the University of Pennsylvania needed a new dean for its prestigious Wharton business school, it invited Korn/Ferry to include candidates from outside the United States, especially from Europe and East Asia. But "there were fewer (global options) than we would have liked," says Kring. The school ended up picking an American. "Fund-raising is distinctively American thing," says John Isaacson of Isaacson, Miller, an executive-search firm that works mostly with universities and nonprofits. This strength is largely a product of experience and necessity, since US schools rely heavily on philanthropy. At Harvard last year, philanthropy made up 40 percent of the total budget.

At Cambridge the comparable figure was 10 percent, and at the University of Melbourne, 6 percent. Many European universities, meanwhile, are still mostly dependent on government funding. But state support has failed to keep pace with rising student numbers. In Britain, for example, government contributions dropped from \$14,000 per student in 1990 to \$9,000 in 2006. This decline has made fund-raising an increasingly necessary ability among administrators.

In the past few years, prominent schools around the world have joined the trend. In 2003, when Cambridge University appointed Alison Richard, another former Yale provost, as its vice chancellor, the university publicly stressed that in her previous job she had overseen "a major strengthening of Yale's financial position". Her hiring was part of a larger initiative—in 2005 Cambridge launched a 10-year, \$2 billion development plan, and this year Oxford followed suit with its own \$2.5 billion campaign. Both schools have opened development offices in the United States in order to tap wealthy alumni in a country already accustomed to giving.

Of course, fund-raising isn't the only skill outsiders offer. The globalization of education means more universities will be seeking heads with international experience of some kind to bolster international programs and attract a global student body, says Prof. Rick Trainor, principal

of King's College London and president of Universities UK. Foreigners can offer a fresh perspective on established practices. "It can be issues like why are all these people doing three-year degrees or why are the overseas fees all denominated in particular currencies," says Malcolm Gillies, the Australian vice chancellor of City University of London. "You have to ask a lot of naïve questions—just not too loudly." Such questions are more and more likely to come from Americans these days. In this area of global economy, at least, US exports still rule.

1. What does "crossing the pond" (Paragraph Two) mean?
 - B. Working in a totally different field.
 - C. Taking an overseas job
 - D. Changing jobs in the middle of the career.
 - E. Getting raised in a new university.
2. Why do high-level personnel tend to head only one direction?
 - A. Because American universities are too arrogant to consider foreigners.
 - B. Because the American government usually disapprove of such hiring.
 - C. Because there are few applicants for the American positions.
 - D. Because the overseas educators are usually not well-qualified.
3. What is the main cause for British universities to favor American administrators?
 - A. They excel in raising fund and attracting endowment.
 - B. They have different perspectives and new insights.
 - C. They combine business and politics into university management.
 - D. They have advanced managing approaches.
4. Which of the following is NOT true about the Cambridge development plan?
 - A. Hiring a good fund-raiser is part of the plan.
 - B. It has a budget of \$2 billion and might last for 10 years.
 - C. It includes setting up a development office in the US.
 - D. It is launched following the example if Oxford's plan.
5. It can be inferred from the last paragraph that
 - A. international experience can be a good asset for job seekers in education.
 - B. American educators still dominate the area of education.
 - C. some of the questions foreigners ask can be quite childish.
 - D. the international programs are gaining more attention in universities.

Text C

Business schools are generally reckoned to be pretty recession proof. Admissions tend to be counter-cyclical as students either opt to ride out the bad times on campus hoping for a jobs upturn on graduation or spend redundancy cash on tuition fees. In this downturn, however, schools may face a previously unknown threat to their cash flows—the decline of the foreign students who have not just added to brave claims about the "diversity" of business school classrooms but have also proved a lucrative source of income. Admittedly, the evidence is fairly anecdotal at the moment but it does seem that international students are thinking twice about handing over their hard-earned and recession-hit cash for an education at a prestigious Western hall of academe.

Big private business schools in America, already hit by the much lower valuations of their endowment funds, seem likely to take the biggest hit. The US-based Graduate Management Admissions Council (GMAC), a regular surveyor of MBA graduates and recruiters, presciently noted in its 2008 Global MBA Graduate Survey that "graduates who attended full-time MBA

programmes outside their country of citizenship rated overall value lower compared with graduates who attended similar programmes in their home country”.

For the moment the situation in Europe, where business schools are even more dependent on international students for fees than their American counterparts, seems better. In the MBA class of 2010 at London Business School, for example, 91% of students are from outside Britain. At IMD, in Switzerland, which has a reputation for internationalism and diversity, 87 out of 90 students in its MBA class of 2009 are foreign, with 38 nationalities represented. However, although figures may appear healthy, these programmes were sold in 2008 or earlier in a very different economic climate. Not a few are wondering with some trepidation what the figures will look like in 2010.

Three factors are likely to weigh heavily on international students' willingness to travel abroad to study: financing their studies, fears about the jobs market and the availability or otherwise of good business schools in their home country.

The first two have become increasingly problematic in America, which may account for why it has suffered more. The recession has caused many American banks to withdraw from a scheme that allowed international students to obtain a financing loan of up to \$150,000 without having an American guarantor. The lack of such a scheme makes it extremely difficult for international students to raise financing. One school that has responded to the bank's move is the Wharton School of the University of Pennsylvania, which has seen a decline in its traditionally large volume of international applications. The school has announced a loan programme with Digital Federal Credit Union (DCU) that will provide assistance to international MBA students who do not have an American guarantor. The programme covers tuition and living expenses and is also available to current first-year international students for their second year of study.

The job situation for international students has been made worse in America by provisions in the government recession bail-out scheme that prevents companies in receipt of government funding from hiring foreigners if they have recently laid off workers. A number of international MBA graduates have recently had job offers from American companies withdrawn. Writing in the *Wall Street Journal*, Paul Danos, dean of Dartmouth's Tuck School of Business, warned that such provisions could seriously affect the American economy in the future and damage the diversity and dynamism of business schools.

Again though, the situation appears to be slightly better in Europe. In his article, Professor Danos lauded Britain's Highly Skilled Migrant Programme, which since 2004 has maintained a list of 50 of the world's top business schools. Anyone who earns an MBA from a business school on the list is automatically eligible to work in Britain for at least one year.

The fact is that the traditional choices are becoming less appealing to prospective students. Given the current downturn, many of them no longer see North America and Europe as great sources of interesting and lucrative jobs. Increasingly they are seeing their own economies as better bets.

Added to this is the growth in stature of business schools outside the American-Europe nexus. Both India and China will soon have business schools considered as equal to the established giants of the West. Professor Rolf Cremer, dean of the China Europe International Business School (CEIBS) in Shanghai has predicted that at least seven Chinese business schools will be considered in the elite within a few years.

If the decline in international student applications turns out to be a long-term structural change rather than a short-term reaction to current economic woes, the world of business education and, more widely, economies and societies are likely to be the losers. Business