



高级英语阅读

Advanced English Reading

下册

主 编◎康文凯 刘 怡

主 审◎赵文书

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前 言

《高级英语阅读(下册)》供高等院校英语专业本科高年级综合英语课程教学使用,也可供同等程度的学习者参考。

本教程共分 16 个单元,每单元两篇课文,选文大多为英美各时期有代表性的散文,内容涉及教育、语言、生活、历史、媒介、性别差异、生态环境、人性、哲学、国民性等主题,通过内容广泛的散文介绍英美社会文化的精神财富,旨在使学生从中获得美的享受和智的开拓。

本教程每单元由主题相同或相近的两篇课文组成,力图向学生展示思维的多视角和多维性,以便学生通过比较、对照、分析、讨论,培养开阔的视野、独立的见解和批判的精神。单元内容如下:

每单元的第一部分(Text A)为课堂教学而设计,要求学生对课文和练习进行预习,以便教学时间能够主要用来分析讲解和课堂讨论。

作者简介为学生预习提供一定的背景知识,鼓励学生在预习通读课文后,利用网络和工具书等手段,更加深入地了解与作者及作品有关的文化历史背景,了解和掌握文科科学研究的基本途径和方法。

课文(Text)根据难易程度,由浅入深编排。

课文注释(Notes)以尾注的形式扼要解释具有特殊文化历史意义的专有名词及特殊语言现象,一般不注释普通生词,要求学生利用网络资源和工具书等自己解决学习中遇到的语言难点。

阅读理解题(Questions for Comprehension)的内容围绕课文的具体内容,主要检查学生的预习情况及对课文内容的理解和掌握。

词汇和语法练习(Vocabulary and Structure Exercises)有选词填空和词义辨析两项内容,旨在扩大并巩固词汇量,提升语言使用的准确性和流利度。

句子释义(Paraphrasing)要求学生用自己的话,简单明了地解释课文中长句和难句的意思,了解书面语和口语的转换,提升并巩固阅读理解水平和写作能力。

修辞练习(Rhetorical Exercise)针对课文中出现的修辞现象进行讲解和联系,旨在培养修辞意识,提升语言表达能力和水平。

讨论题(Questions for Discussion)旨在启发学生对由课文所引伸的问题进行横向和纵向的比较,即对古今、中西的文化进行对比和归纳,形成自己的看法,为将来的研究和毕业论文写作初步奠定基础。

第二部分(Text B)旨在提供进一步阅读和讨论的材料,一般用于课外阅读,以加深和巩

固学生对单元主题内容的理解和掌握。在课堂教学中,这部分内容应结合第一部分内容进行分析和讨论。

对本教程的使用可根据课文的侧重点,多展开课堂讨论,在讨论中注重对课文中的重点和难点的理解,以培养学生分析问题和解决问题的能力。对于同一个句子、同一个观点,鼓励不同的阐释,但必须有理有据。在讨论的基础上,可利用每单元的讨论题,适量布置写作练习,以进一步提高学生的逻辑思维能力和写作能力。

本教程是康文凯、厉艳杰主编的《高级英语阅读教程》(下)的修订版。刘怡参加了部分修订工作,负责第2、5、7、10、13单元的修订。康文凯负责其他单元的修订。赵文书负责全书的统稿和审校。南京大学出版社的董颖女士在出版过程中给予了很大帮助,特此致谢。

编者

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Contents

Unit One

- Text A Alfred North Whitehead: Universities and Their Function 1
Text B Miriam Cox: The College Is for Everyone Cult 6

Unit Two

- Text A Amy Tan: Mother Tongue 11
Text B Michiko Kakutani: The Word Police 19

Unit Three

- Text A Lin Yutang: The Problem of Happiness 27
Text B John Ciardi: What Is Happiness 33

Unit Four

- Text A Mark Twain: Remembering the Farm 38
Text B E. M. Forster: My Wood 44

Unit Five

- Text A Amy Wu: A Different Kind of Mother 49
Text B Raymond Carver: My Father's Life 54

Unit Six

- Text A Nora Ephron: Speaking of Pictures 62
Text B Marie Winn: Television: The Plug-in Drug 69

Unit Seven

- Text A Richard Le Gallienne: How to Get the Best out of Books 74
Text B Mortimer J. Adler: Reading: From Many Rules to One Habit 82

Unit Eight

- Text A Brigid Brophy: Women Are Prisoners of Their Sex 90
Text B Ilene Kantrov: Women's Business 97

Unit Nine

- Text A E. B. White: Walden 102
Text B Henry David Thoreau: What I Lived for 111

Unit Ten

Text A	Rachel Carson: Silent Spring	119
Text B	Dawn Stover: Not So Silent Spring	127

Unit Eleven

Text A	William Golding: Thinking as a Hobby	133
Text B	Winston Churchill: Painting as a Pastime	142

Unit Twelve

Text A	John Dewey: Does Human Nature Change?	150
Text B	Irwin Edman: A Reasonable Life in a Mad World	159

Unit Thirteen

Text A	Peter Ackroyd: Shakespeare's School Days	166
Text B	David Bevington: The Biographical Problem	176

Unit Fourteen

Text A	Walter T. Stace: Man Against Darkness	183
Text B	D. H. Lawrence: The State of Funk	189

Unit Fifteen

Text A	Aldous Huxley: Fashions in Love	195
Text B	Shana Alexander: The Fine Art of Marital Fighting	204

Unit Sixteen

Text A	Ralph Waldo Emerson: English Manners	209
Text B	Ku Hung-Ming: The Spirit of the Chinese People	216

Unit One

Text A

Universities and Their Function

Alfred North Whitehead

Alfred North Whitehead (1861–1947), English mathematician and philosopher, was born in Kent, England. In 1884, he graduated with BA in Mathematics from Trinity College, Cambridge, and began teaching mathematics at the same college. Between 1910 and 1913, he published the three-volume work *Principia Mathematica* with his former student, Bertrand Russell, an attempt to define the logical foundation of science and mathematics. In 1924, he moved to the United States to accept a chair in philosophy from Harvard University. In 1929, he published *Process and Reality* and spent the rest of his life writing and lecturing on process theology. While researching on mathematics, logic, and philosophy of science, Whitehead also showed deep concern for education reform at all levels. His book *The Aims of Education and Other Essays* (1929) collects all his essays and lectures on education, including the text “Universities and Their Function.”

The universities are schools of education, and schools of research. But the primary reason **1** for their existence is not to be found either in the mere knowledge conveyed to the students or in the mere opportunities for research afforded to the members of the faculty.

The justification for a university is that it preserves the connection between knowledge **2** and the zest of life, by uniting the young and the old in the imaginative consideration of learning. The university imparts information, but it imparts it imaginatively. At least, this is the function which it should perform for society. A university which fails in this respect has no reason for existence. This atmosphere of excitement, arising from imaginative consideration, transforms knowledge. A fact is no longer a bare fact; it is invested with all its possibilities. It is no longer a burden on the memory; it is energizing as the poet of our dreams, and as the architect of our purposes.

Imagination is not to be divorced from the facts; it is a way of illuminating the facts. It **3** works by eliciting the general principles which apply to the facts, as they exist, and then by an intellectual survey of alternative possibilities which are consistent with those principles. It enables men to construct an intellectual vision of a new world, and it preserves the zest of life by the suggestion of satisfying purposes.

- 4 Youth is imaginative, and if the imagination be strengthened by discipline, this energy of imagination can in great measure be preserved through life. The tragedy of the world is that those who are imaginative have but slight experience, and those who are experienced have feeble imaginations. Fools act on imagination without knowledge; pedants act on knowledge without imagination. The task of a university is to weld together imagination and experience.
- 5 These reflections upon the general functions of a university can be at once translated in terms of the particular functions of a business school. We need not flinch from the assertion that the main function of such a school is to produce men with a greater zest for business.
- 6 In a simpler world, business relations were simpler, being based on the immediate contact of man with man and on immediate confrontation with all relevant material circumstances. Today business organization requires an imaginative grasp of the psychologies of populations engaged in differing modes of occupation; of populations scattered through cities, through mountains, through plains; of populations on the ocean, and of populations in mines, and of populations in forests.
- 7 It requires an imaginative grasp of conditions in the tropics, and of conditions in temperate zones. It requires an imaginative grasp of the interlocking interests of great organizations, and of the reactions of the whole complex to any change in one of its elements. It requires an imaginative understanding of laws of political economy, not merely in the abstract, but also with the power to construe them in terms of the particular circumstances of a concrete business. It requires some knowledge of the habits of government, and of the variations of those habits under diverse conditions. It requires an imaginative vision of the binding forces of any human organization, a sympathetic vision of the limits of human nature and of the conditions which evoke loyalty of service. It requires some knowledge of the laws of health, and of the laws of fatigue, and of the conditions for sustained reliability. It requires an imaginative understanding of the social effects of the conditions of factories. It requires a sufficient conception of the role of applied science in modern society. It requires that discipline of character which can say "yes" and "no" to other men, not by reason of blind obstinacy, but with firmness derived from a conscious evaluation of relevant alternatives.
- 8 The universities have trained the intellectual pioneers of our civilization—the priests, the lawyers, the statesmen, the doctors, the men of science, and the men of letters. The conduct of business now requires intellectual imagination of the same type as that which in former times has mainly passed into those other occupations.
- 9 There is one great difficulty which hampers all the higher types of human endeavor. In modern times this difficulty has even increased in its possibilities for evil. In any large organization the younger men, who are novices, must be set to jobs which consist in carrying out fixed duties in obedience to orders. No president of a large corporation meets his youngest employee at his office door with the offer of the most responsible job which the work of that corporation includes. The young men are set to work at a fixed routine, and

only occasionally even see the president as he passes in and out of the building. Such work is a great discipline. It imparts knowledge, and it produces reliability of character; also it is the only work for which the young men, in that novice stage, are fit, and it is the work for which they are hired. There can be no criticism of the custom, but there may be an unfortunate effect—prolonged routine work dulls the imagination.

The way in which a university should function in the preparation for an intellectual 10 career, such as modern business or one of the older professions, is by promoting the imaginative consideration of the various general principles underlying that career. Its students thus pass into their period of technical apprenticeship with their imaginations already practised in connecting details with general principles. The routine then receives its meaning, and also illuminates the principles which give it that meaning. Hence, instead of a drudgery issuing in a blind rule of thumb, the properly trained man has some hope of obtaining an imagination disciplined by detailed facts and by necessary habits.

Thus the proper function of a university is the imaginative acquisition of knowledge. 11 Apart from this importance of the imagination, there is no reason why business men, and other professional men, should not pick up their facts bit by bit as they want them for particular occasions. A university is imaginative or it is nothing—at least nothing useful.

■ Questions for Comprehension

1. What is the primary function of the university?
2. According to the author, how does imagination throw light on the facts? Explain it in your own words. Do you often apply imagination to your study? How does that benefit you?
3. The author thinks that a university should weld together imagination and experience. How does the author analyze the relationship between them?
4. What knowledge are you supposed to acquire if you plan to manage a business well?
5. How can we prevent prolonged routine work from dulling our imagination?

■ Vocabulary and Structure Exercises

I. Complete the following sentences with words or phrases from this lesson.

1. It is often the case that the truth can be _____ through discussion. (Para. 3)
2. The parents are amazed at the kid's _____ of self-control in that situation. (Para. 11)
3. Like other branches of science, history is now encumbered and _____ by its own mass. (Para. 9)
4. This statement is not _____ what the chairman has announced at the meeting. (Para. 3)
5. If you had remained calm, the discussion might have been more _____. (Para. 7)
6. He repeated his _____ that it was his father who had deserted the family. (Para. 5)

7. The students should behave _____ the regulations of the university. (Para. 9)
8. Grandmother has been getting _____ lately, and she is confined to her bed all the day. (Para. 4)
9. You may _____ the statement of the politician in different ways. (Para. 7)
10. Professor Smith excels at _____ basic skills in language to his students. (Para. 2)

II. Explain the difference in the meaning or use of the italicized words in the groups of sentences.

1. a. Her green eyes *surveyed* him coolly.
- b. Eighty percent of the residents *surveyed* were satisfied with the government's efforts in improving their living conditions.
- c. The spokesman provides a *survey* of the current world situation.
- d. The flight involved a detailed aerial *survey* of military base.
2. a. Renaissance writers were fond of fine living, full of restless energy and a *zest* for ideas.
- b. Spices stimulate the appetite and add *zest* to food.
- c. His famous surprise endings give his stories a special *zest*.
3. a. There are no words to express the full *measure* of my gratitude.
- b. They took strong *measures* against dangerous driving.
- c. Laser beams now permit distances to the moon to be *measured* to within an accuracy of about one foot.
- d. I had better *measure* my words so as not to embarrass anyone.
4. a. Anthropology is divided into two major *disciplines*: physical anthropology and cultural anthropology.
- b. One of the best-trained and most *disciplined* armies in the world was that of the Mongols who swept across Asia and into Europe in the 13th century.
- c. The boys of Sparta were subjected to strict *discipline* and harsh physical punishment.
5. a. Thousands of slang *terms* jazz up the English language.
- b. George Bush would prove to be a one-*term* president, but it was a momentous four years *in terms of* world events.
- c. The Court ruled that a state could not arbitrarily alter the *terms* of a contract.
- d. Sensibly, he *comes to terms with* his failure in business.
- e. They participated *on equal terms*.
6. a. On January 1, 1831, Garrison called for *immediate* emancipation of all slaves in the United States in the *Liberator*.
- b. Examples of applied biology include research with *immediate* applicability to medicine, agriculture, or environmental issues.
- c. My *immediate* family consists of my son and my wife.
7. a. Amending a personal computer is a *complex* process.

- b. A psychological *complex* is a group of repressed desires.
- c. In the ancient times, numerous large construction projects made Angkor one of the most impressive *complexes* of buildings in the world.
- 8. a. On the basis of the five *principles* for peaceful coexistence, there can be a reasonable dialogue between any two governments.
- b. *In principle*, the banks are entitled to withdraw these loans when necessary.
- c. He drank hot milk and ate three slices of bread *on principle*.
- d. The *principle* of a gasoline engine is internal combustion.

III . Paraphrase the italicized parts in the following sentences.

1. It is no longer a burden on the memory; *it is energizing as the poet of our dreams, and as the architect of our purposes.*
2. *It enables men to construct an intellectual vision of a new world, and it preserves the zest of life by the suggestion of satisfying purposes.*
3. It requires that *discipline of character which can say "yes" and "no" to other men, not by reason of blind obstinacy, but with firmness derived from a conscious evaluation of relevant alternatives.*
4. *The conduct of business now requires intellectual imagination of the same type as that which in former times has mainly passed into those other occupations.*
5. Apart from this importance of the imagination, *there is no reason why business men, and other professional men, should not pick up their facts bit by bit as they want them for particular occasions.*

■ Rhetorical Exercise

Parallelism (also called parallel structure) is a way of keeping ideas of equal importance in similar grammatical form. Words, phrases, clauses, and even sentences may be expressed in parallel forms. Skillful parallelism is an element of style; it is a means of packing a number of closely related ideas and details into a single sentence and keeping their relationship clear; it may also be used for emphasis, and for rhythmical effects which are part of the total meaning of a passage. Comment on the effect of parallelism in the following sentences, and then look in the essay for parallel structures and discuss their effectiveness with your classmates.

1. It is certain that if you were to behold the whole woman, there is that dignity in her aspect, that composure in her motion, that complacency in her manner, that if her form makes you hope, her merit makes you fear.
2. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in

the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British fleet, would carry on the struggle, until, in God's good time, the new world, with all its power and might, steps forward to the rescue and liberation of the old.

3. The seed ye sow, another reaps;
The wealth ye find, another keeps;
The robes ye weave, another wears.
4. Their powers of conversation were considerable. They could describe an entertainment with accuracy, relate an anecdote with humor, and laugh at their acquaintance with spirit.
5. No one can be perfectly free till all are free; no one can be perfectly moral till all are moral; no one can be perfectly happy till all are happy.

■ Questions for Discussion

1. What is the purpose of a university education to a student? How can the student attain this purpose? What is the student's role in attaining the goal of his or her university education?
2. Do you share Whitehead's view that imagination is the most important thing in education? Why is it important for a teacher to be able to teach imaginatively? How important is it for a student to learn in an imaginative way?

* * *

Text B

The College Is for Everyone Cult

Miriam Cox

Miriam Cox is a college English teacher who has taught different students of different ages in several state colleges. Her essay "The College Is for Everyone Cult" was published in *Junior College Journal* in 1966, for a special audience, teachers in two-year colleges.

- 1 I can see him now, sprawling over a chair in my office in the 10,000-student California junior college¹ where I teach English. He has just announced "But that's what you're paid to do!" Not insolently, not belligerently, just matter-of-factly.
- 2 He's a personable eighteen-year-old, reasonably well-groomed, facile of speech—and

with an unbroken stretch of failing grades marching through the squares opposite his name in my record book. Clearly, to borrow from Sigrid Undset², this lad was not built to climb the tree of knowledge. But something impels me to probe a bit into his problem. That he has a big one is evident to me but apparently not to him.

“Yes, I’m flunking in my other classes too,” he admits cheerfully. “But I don’t mind.” 3

In a flash I relive one of those moments of agony during my own college days when I quivered to look at a returned paper for fear my grade might have dropped ever so slightly. But the timbre of my voice is unchanged as I ask, “Then, why are you here?” 4

“It’s no good hanging around the house all the time, getting into Mom’s hair.” 5

“Did you try to find a job?” 6

“Nope. Don’t want to work yet. I’ve got the rest of my life to do that. Besides, everybody knows you must have a college education to get anywhere these days.” 7

“But you aren’t getting a college education if you fail all of your classes!” 8

“Oh, well, I’m in no hurry. College is free. Eventually, maybe I’ll pick up enough to get by.” 9

A slow sizzle begins to develop along the back of my neck. But I murmur only, “Do you know about our eligibility and probation rules?” 10

He shrugs, and grins engagingly. 11

I glance again at his row of F’s and D’s. Each one represents a sizable chunk of time that I expended over casually scrawled papers to pinpoint this particular student’s English deficiencies and help him conquer them. 12

“Do you have any idea how much time and vitality it took to check these papers that you tossed off perfunctorily and without study because you ‘don’t mind flunking’?” 13

Then it comes—his complacent, “That’s what you’re paid to do!” 14

The sizzle becomes volcanic. “No! I’m paid to help young people get an education, not ‘get by’! And you’re mistaken about junior colleges being free: taxpayers underwrite them heavily every April³. Are you comfortable about the part of that tax money you’re using up?” 15

To say that this young man is a typical junior college student would be ridiculous. It would be equally ridiculous to say that he’s in any sense unique, though he’s more candid than most. I believe that he and an appalling number like him are natural products of the current college-is-for-everyone cult. 16

College isn’t for everyone; it is only for everyone who can profit by it and is willing to work for it. I’m proud to be a part of the burgeoning junior college movement that flings wide the doors of higher education to even the most financially limited of our citizenry. That our evening classes are thronged with people well past the traditional school ages—people who do excellent academic work despite concurrent pressures of earning a living and conducting a home—is irrefutable testimony to the worth of a system that recognizes the right of every individual to reach for continued formal education as long as he wants it. Not for me a system, still prevailing in some parts of the world, that abruptly deflects or terminates a person’s education on the basis of rigid examinations from whose sentence there 17

is no reprieve! Enter the hero!

18 But enter the monster too, a hydra-headed⁴ one. For at the very time that thousands of earnest students struggle for admission to increasingly selective private colleges, state colleges and state universities, and then go right on struggling to maintain respectable academic standing in the face of fierce competition, other thousands are flocking to junior colleges. Large numbers of these, of course, are as capable as any who go directly to the four-year institutions—of this we have ample proof—and take their places with distinction in those institutions for the junior and senior years.

19 Yet with them comes another horde of less competent or less motivated people like the young man in my office. And they come garbed in exactly the same attitudes they wore through high school—that education is a free ride and they will be passed simply because they are there. The awakening comes, of course, but at a monetary expense that puts an increasingly shrill edge on the taxpayer's voice and at a teacher-morale expense that is incalculable.

20 A second hydra-head looms in a different form—that of the many academically inept young people who enter junior college in a state of near desperation because they have been indoctrinated to see it as the only open sesame to success in modern life. Toward these students the sensitive teacher can feel only compassion. For too often, instead of going into the excellent trade and technical classes offered by junior colleges, they fell impelled—again that indoctrination—to enter the more demanding academic program. Their entrance examinations having revealed crippling deficiencies, however, they are guided into remedial courses first, presumably—as many a teacher has ruefully observed—to accomplish in one or two college semesters what they failed to accomplish in the leisurely trek through twelve previous years of school. Fearful and tense, many of these students work hard and hopelessly, unable to function even in these classes designed specially to succor the educationally handicapped. College for them becomes not an invitation to learning but an invitation to defeat.

21 Now, I applaud Carlyle's⁵ "The great law of culture is: Let each become all that he was created capable of being." I agree also with Kahlil Gibran's⁶, "Even those who limp go not backward." And I am sympathetic with his further observation that "In your longing for your giant self lies your goodness; and that longing is in all of you." But the statement that echoes loudest in my ears, seasoned as they are with many years of teaching, is Gibran's, "Pity that the stag cannot teach swiftness to the turtles." Is it a pity, or an immortality—this dangling of a college diploma in front of thousands of young people in our society who might reasonably expect to fulfill the longing for their "giant selves" as turtles but will never make it as stags?

22 There are over seven hundred junior colleges in the United States, and the number is increasing rapidly. They perform an inestimable service by providing strong programs for thousands of bright students who transfer to four-year colleges and universities for upper division work, while at the same time equipping other capable students to step into business,

nursing, and industrial positions after a two-year occupational course. We can look with pride at these accomplishments of the junior college, but we need to look with equal candor at the constant vitiation of their strength through the concurrent influx of scholastically inept young people who either *coast* in with that appalling it's-free-and-I-can-slide-by-again attitude or *grind* in with the pitiable I-must-get-a-college-diploma-or-else ...

Insistent and persuasive voices are urging that the first two years of college be offered 23 to—or even required of—all high school graduates in the United States. Admirable—on the surface. But if large segments of those high school graduates are lotus eaters⁷, or are scholastically unfitted for the two years of free college that they and their parents will be conditioned to regard as inalienable rights, we're in for trouble that will make our present woes seem lilliputian⁸. Witness again that young man in my office!

The magnitude of the problem is thrown into even sharper relief by the realization that 24 soon a *majority* of the young people aspiring to baccalaureate degrees will spend their freshman and sophomore years at these open-for-every-one colleges. California's Coordinating Council for Higher Education has already pointed out, for example, that roughly 77 percent of the state's high school seniors are close to a junior college and should be urged to enroll there. Still stronger forces are operative in the form of announcements by various state universities throughout the nation that they have reached their upper enrollment limits and, thus, must turn away many eligible students.

That junior colleges are meeting their responsibilities as an integral part of the system of 25 higher education is attested to, among other ways, by the fact that some have already inaugurated honor courses to capitalize on the talents of high-achievers. But always at the opposite end of the teeter-totter and extending far up its length is that heavy group of underachievers who cannot or will not function on the college level. Will they in time, by sheer weight of numbers, force colleges down to their level? We are painfully concerned with the dropout problem these days, and rightfully so; but perhaps some of that concern should spill over into the "drop-in" problem epitomized by the attitude of the college-is-free and that's-what-you're-paid-to-do young man in my office. Even more of that concern should focus on the other kind of young person—the one who is nudged uneasily into college by a phony, society-nurtured conviction that to be less than a college-trained man is to be something less than a first-class citizen.

As a teacher who has taught in three states and on several age levels, I find the dramatic 26 new impetus of the junior college movement meritorious and tenable. But I believe that the hydra-headed monster lurking in it is too formidable to be ignored. It will take many a Hercules⁹ to vanquish him. The heroes who rise to do battle must whack at all the heads, the most dangerous one of which may well be the bland acceptance of a monstrous untruth—that college is for everybody.

■ Notes

1. junior college: two-year institution, also called community college (Course work in junior colleges is equivalent to that of the first two years of a four-year liberal arts college.)
2. Sigrid Undset: (1882 – 1949) a famous Norwegian woman writer who won Nobel Prize for Literature in 1928
3. In the United States, April 15th every year is the deadline for filing federal American income tax returns.
4. Hydra: the nine-headed serpent, one of the most hideous creatures in Greek mythology (When any one of its heads was cut off, the monster grew two new ones.)
5. Carlyle: Thomas Carlyle (1795 – 1881), Scottish historian, critic and sociological writer
6. Kahlil Gibran: (1883 – 1931) Lebanese American writer, philosopher and artist
7. lotus eaters: people given to indolent enjoyment (In Homer's *Odyssey*, Odysseus and his men reached the island of the Lotus-Eaters on the tenth day after they left Troy. After they ate the fruit of the lotus plants, they became indolent, dreamy, and forgetful of duty—they forgot longing for home. Here it refers to the students who spend their time indulging in pleasure rather than working hard to get a degree.)
8. lilliputian: tiny (The word comes from “Lilliputians” who refer to tiny people about six inches tall in a land named Lilliput in Jonathan Swift's *Gulliver's Travels*.)
9. Hercules: the strongest and most celebrated of the heroes of classical mythology (Hercules, called Heracles by the Greeks, was the son of the god Zeus and the mortal Alcmene.)

■ Study Questions

1. Why does the author mention her experience of agony just before being informed of her examination marks in her own college days?
2. What is the difference between the student's attitude toward the author's assignment and her attitude toward his written papers? Think about your own experience. Do you carefully read the returned papers your teachers have taken trouble to correct?
3. How do you think of the analogy between the result of rigid examinations and a “sentence” in the last but one sentence in Paragraph 17? Why does the author say there is no reprieve in this kind of system? What does the “hero” refer to in the last sentence in this paragraph and what does the hydra-headed monster refer to in the next paragraph?
4. What do you think of the notion that to be less than a college-trained person is to be something less than a first-class citizen? Is this the reason why you are here in this college or university?
5. In the last two decades, China has expanded its higher education rapidly, and many problems similar to those exposed in this article are happening in China, too. Write a short essay to analyze some of the most serious problems as a result of this educational expansion and suggest some solutions.