Prereading Preparation

1. In your country, what are the requirements for a student to attend college? Can any student go to college in your country? Why, or why not?

2. In the United States, what are the requirements for a foreign student to attend college? What are the requirements for an American student to attend college? Can any student go to college?

3. Why did you come to another country to study? Why do you think there are so many foreign students in American universities?
The Pursuit of Excellence

Sometime around the seventh grade, many American students are introduced to the tale of 10 blind men inspecting an elephant. When each blind man reaches different conclusions about the creature, the students are invited to consider whether truth is absolute or lies in the eye of the beholder. College professors and administrators might want to remember that fable when they take the measure of American higher education. Many of them, who tend to see only what they stand to lose, perceive the beast as wounded, suffering from the shocks of rising costs, dwindling resources and life-draining cutbacks. But foreigners, who compare America’s universities with their own, often reach very different conclusions about the nature of the beast.

If sheer numbers provide any proof, America’s universities and colleges are the envy of the world. For all their abiding troubles, the United States’ 3,500 institutions were flooded with 407,530 students from 193 different countries last year. Asia led the way with 39,600 students from China and 36,610 from Japan, followed by India and Canada. Many of the foreigners entered graduate and undergraduate programs in roughly equal numbers. . . .

Most European and Asian universities provide an elite service to a small and privileged clientele. While fully 60% of all U.S. high school graduates attend college at some point in their life, just 30% of the comparable German
population, 28% of the French, 20% of the British and 37% of the Japanese proceed beyond high school. German students who survive the *Abitur* or Britons who pass their A levels may still not qualify for a top university at home, but find American universities far more welcoming. Some U.S. schools acknowledge the rigor of European secondary training and will give up to a year’s credit to foreigners who have passed their high school exams.

“The egalitarian conception that everyone has a right to an education appropriate to his potential is a highly democratic and compassionate standard,” says Marvin Bressler, professor of sociology and education specialist at Princeton University. True, not all U.S. collegians can match the performance of their foreign counterparts, but American institutions do offer students from rich and poor families alike the chance to realize their full potential. “America educates so many more people at university that one can’t expect all those who go to be either as well informed or intelligent as the much narrower band who go to English universities,” says Briton Christopher Ricks, professor of English at Boston University. Having instructed at Cambridge, Rick knows that teaching T. S. Eliot to British undergraduates is an easier task. Yet he finds teaching at B.U. very rewarding. “I’m not against elitism,” he says, “but I happen to like having people who are more eager to learn.”

The democratic impulse to reach out to so many first took seed after World War II, when the G.I. bill made funding for higher education available to all returning soldiers. As universities expanded to handle the sudden influx, they developed the flexibility that has become one of the hallmarks of American higher learning. “In the U.S. there is a system of infinite chances,” says Diane Ravitch, assistant secretary of education. “At 35, you can decide to go back to college, upgrade your education, change your profession.”

While Americans take such flexibility for granted, foreigners do not. To French students, who are commonly expected at age 16 to select both a university and a specific course of study, the American practice of jumping not only from department to department but also from school to school seems a luxury. Japanese students find it all but impossible to transfer credits from one school to another. Thus, students who initially enter a junior college and subsequently decide to earn a bachelor’s degree must head overseas.

Many are attracted not only to the academic programs at a particular U.S. college but also to the larger community, which affords the chance to soak up the surrounding culture. Few foreign universities put much emphasis on the cozy communal life that characterizes American campuses from clubs and sports teams to student publications and theatrical societies. “The campus and the American university have become identical in people’s minds,” says Brown University President Vartan Gregorian. “In America it is assumed that a student’s daily life is as important as his learning experience. . . .”
Foreign students also come in search of choices. America’s menu of options—
research universities, state institutions, private liberal-arts schools, community
colleges, religious institutions, military academies—is unrivaled. “In Europe,”
says history professor Jonathan Steinberg, who has taught at both Harvard and
Cambridge, “there is one system, and that is it.” While students overseas usually
must demonstrate expertise in a single field, whether law or philosophy or
chemistry, most American universities insist that students sample natural and
social sciences, languages and literature before choosing a field of concentration.

Such opposing philosophies grow out of different traditions and power
structures. In Europe and Japan, universities are answerable only to a
ministry of education, which sets academic standards and distributes money.
While centralization ensures that all students are equipped with roughly the
same resources and perform at roughly the same level, it also discourages
experimentation. “When they make mistakes, they make big ones,” says Robert
Rosenzweig, president of the Association of American Universities. “They set a
system in wrong directions, and it’s like steering a supertanker.”

U.S. colleges, on the other hand, are so responsive to cultural currents that
they are often on the cutting edge of social change. Such sensitivity—some
might argue hypersensitivity—to the culture around them reflects the broad
array of constituencies to which college administrators must answer. The board
of trustees, composed of community and national leaders, serves as a referee
between the institutional culture and the surrounding community, alumni
and corporate donors who often earmark monies for specific expenditures,
student bodies that demand a voice in university life, legislators who apportion
government funds, and an often feisty faculty.

Smaller colleges are particularly attractive to foreign students because they
are likely to offer direct contact with professors. “We have one of the few
systems in the world where students are actually expected to go to class,”
says Rosenzweig. With the exception of Britain, where much of the teaching
takes place in one-on-one tutorials, European students rarely come into direct
contact with professors until they reach graduate-level studies. Even lectures are
optional in Europe, since students are graded solely on examinations, with no
eye to class attendance or participation. . . .

In some respects, the independent spirit of the American university that
foreigners admire comes down to dollars and cents. All U.S. colleges, private
and public alike, must fight vigorously to stay alive. They compete not only
for students but also for faculty and research grants. Such competition, though
draining and distracting, can stimulate creativity and force administrators to
remain attentive to student needs. “U.S. students pay for their education,” says
Ulrich Littmann, head of the German Fulbright Commission, “and demand a
commensurate value for what they—or their parents—pay.”
Fact-Finding Exercise

Read the passage again. Then read the following statements. Scan the article quickly to see if they are True (T) or False (F). If a statement is false, rewrite it so it is true.

1. _____ T _____ F  Most foreign students in American universities come from Canada.

2. _____ T _____ F  Most U.S. high school graduates go to college.
Reading Analysis

Read each question carefully. Circle the number or letter of the correct answer, or write your answer in the space provided.

1. Read the first paragraph. What do college professors and administrators believe about American universities?
   a. American universities are superior to foreign universities.
   b. There is a financial crisis in American universities.
   c. They think that American universities are very expensive.

2. Read lines 14–15. “Asia led the way with 39,600 students from China and 36,610 from Japan, followed by India and Canada.” This statement means
   a. Asian students arrived first
   b. Chinese students were in front of Japanese students
   c. more students came from Asia than from anywhere else
   d. Indian students followed Japanese students

3. _____ T _____ F Foreign students attend U.S. universities only for educational reasons.

4. _____ T _____ F Students in American universities must take a variety of courses in addition to courses in their major field.

5. _____ T _____ F In an American university, it is not likely that students will be in direct contact with their teachers.

6. _____ T _____ F Many American universities today are having financial problems.
3 Read lines 15–16. This statement means
   a. half of foreign students entered undergraduate school and half entered graduate school
   b. more foreign students entered undergraduate school than graduate school

4 Read lines 17–18. Which word is a synonym of elite?

5 Read lines 18–21.
   a. At some point in their life means that most U.S. high school graduates
      1. enter college at the same age
      2. enter college before they get married
      3. enter college at different times
   b. What is the comparable German population?
      1. German high school graduates
      2. German college students
      3. German people

6 Read lines 21–23.
   a. What are the Arbitur and the A levels?

   b. How do you know?

7 Read lines 23–25.
   a. This statement means that
      1. European secondary training is more difficult than American secondary training
      2. American secondary training is more difficult than European secondary training
   b. Secondary training refers to
      1. graduate school
      2. college
      3. high school
8 Read lines 29–31.
   a. **Counterparts** refers to
      1. foreign college students
      2. American college students
      3. rich students
      4. poor students
   b. **Rich and poor families alike** means
      1. rich families are like poor families
      2. both rich families and poor families
      3. rich families and poor families like each other

9 Read lines 43–44. **Chances** means
   a. risks
   b. opportunities
   c. accidents

10 Read lines 46–49. **Jumping from department to department** means
   a. taking gymnastics classes
   b. changing universities
   c. changing majors

11 Read lines 50–52.
   a. **all but impossible** means
      1. completely impossible
      2. almost impossible
      3. everything is impossible
   b. **Thus** means
      1. afterwards
      2. in addition
      3. as a result
   c. **Initially** means
      1. first
      2. second
      3. third
d. **Subsequently** means
   1. first
   2. next
   3. last

12 Read lines 61–63.
   a. Which word is a synonym of **choices**?

   b. What is between the dashes (—)?
      1. New information about options
      2. Examples of options
      3. Contrasting information

13 Read lines 87–93.
   a. This statement means that students in European classes
      1. never attend classes
      2. must attend classes
      3. do not have to attend classes
   
   b. **Optional** means
      1. necessary
      2. not necessary
      3. important

14 Read lines 102–104. What follows the colon (:)?
   a. The cost of state funding
   b. An explanation of the price
   c. A description of universities

15 In lines 16, 60, and elsewhere there are ellipses (….) at the end of the paragraph. These dots indicate that
   a. the last sentence is incomplete
   b. text has been omitted from the article
   c. there are exactly three sentences missing
Read the article again. Underline what you think are the main ideas. Then scan the article and complete the following chart, using the sentences that you have underlined to help you. You will use this chart later to answer specific questions about the article. Not all the boxes will be filled in.

<table>
<thead>
<tr>
<th>Percent of high school graduates who attend college</th>
<th>United States</th>
<th>Japan</th>
<th>Europe</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Differences between universities (freedom of choice)</th>
<th>United States</th>
<th>Japan</th>
<th>Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Differences in types of colleges</th>
<th>United States</th>
<th>Japan</th>
<th>Europe</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Funding for education</th>
<th>United States</th>
<th>Japan</th>
<th>Europe</th>
</tr>
</thead>
</table>
Information Organization Quiz and Summary

Read each question carefully. Use your notes to answer the questions. Do not refer back to the text. When you are finished, write a brief summary of the article.

1. a. What percent of U.S. high school graduates enter college?

b. What percent of high school graduates enter college in countries in Europe and Asia?

2. What are some differences between universities in the United States and those in Europe and in Asia?

3. How are colleges in the United States different financially from colleges in other countries?

Summary
Dictionary Skills

Read the dictionary entry for each word. Then look at how the word is used in the sentence. Write the number of the correct definition and the synonym or meaning in the space provided. Remember that you may need to change the wording of the definition in order to have a grammatically correct sentence.

1. **roughly adv** 1: in a rough manner: as a: with harshness or violence b: in crude fashion: imperfectly 2: without completeness or exactness: approximately

Many of the foreigners entered graduate and undergraduate programs in ( ) ________________ equal numbers.

2. **match v** 1 a: to encounter successfully as an antagonist b (1): to set in competition or opposition (2): to provide with a worthy competitor c: to set in comparison 2: to join or give in marriage 3 a (1): to put in a set possessing equal or harmonizing attributes (2): to cause to correspond: suit b (1): to be the counterpart of; also: to compare favorably with (2): to harmonize with c: to provide with a counterpart d: to provide funds complementary . . .

Not all U.S. collegians can ( ) ________________ the performance of their foreign counterparts.

3. **practice n** 1 a: actual performance or application b: a repeated or customary action c: the usual way of doing something d: the form, manner, and order of conducting legal suits and prosecutions 2 a: systematic exercise for proficiency b: the condition of being proficient through systematic exercise . . .

The American ( ) ________________ of jumping from department to department seems a luxury.

4. **demonstrate v** 1: to show clearly 2 a: to prove or make clear by reasoning or evidence b: to illustrate and explain esp with many examples 3: to show or prove the value or efficiency of to a prospective buyer

Students overseas must ( ) ________________ expertise in a single field, whether law or philosophy or chemistry.
Word Forms

**PART 1**

In English, some adjectives become nouns by adding the suffix -ity, for example, fatal (adj.), fatality (n.). Complete each sentence with the correct form of the words on the left. **Use the singular or plural form of the nouns.**

**individual (adj.)**

**individuality (n.)**

1. Even though they may be in a large class, students like to receive _____________ treatment from their teachers. Everyone likes to preserve their _____________ even if they are part of a large group.

**creative (adj.)**

**creativity (n.)**

2. People can demonstrate _____________ in many ways. For instance, some people have _____________ ways of expressing themselves in words, others in decorating their homes, and still others in painting or photography.

**diverse (adj.)**

**diversity (n.)**

3. In a typical ESL classroom, you will find students from a wide _____________ of countries. In fact, even if students are from the same country, they may come from _____________ backgrounds.

**national (adj.)**

**nationality (n.)**

4. Each country has its own _____________ anthem, or song. There are students of very different _____________ in this class.
There is considerable flexibility in this English program. For example, the days and the hours of classes are quite flexible.

**PART 2**

In English, some adjectives become nouns by deleting the final -t and adding -ce, for example, negligent (adj.), negligence (n.).

Complete each sentence with the correct form of the words on the left.

**flexible (adj.)**

5. There is considerable ________________ in this English program. For example, the days and the hours of classes are quite ________________.

**flexibility (n.)**


**excellent (adj.)**

1. We all strive for ________________ , and sometimes we achieve it. Even if everything we do isn’t always ________________, we can always try harder the next time.

**excellence (n.)**


**different (adj.)**

2. I haven’t noticed any ________________ in the quality of the food in this restaurant since they hired a new cook last week. The meals don’t taste any ________________ than they did last week.

**difference (n.)**


**dominant (adj.)**

3. According to geneticists, brown eyes are always ________________ over blue eyes. This ________________ means that if one parent has brown eyes and the other parent has blue eyes, the children will most likely have brown eyes.

**dominance (n.)**


independent (adj.)  In the past several years, many countries have struggled for and gained their independence. These newly independent countries usually have to contend with many difficulties as they try to maintain stability.

important (adj.)  The students want to know how much importance the teacher is going to give to their homework. In other words, they want to know how important the homework is to their grade.

Word Partnership  Use independence with:

- adj. economic/financial independence
- v. fight for independence, gain independence
- n. a struggle for independence

Word Partnership  Use importance with:

- adj. critical importance, enormous importance, growing/increasing importance, utmost importance
- v. place less/more importance on something, recognize the importance, understand the importance
- n. self-importance, sense of importance
Critical Thinking Strategies

Read each question carefully, and write a response. Remember that there is no one correct answer. Your response depends on what you think.

1. In lines 59–60, Brown University President Gregorian says, “In America it is assumed that a student’s daily life is as important as his learning experience.” From this statement, what expectations, other than academic, can we assume that American universities have of all their students, including foreign students?

2. Read lines 65–68. Why do you think American universities have these requirements?

3. In lines 94–101, the author discusses the money factor. What connection does she make between paying for one’s education and the university’s responsibility to its students?

4. Read lines 102–104. What do you think the author believes is the effect of state funding on foreign universities?
Think about how the author presented the information in this article.

a. Do you think she was objective or subjective in describing the American university system? Why do you think so? Refer to specific sentences in the reading to support your opinion.

b. Do you think she was objective or subjective in describing foreign students? Why do you think so? Refer to specific sentences in the reading to support your opinion.

Topics for Discussion and Writing

1. Describe your experience as a foreign student in the United States, or the experience of someone you know who has studied in the United States. What was positive about the experience? What was negative about the experience? Explain.

2. Work with one or two partners. List the potential difficulties of being a foreign student in the United States. Discuss how you can deal with these problems to reduce or eliminate them.

3. One problem that foreign students frequently encounter is loneliness and difficulty making friends. Work with a partner. Plan several strategies for reducing loneliness and making friends.

4. Write in your journal. Imagine that a friend wants to come to the United States to study. Write your friend a letter. Tell him or her what to expect as a foreign student and how to prepare before leaving home.
Follow-Up Activities

1 Refer back to the chart in Exercise C on page 167. Choose two differences between American universities and foreign universities. Using the following chart, write the differences you have chosen and list what you think the advantages and disadvantages are. Compare your chart with your classmates’ charts.

<table>
<thead>
<tr>
<th>Difference 1</th>
<th>In the United States</th>
<th>In Japan</th>
<th>In Europe</th>
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<tbody>
<tr>
<td>Advantages</td>
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<td>Disadvantages</td>
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<td>Difference 2</td>
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<tr>
<td>Advantages</td>
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<td>Disadvantages</td>
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2. a. Refer to the College Survey below. The purpose of the survey is to collect data regarding students’ reasons for studying in a foreign country. As a class, add more reasons to #4.

b. Work alone or with a partner. Go outside and survey two or three international students. Then bring back your data and combine it with the other students’ information. How do your results compare with the results you obtained in your class? Do international students have similar reasons for studying in another country? What are the main reasons you discovered, in both your in-class and out-of-class surveys?

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<tr>
<th>Informant’s Gender</th>
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<tr>
<td>1. What country are you from?</td>
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<td>2. What field do you plan to major in?</td>
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<td>3. Are you going to enter an undergraduate program or a graduate program?</td>
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<td>4. Why did you choose to study in the United States? Please indicate all the reasons that apply to you.</td>
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<td>• to learn about another country</td>
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<td>• other reasons (please specify)</td>
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<td>5. Put the reasons you have indicated for studying in the United States in order of importance. That is, write 1 next to your most important reason, 2 next to your second most important reason, etc.</td>
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If sheer numbers _______ any proof, America’s universities and _______ are the _______ of the world. For all their abiding _______, the United States’ 3,500 institutions were _______ with 407,530 students from 193 different _______ last year. Asia led the way with 39,600 _______ from China and 36,610 from Japan, _______ by India and Canada. Many of the _______ entered graduate and _______ programs in roughly _______ numbers. . . . Americans take academic _______ for granted, but foreigners do not. To French students, who are commonly _______ at age 16 to select both a university and a specific course of study, the American _______ of jumping not only from department to department but also from school to school seems a luxury. Japanese students find it all but _______ to transfer credits from one school to another. Thus, students who _______ enter a junior college and subsequently decide to earn a bachelor’s degree must head overseas.
Many are ________ (17) not only to the academic programs at a particular U.S. college but also to the larger ________ (18), which affords the chance to soak up the surrounding culture. Few foreign universities put much ________ (19) on the cozy communal life that characterizes American ________ (20): from clubs and sports teams to student publications and theatrical societies.

UNIT 3 REVIEW

Crossword Puzzle

Read the clues on the next page. Write the answers in the correct spaces in the puzzle.
Crossword Puzzle Clues

**ACROSS CLUES**

3. To say what will happen before it occurs
6. The opposite of first
8. John is going to __________ a problem. After he presents it, we will try to solve it.
9. A problem with no perfect solution
11. Guess too low
14. A ____________ is one possible form of government.
15. A cat is a very ____________ animal. It wants to know everything.
17. The study of the parts of the body
18. The opposite of less
19. Please turn ____________ the lights. I am going to sleep.
21. Privileged
22. The past tense of get
23. The system of checks and ____________ ensures that no one in government has too much power.
26. When something is ____________, it is a choice; it is not necessary.

**DOWN CLUES**

1. Changeable
2. International students must ____________ their English proficiency before being admitted to an American college or university.
4. The past of do
5. Thinking
7. First
8. A customary or often repeated action
10. High quality; superiority
12. He feels inferior. He feels like a ____________ citizen.
13. Congress is called the ____________ branch of government because its purpose is to make laws.
14. Dissatisfaction
16. Approximately
18. A ____________ consists of more than half (at least 50%) of a group.
20. Speak informally
24. Each; every
25. Girl, ____________, , woman, man
Discussion

1. In some countries, the government pays all educational costs for students. In other countries, it is the responsibility of each family. Each system has its advantages and disadvantages. Who do you think should cover the costs of education? In your response, discuss the advantages and disadvantages of both systems.

2. In some countries, the government sets up rules and guidelines that affect people’s lives in many areas, e.g., family size, education, employment, retirement. Work in a small group. Choose one of these areas, or another area of your choice. The government has chosen your committee to set up guidelines for this area. In your group, make a list of rules. Present your rules to the class, and give reasons for your decisions.