

★ 教育部普通高等教育“十五”国家级规划教材

★ 北京市高等教育精品教材建设立项项目

CONTEMPORARY COLLEGE ENGLISH

现代大学英语

● 总主编：杨立民

● **精读** **3**

● 主 编：徐克容

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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精读 3

主 编·徐克容

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编者说明

本书为《现代大学英语》精读教材，全套六册，供大学本科一至三年级学生及水平相当的学习者使用。

精读课的地位和作用，历来为英语教学工作者所公认。随着我国进一步的改革开放和对外语人才的要求的不断提高，它的重要性只会更加突出。但当前的确也存在商品经济所造成的浮躁、虚夸、急功近利，甚至投机取巧的社会心理对这门课的冲击，以及有关教材跟不上形势的情况。编写本书的目的就是希望能对解决这个问题做出我们微薄的贡献。

一、编写原则

在编写这套教材的过程中，编者努力遵循以下几条原则：

1. 尽量使这套教材具有内在的联系，做到由浅入深，循序渐进，前后呼应，一气呵成。避免突然的跳跃，重大的遗漏和无谓的颠倒重复。
2. 努力体现新大纲的精神，狠抓基本功的训练。
3. 立足于国内，努力吸取我国英语教学的经验，使教材充分反映中国学生学习英语的特殊规律和要求，同时引进国外的新思想、新方法、新技术。
4. 在涉及教学法的问题上，采取兼容并蓄的方针，承认真理的多元性和相对性。根据不同情况和不同目的，使用一切行之有效的方法。谨慎处理英语教学中的各种关系，吸取历史教训，克服片面性。尽量兼顾语言和文化，听说和读、写、译等各个方面，避免走极端。
5. 教材工作事关国家人才培养，必须有强烈的质量意识。必须从总体设计上以及编写的各个具体环节中，都脚踏实地，一丝不苟，力争出精品。

二、具体安排

在以上原则指导下，我们作了以下具体安排：

1. 确定教材的起点为已学过基本语法、词汇量达 2100 左右的普通中学成绩较好的毕业生。虽然根据有的统计目前中学教材出现的词汇量远远超过此数，但我们考虑到词汇统计方法不同，应试教学影响短期内很难克服，以及专业外语对语言训练应有更高要求等方面，决定留下充分余地，把起点定在比较稳妥的位置上。

2. 确定了精读课三年的总体设想。

第一年(即第一、二册)的任务：大力盘活中学所学内容，具体包括：

1) 尽快帮助学生熟悉大学学习环境和自主学习方法；使学生养成良好的学习习惯；培养学生的独立工作能力；引导学生对学习内容的正确理解和分析鉴别；帮助学生使用英语释义词典及其他基本工具书。

2) 大力盘活中学所学，整顿提高学生的语音、语调和朗读技巧；通过大量练习，消化并提升中学所学的词汇和语法知识，使之成为语言交际的实际技能。针对应试教学的弊病，要



特别突出听说读写的全面培养。

3) 扩大基本词汇 2000 词左右(其中 1500 词左右来自精读)。

4) 积极介绍各种新的语言现象,为完成下一年任务打下基础。

词汇方面,要开始介绍构词法,要通过练习介绍搭配、习惯用语、短语动词、动词用法模式、同义词、一词多义等等概念,并进行初步操练。

语法方面也要未雨绸缪,介绍一些新的语法项目,填补中学的空白。

第二年(即第三、四册)的任务:全面完成基础阶段的训练。具体包括:

1) 全面开展各项技能的训练。在继续抓紧听说的前提下,努力加强对写作和翻译能力的训练。指导学生进行广泛阅读。口语应由第一年的问答应对及简单复述过渡到较长的叙述、描写、以及初步的分析和辩论的能力的培养上。

2) 借助构词法,大力扩充词汇。使总词汇量再增加 2000 左右,达到大纲要求的 6000 词左右的指标。加上各类派生词,为大量阅读开辟道路。

通过练习使学生掌握基础阶段重点词、结构词;常用的短语动词;基本的动词用法模式;常用的同义词、反义词;常用的可以含有多种用法的词;以及常用的词组、搭配、习惯用语。

3) 语法要做到三点:一是继续补上重要的缺项,对第一、二册虽已介绍但未曾操练的项目进行操练;二是继续狠狠抓住中国学生的弱项(如从句、分词、动名词、不定式和介词短语的句法作用;人、数、格、性等的一致;句子的连接;各种动词形态的恰当选择等等),要更加突出句法方面;三是要更加重视语法在交际中的实用功能,要按概念(如怎样表达因果关系、如何进行比较、如何起承转合等等),以另一种角度提升学生对语法的掌握和运用能力。

4) 全面提高学生独立工作能力,养成使用基本工具书(首先是英英词典)以及对教材内容进行分析、批判、评论的能力。

第三年(即第五、六册)的任务:在更高层次上提高阅读理解能力,接近实战要求,具体包括:

1) 通过教学,使学生懂得入门不等于已经成为合格英语专门人才,要帮助学生看到基础阶段所学之不足,激发他们攀登英语高峰的雄心。

2) 要加强学生的阅读理解能力。首先要理解内容。由于这阶段的教材题材更广,内容有相当的难度,这就要求学生认真领会、深入钻研、积极思维并学习进行有水平的分析评论。其次语言背景方面也会有更大的挑战。

因此需要帮助学生进一步学会解决难字、难句的困难。提高同义词辨义和英语释义的本领。

3) 大力增强学生的分析欣赏能力。分析欣赏能力本质上仍是一种理解能力。学生在这个阶段理解上的困难往往不在字面上的意思,而是在字里行间更深层的地方。因此要帮助他们理解幽默、讽刺、含蓄、夸张、比喻、象征等等各种修辞手段;熟悉各种写作技巧及方法。

4) 帮助学生学会使用各种高级工具书以及其他手段(包括上网)收集资料,解决难题。



5) 适当配合写作课和翻译课,指导学生的写作和翻译。

3. 精读课文

鉴于精读教材中课文的核心地位,我们在课文的选择上花了较大的工夫。为了筛选出六册书中 90 篇的正课文和 60 篇的副课文,我们仔细阅读了近 120 本美英课本、选集、读物,以及 120 期各类杂志和某些报纸,并对这些课文作了认真删节和改动,以符合我们对课文的严格要求。从语言角度说,我们要求每篇课文文字不仅规范,而且精彩;课文中必须有合用的词汇量(50 左右),以及有丰富的语言现象;它应该长度合理,难度适中(第一册 800—1200 词左右,第二册 1000—1400 词左右,第三册 1300—1600 词左右,第四册 1500—1800 词左右,第五、六册 1800—3000 词左右);它要适合朗读、模仿、复述、讨论等等训练的要求;此外还要尽量照顾作者国别的代表性,风格技巧的多样性,以及题材和体裁的一定比例(第一、二册故事和非故事体的比例大致三七开,以前者为主;第三、四册逐步由对半分倒三七;第五、六册大致保持第四册的比例);总体格调要尽量做到亦庄亦谐,严肃而不呆板,活泼又不轻浮。从内容方面说,我们的教材虽然不是史地、政治或社会文化读本,但我们十分重视它们的文化内涵和人文价值,重视它们思想上的潜移默化作用。我们在选择这些课文时尽量做到总体上比较全面地介绍西方文化,尽量结合新世纪人类面临的各种挑战和当今社会的各种热点,力求通过这些教材不仅使学生学到语言知识和技能,同时激发他们的心智,开阔他们的视野,培养他们独立思考的精神、分析批判的能力、实事求是的态度和理性思维的习惯。

4. 精心设计练习

精读教材中围绕课文设计的各种练习是精读教材的另一个极重要的部分,其重要性不亚于课文。练习设计不好,就无法体现各种技能训练的要求,教材的科学性就要落空,一套教材就失去了“半壁江山”。因此:

1) 为了编好练习,我们根据不同阶段的不同任务和要求,确定了各个阶段的题型和数量,从而避免了练习设计的随意性。以第一册为例,练习分预习和复习两个部分。题型包括口头和笔头及词汇和语法两个方面。练习总量大致为 15 个,按每个练习平均 5 分钟计算,供 70 分钟使用。围绕课文内容的问答题由浅入深,先是帮助学生抓大意,进一步帮助学生解决难点,最后要求学生熟练问答、复述、讨论。词汇练习体现了对搭配、重点词、短语动词、动词使用模式、常见句型,以及一词多义、同义词、反义词、同义词辨义等等的系统训练;语法分三部分,有对新项目的初步观察介绍、对重点项目的反复训练以及对诸如冠词、介词、动词形式等老大难问题的细水长流的复习。

2) 练习方式不拘一格,句型法、翻译法、交际法都予以采用。一切根据需要。

3) 练习设计既有比较机械的练习,以熟练掌握英语形式的变化,也有充分发挥学生主动性,有利于提高学生交际能力的比较灵活的练习。

4) 词汇与语法练习有分工又有配合,不截然分开。以第一册为例,介词与动词组成固定搭配的用法,通过词汇练习解决,而介词单独的用法,放在语法练习之中;动名词作宾语的问题由词汇练习以动词用法模式处理,而动名词其他用法由语法练习解决。

5) 各类练习的例句尽量做到语言规范,内容丰富,不仅有用,而且可诵可背,让学生爱不释手。



5. 其他

1) 本套教材每册 15 课,大致每周一课,加上考试复习,供一学期使用。

2) 所需时间大致为第一、二册每周 7 至 8 课时,加上必须的课外预习、复习和练习的时间;第三、四册每周需 6 至 7 课时,第五、六册每周需 4 至 5 课时。

3) 基础阶段增设副课文。语言不作要求。所包括的生词和其他语言现象不计入统计数字。

4) 第一、二册每课所附警句,以及第三、四册所附小诗,都供欣赏用,不作特殊处理和要求。

以上说明中有不少还仅仅是编者的愿望和设想,由于时间仓促和编者水平有限,实际成书距此还有相当距离。编者诚恳希望使用本书的教师不吝赐教。

感谢参与本书的八位同志。梅仁毅同志是我系美社教研室负责人,博士生导师,他的加盟完全是“友情出演”,他和文学教研室的教授王立礼同志曾参加过张汉熙教授主编的《高级英语》的编写,本书第五、六册自然非他们莫属(最近他们还增加了一位年轻有为的讲师梁泓同志)。徐克容同志也是文学教研室的教授,刚主编完一套全国高教英语自考教材,现在马不停蹄,和编者共同编写二、三、四册。负责编写第一、二册的四位同志当中,陆培敏教授是《大学英语基础教程》的编者之一;吴一安教授(博导)和周燕副教授是北京外国语大学中国外语教育研究中心的核心成员;晏小萍副教授则是我系语言学教研室成员。以上这些同志当中,有五位和本人一样,都已有 40 年左右的教龄,而且基本上没有脱离过第一线的教学。他(她)们都是在承担极为繁重的教学和科研任务的情况下,克服重重困难,完成这项任务的。在编写二册过程中,来自中山大学外语学院的我系访问学者陈慈讲师也帮我们做了很多具体工作。本人在此对他们表示衷心的感谢。

在此我还要感谢北京外国语大学和英语系领导以及外语教学与研究出版社的支持。感谢我系同仁的鼓励。感谢美国专家 John Blair 教授、新西兰专家 Helen Whilie 和美国朋友 Julie Drew 为我们担任审校。感谢所有为我们提供素材的作家和出版商。感谢校内外所有为我们积累了丰富教学经验的师长和同仁们。感谢曾经以不同方式直接或间接帮助我们完成这套教材的所有朋友。

北京外国语大学英语系

杨立民

2001 年 4 月



本册使用补充说明

- 1) 自本册起,将对各项基本功进行全面训练。第一、二册中某些项目不再列入,但业已初步养成的良好习惯仍需坚持、巩固:朗读技巧需要随着教材难度的增加不断提高;围绕课文的问答仍然要继续进行;每课的语言重点也仍然要自觉归纳总结,等等。切不可半途而废。
- 2) 随着学习的深入,对预习的要求也逐步提高。学习者对各课 Pre-class Work 部分必须十分认真对待,一丝不苟地完成。
- 3) 练习已经减少到最低限度,望务必做完。每周按六节课时计算,大致讲解 3.5 节,口语活动 0.5 节,练习 1.5 节,测验 0.5 节。
- 4) 自本册起,开始增加中英互译的比重,以提高学习者对这两种语言异同的认识,并为最终培养翻译技巧打下基础。望不要误解成为对传统教学法的全面回归。
- 5) 自本册起开始进行 Paraphrasing 的训练,学习者应充分认识这种练习的重要性:它既能反映出学习者的阅读理解能力,又要求他们用简单的语言解释复杂或寓意深刻的句子。
- 6) 自本册起,每课附小诗一首,并配以中文,供学习者欣赏。

编者

2002 年 7 月 17 日



Acknowledgment

We are deeply grateful to the authors and publishers of all the articles, stories and play we have chosen as the texts for this textbook. We regret that we have been unable to trace the copyright owners of a number of the materials. We apologize for this. We intend to show every respect for intellectual property rights, and hope our pleading for the permission to use the related materials for teaching purposes will receive kind and generous consideration.

Text A (Authors/Sources)

- Lesson 1 “Your College Years” by Dr. Hartman from *Writing Paragraphs and Essays* third Edition, ed Joy Wingersky, Jan Boernher and Diana Holguin-Balogh, Copyright 1999 by Wadsworth Publishing Company
- Lesson 2 “Discovery of a Father” by Sherwood Anderson
- Lesson 3 “Michael Dell’s Two-Billion-Dollar Dream” by Fred J. Eckert from issue, 1994 (?)
- Lesson 4 “Wisdom of Bear Wood” by Michael Welzenback, from issue, 1994 (?)
- Lesson 5 & 6 *Twelve Angry Men* by Reginald Rose, Stage Version by Sherman L. Sergel. Copyright, MCMLV, by Reginald Rose. Based upon the Television Show, *Twelve Angry Men*.
- Lesson 7 “The Rivals” by Martin Armstrong
- Lesson 8 “We’re only Human” by Laura Schlessinger from *How Could You Do That* by Dr. Laura C. Schlessinger, HarperCollins Publisher, Inc
- Lesson 9 The “Dill Pickle” by Catherine Mansfield
- Lesson 10 “Diogenes and Alexander” by Gibert Highet
- Lesson 11 “The Silent Spring” by Rachel Carson from *The Silent Spring* by Rachel Carson, 1962 by Rachel Carson, Renewed 1990 by Roger Christie, Houghton Mifflin Co.



- Lesson 12 **The Need that Drive Us All** by William Glasser from
- Lesson 13 **“In My Day”** by Russell Baker from *Growing Up* by Russell Baker, Copyright 1982, Congdon & Weed, Inc. and Contemporary Books, Chicago
- Lesson 14 **“Mercy at Appomatox”** by Michael Zinsser from the issue of *Reader’s Digest*
- Lesson 15 **“The President as Corporate Salesman”** from

Text B (Authors/Sources)

- Lesson 1 **“Preparing for College”** by Lincoln Steffens
- Lesson 2 **“The Last Word Was Love”** by William Saroyan
- Lesson 3 **“Would You Know a Computer If You Met One”** by Alicia Ottenberg
- Lesson 4 **“Baby Birds”** by Gale Lawrence from
- Lesson 5 & 6 **“Shot Actress—Full Story”** by H. E. Bates from *Short Stories of Our Time*, Thomas Nelson and Sons Ltd, 1984
- Lesson 7 **“The Open Window”** by Saki from
- Lesson 8 **“Button, Button”** by
- Lesson 9 **“The Valentine Generation”** by John Wain, Copyright John Wain and Curtis Brown Ltd
- Lesson 10 **“Grant and Lee: A Study in Contrast”** by Bruce Catton from *The American Story* Copyright U. S Capital Historical Society
- Lesson 11 **“Of Man and the Stream of Time”** by Rachel Carson from *Literature & The Environment*, ed Lorraine Anderson/Scott Slovic/Johyn P. O’Grady, Addison-Wesley Educational Publishers Inc, 1999, first appeared in the June 12, 1962 issue of the *New Yorker*
- Lesson 12 **“Maslow’s Hierarchy of Needs** by Joseph T Straub and Raymond F Attner
- Lesson 13 **“My Grandmother, the Bag Lady”** by Patsy Neal from the “My Turn” column in *Newsweek* in 1985
- Lesson 14 **“A Horseman in the Sky”** by Ambrose Bierce
- Lesson 15 **“Our Leaders Don’t Know Best”** By Michael Parenti



Plan of

Lesson	Text A	Vocabulary (Word Study)	Grammar Focus
1	Your College Years by Bob Hartman	Verb: observe, handle, apply, occur, involve	The way sb. did sth Ways of expressing the object Determiners
2	Discovery of a Father by Sherwood Anderson	Verb: strike, remember, cover sympathize Noun: credit	Grammatical functions of the participles (present & past) Past tenses Verb forms (comprehensive)
3	Michael Dell's Two-Billion- Dollar Dream by Fred J. Eckert	Verb: offer, concern, develop, launch, drive	Grammatical functions of the infinitives Appositive clauses vs. relative clauses Tenses (comprehensive)
4	Wisdom of Bear Wood by Michael Welzenbach	Verb: suspect, regard, earn, incline, identify	Ways of expressing adverbial Ways of expressing apposition Prepositions (comprehensive)
5	Twelve Angry Men (Part One) by Reginald Rose	Verb: fix, owe, claim, vote, Adverb: otherwise	The gerund The gerund vs. the infinitive as object Verb forms (comprehensive)
6	Twelve Angry Men (Part Two) by Reginald Rose	Verb: favor, risk, stick, bear, remind	Modals + perfect infinitive Connectives
7	The rivals by Martin Armstrong	Verb: inform, adopt, rob, reach due adj. & adv. & noun	Unreal conditional clauses Passive infinitives present participles and gerunds
8	We're Only Human by Laura Schlessinger	Verb: load, commit, honor, balance Noun: honor, stake	Object complement More about passive forms Prepositions: above & over
9	The Dill Pickle by Catherine Mansfield	Verb: snap, fix, stretch, Adv. / Prep.: beyond, apart	Rhetorical questions Exclamatory sentences Tenses
10	Diogenes and Alexander by Gilbert Highet	Verb: possess, roll, appoint, to account, Noun: form	Subject-verb inversion The + comparative/superlative adjective (+ of phrase) Determiners
11	Silent Spring by Rachel Carlson	Adverb: rather Verb: intend, hold, devote, check	Functions of prepositional phrases Such & So Verb forms
12	The Need that Drive Us All by William Glasser	Verb: gain approach, benefit, avoid, fail	Noun clauses More complicated comparative sentences except, except for, rather than
13	In My Day by Russell Baker	Verb: utter, amount (to), mind, resign, clear	Preposition + which/whom in relative clauses Preposition + noun clauses in-troduced by <i>wh</i> -words
14	Mercy at Appomattox by William Zinsser	Verb: doubt, spare, pursue, resolve	Absolute construction Verb forms
15	The President as Corporate Salesman by Michael Parenti	Verb: settle, occupy, deny, expose, issue	Revision

the Book

Written Work (Topic)	Poem of the Week	Text B	Page Number
In what ways, according to the writer of the article, is college a time of growth and expansion?	Poetry by Eleanor Farjeon	Preparing for College by Lincoln Steffens	1
Write, in essay form, a character sketch of the narrator's father in about 150 words.	If I Can Stop One Heart from Breaking by Emily Dickinson	The Last Word Was Love by William Saroyan	31
How do you account for Michael Dell's success?	Dreams by Langston Hughes	Would You Know a Computer If You Met One? by Alicia Ottenberg	61
Why do you think the narrator regard his encounter with Mrs. Robertson-Glasgow as a legacy?	Do You Fear the Wind? by Hamilton Garland	Baby Birds by Gale Lawrence	93
Chinese-English Translation	A Nation's Strength by Ralph Waldo Emerson	Shot Actress — Full Story (Part I) by H. E. Bates	125
Summarize the reasonable doubts the jurors raise in the second part of the play.	The Long Voyage by Malcom Cowley	Shot Actress — Full Story (Part II) by H. E. Bates	159
Explain the title of the story	Silver by Walter de la Mare	The Open Window by Saki (H. H. Munro)	193
What it Means to Be Human	Pippa's Song by Robert Browning	Button, Button by Richard Matheson	223
1. The changes Vera found in her former lover when they met again, Or 2. Why Vera broke off with her lover and how she realized it was impossible for them to pick up their romantic relationship	The Eagle by Alfred, Lord Tennyson	The Valentine Generation by John Wain	257
Describe Alexander's visit to Diogenes in about 150 words and end the account with a sentence or two commenting on the behavior of both	My Heart Leaps Up by William Wordsworth	Grant and Lee: A Study in Contrast by Bruce Catton	287
1. Based on what the text supplies, summarize how presidents abuse their power, 2. What do you think are the three most important qualities of a leader should possess?	To Lucasta Going to the Wars by Richard Lovelace	Of Man and the Stream of Time by Rachel Carson	315
1. Give an example or examples to show the harm of power abuse. 2. In what way can power be used to benefit the people?	The Quarrel by Eleanor Farjeon	Maslow's Hierarchy of Needs by Joseph T. Straub and Raymond F. Attner	347
1. What problems do old people have to face? 2. Is there anything you look forward to in old age?	Loveliest of Trees, the Cherry Now by A. E. Horseman	My Grandmother, the Bag Lady by Patsy Neal	375
Write an essay of about 150 words interpreting any of the three selected sentences from the text.	Laughing Song by William Blake	A Horseman in the Sky by Ambrose Bierce	403
1. Based on what the text supplies, summarize how presidents abuse their power. 2. What do you think are the three most important qualities of a leader should possess?	Stanzas on Freedom by James Russell Lowell	Our Leaders Don't Know Best by Michael Parenti	431

Lesson One



Have you ever considered the changes that are taking place and will take place in your life as a college student? Has it ever occurred to you that your professors and other school personnel have certain goals for your growth and maturity during your college years? Has it ever occurred to you that certain developmental changes will occur in your life as you move from adolescence to young adulthood? Though college students seldom think about these developmental changes that will occur during their college years, during this time, students are going through an identity crisis and are endeavoring to find out who they are and what their strengths and weaknesses are. They have, of course, plenty of help. It is important to know how people perceive themselves as well as how other people perceive them. According to Piets and Lannan, in an article discussing the theories of Erik H. Erikson in *International Encyclopedia of Social Sciences* (1979), identity is determined by genetic endowment (which is inherited from parents), shaped by environment, and influenced by choice events. People are influenced by their environment and, in turn, influence their environment. How people see themselves in both roles is undoubtedly a part of their identity.

While students are going through an identity crisis, they are becoming independent from their parents, yet are probably still very dependent on them. This independence/dependence struggle is very much a part of the later adolescence stage. In fact, it may be heightened by their choice to pursue a college education immediately after graduating from high school. Some graduates choose to enter the work world. As a result of this choice, they may become financially independent from their parents. But college students have chosen to grow and learn now so that they take years to develop so they probably need at least some degree of dependence on their parents.

In his April 1984 article "Psychological Separation of Late Adolescents from Their Parents" in the *Journal of Counseling Psychology*, Jeffrey A. Hoffman observed that there are four distinct aspects to psychological separation from one's parents. First, there is functional independence, which in effect is the ability of students to take care of

Text A Your College Years

Bob Harter

Pre-class Work

1

Read the text and listen to the recording. Try to understand as much as possible with the help of the notes, glossary, dictionaries and reference books.

- 1 Have you ever considered the changes that are taking place and will take place in your life as a college student? Has it ever occurred to you that your professors and other school personnel have certain goals for your growth and maturity during your college years? Has it ever dawned on you that certain developmental changes will occur in your life as you move from adolescence to young adulthood? Though college students seldom think about them, key changes will probably happen to them during their college years.
- 2 During this time, students are going through an identity crisis and are endeavoring to find out who they are and what their strengths and weaknesses are. They have, of course, plenty of both. It is important to know how people perceive themselves as well as how other people perceive them. According to Piers and Landau, in an article discussing the theories of Erik H. Erickson in *International Encyclopedia of Social Sciences* (1979), identity is determined by genetic endowment (what is inherited from parents), shaped by environment, and influenced by chance events. People are influenced by their environment and, in turn, influence their environment. How people see themselves in both roles is unquestionably a part of their identity.
- 3 While students are going through an identity crisis, they are becoming independent from their parents, yet are probably still very dependent on them. This independence/dependence struggle is very much a part of the later adolescence stage. In fact, it may be heightened by their choice to pursue a college education. Immediately after graduating from high school, some graduates choose to enter the work world. As a result of this choice, they may become financially independent from their parents. But college students have chosen to grow and learn new skills that take years to develop, so they probably need at least some degree of dependence on their parents.
- 4 In his April 1984 article "Psychological Separation of Late Adolescents from Their Parents" in the *Journal of Counseling Psychology*, Jeffery A. Hoffman observed that there are four distinct aspects to psychological separation from one's parents. First, there is functional independence, which involves the capability of individuals to take care of

practical and personal affairs, such as handling finances, choosing their own wardrobes, and determining their daily agenda. Second, there is attitudinal independence, which means that individuals learn to see and accept the difference between their own attitudes, values, and beliefs and those of their parents. The third process of psychological separation is emotional independence. Hoffman defines this process as “freedom from an excessive need for approval, closeness, togetherness, and emotional support in relation to the mother and father.” For example, college students would feel free to select the major that they want to pursue without feeling they must have parental approval. Fourth is freedom from “excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger in relation to the mother and father.” College students need to stand back and see where they are in the independence/dependence struggle.

Probably one of the most stressful matters for young college students is establishing their sexual identity, which includes relating to the opposite sex and projecting their future roles as men or women. Each must define her or his sexual identity in a feminine or masculine role. These are exciting times yet frustrating times. Probably nothing can make students feel lower or higher emotionally than the way they are relating to whomever they are having a romantic relationship with. For example, when I was working with a young college student, he bounced into my office once with a smile on his face and excitement in his voice. The young man declared, “I’ve just had the best day of my life!” He went on to explain how he had met an extraordinary young woman and how this relationship was all he had dreamed a romantic relationship should be. That same young man came into my office less than a week later, dragging his feet with a dismayed, dejected look on his face. He sat down in the same chair, sighed deeply, and declared, “I’ve just had the worst day of my life!” He and the young woman had just had an argument, and their relationship was no longer going well. Thus, the way students are relating to those of the opposite sex has a definite influence on their emotions.

At the same time, these young adults are learning how to give and receive affection in the adult world. This aspect of growth deals not only with interaction with the opposite sex but with friends of both sexes and all ages. As they grow and reach young adulthood, the way they relate to others changes. It is a time when they as adults should think about how they relate to and show proper respect for peers, how they relate to the children and young adolescents in their lives, and how they relate to their parents and show them



affection. For example, when I was a graduate student at Southwestern Baptist Theological Seminary, I visited my parents after I had just finished a course in counseling. During the course I had come to realize that while my world was expanding and new options were opening for me, my father, who was in his sixties, was seeing his world shrink and his options narrow. During my visit home, my father and I had several conversations in which we discussed the content of my course and how it applied to our lives. I found myself seeing my father in a different way and relating to him as a friend whom I could encourage. I was consciously encouraging the man who over the years had encouraged me. I was relating to my father in a different way.

Another change for college students is internalizing their religious faith, their values, and their morals. Since birth, one or more parents have been modeling for them and teaching them certain beliefs, values, and morals. In their adolescent years, however, these matters are questioned and in some cases rebelled against. Now, as young adults, they have the opportunity to decide for themselves what beliefs, values, and morals they are going to accept for their lives. In the late sixties, a young woman from a background that was extremely prejudiced against people from other races came to college convinced that her race was superior. She was distressed because she had been put into a dorm that had people from a variety of ethnic backgrounds. Over the next four years, this student, who considered herself intelligent, found herself in classes and social events in which people of other races performed as well as or more competently than she did. As she finished her senior year, she had grown to realize that people of other races were not only equal to her but were people who could be her friends and from whom she could learn. These religious, moral, and ethical values that are set during the college years often last a lifetime.

In addition to affirming personal values, college students develop new ways to organize and use knowledge. The challenges of academic life not only introduce them to new knowledge but force them to evaluate how they gather, process, and apply knowledge in their lives. For some, this will be a painful experience, but for all it will be a growing experience. One student with whom I had worked went on to become an English teacher. She shared with me how her attitude toward literature changed during her college years. "In high school I made good grades in English," she observed, "but the material meant very little to me." She then went on to explain how in college she came to realize that literature is one of the best ways to understand a culture. Her way of learning had changed. All students should be aware of how they react to new knowledge and new ways of learning, how they process the knowledge presented to them, and how they organize this knowledge.

And last of all, these young adults are becoming world citizens, are becoming aware not only of other groups in their own culture but also of people of other cultures. As they



meet these people and interact with them, they find themselves being introduced to new ways of life and new ways of interpreting life. As they do so, they grow and become more mature people. A student attending a community college in his home town explained how as a student he came to know a student from a Third World country — a country he had not even heard of before. The international student, who expected to be appointed to an important governmental position when he returned home, had a brother who taught law at the major university of his country. The American student and the international student became close friends and spent many hours sharing their thoughts and dreams. The American student observed, “Because of our friendship, I have come to understand people of Third World countries in a way I never realized possible. I can no longer read the newspaper or watch a television newscast without seeing the people from other countries in a different light. They are now real people who have dreams, hopes, and struggles, just as I do.” Because of the opportunities he had while attending college, this young man, like many other students, experienced a new understanding of the world and of himself.

College is designed to be a time of personal growth and expansion. At times it can be threatening. For certain, it is an experience that contributes to young adults’ growth and maturity. Not only are they being introduced to new people and new knowledge, but they are also acquiring new ways of assembling and processing information. Just as proudly, they are growing in their understanding of themselves, others, and the world in which they live.

Notes to the Text

1. About the author and the text

Dr. Bob Hartman is a children’s story-teller and part-time pastor. He was born in Pittsburgh, the United States, and moved to England in the summer of 2000.

2. Erik H. Erickson (para. 2)

Born in Frankfurt, Germany in 1902, later became an American citizen, a Freudian psychologist, most famous for his work in refining and expanding Freud’s theory of developmental stages, taught at Yale, UCLA, and Harvard, author of many books including *Childhood and Society*, *Identity: Youth and Crisis*, and *Gandhi’s Truth*.

3. International Encyclopedia of Social Sciences (para. 2)

An important reference book published by *Macmillan*, New York.

4. ... they are becoming independent from their parents, yet are probably still very dependent on them. (para. 3)

Here “yet” (or “and yet”) functions as a conjunction. It is used to add a fact that contrasts strongly with what you have just said. More examples: