



Contents

Acknowledgements	XIV
Abbreviations	XVII
Pronunciation Table	XVIII
Unit 1	1
Text A Another School Year—What For?	2
Text B Unforgettable Miss Bessie	25
Unit 2	31
Text A Say Yes	32
Text B Arrangement in Black and White	52
Unit 3	59
Text A The Rite of Spring	60
Text B What My Garden Taught Me—the Hard Way	81
Unit 4	87
Text A The Man in the Water	88
Text B Two Heroes for the Price of One	108
Unit 5	113
Text A Quick Fix Society	114
Text B Hooked on the Quick Fix	135

Unit 6	141
Text A Wisdom of Bear Wood	142
Text B Baby Birds	164
Unit 7	169
Inter-Lesson (I)	169
Unit 8	181
Text A The Man in Asbestos	182
Text B Harrison Bergeron.....	204
Unit 9	211
Text A Confessions of a Miseducated Man.....	212
Text B Understanding Society and Culture Through Eating	232
Unit 10	239
Text A Pompeii.....	240
Text B The Dog of Pompeii.....	259
Unit 11	265
Text A Button, Button.....	266
Text B A Doctor’s Dilemma.....	288
Unit 12	293
Text A A Fundamental Technique in Handling People	294
Text B Remember, We’re Raising Children, Not Flowers!.....	315
Unit 13	319
Text A Mr. Imagination	320
Text B Mr. Phileas Fogg’s Wager of £20,000	341
Unit 14	347
Inter-Lesson (II).....	347

Unit 15	357
Text A Obama’s Victory Speech	358
Text B Obama’s Speech at Shanghai Science and Technology Museum.....	381
Unit 16	389
Text A The Oyster and the Pearl.....	390
Text B The Last Word Was Love	423
Glossary List	429
Language Items	444
Grammar Terms	456



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■ Text A (Authors/Sources/Copyrights)

- Unit 1** “Another School Year—What For?” by John Ciardi, first published by *Rutgers Alumni Monthly*, November, 1954.
- Unit 2** “Say Yes” by Tobias Wolff from *The Story and Its Writer: An Introduction to Short Fiction*, 5th edition, ed. Ann Charters, Martin’s Press, 1985.
- Unit 3** “The Rite of Spring” by Arthur Miller from *The Short Prose Reader*, eds. Gilbert H. Muller and Harvey S. Wiener, New York: McGraw Hill, Inc., 1991.
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- Unit 15** “Obama’s Victory Speech” by Barack Obama from http://articles.cnn.com/2008-11-04/politics/obama.transcript_1_transcript-answer-sasha-and-malia?_s=PM:POLITICS
- Unit 16** “The Oyster and the Pearl” by William Saroyan. (Source unknown)

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- Unit 2** “Arrangement in Black and White” by Dorothy Parker from <http://www.wsi.edu/~jbgreene/blackwhite.html/>, first published in *The New Yorker*, October 8, 1927.
- Unit 3** “What My Garden Taught Me—the Hard Way” by Jared Garrett from <http://>

www.helium.com/items/236611-true-gardening-stories-what-my-garden-taught-me-the-hard-way?page=3

Unit 4 “Two Heroes for the Price of One” by Marsha Arons from *Chicken Soup for the Soul of America*, eds. Jack Canfield and Mark Victor Hansen, Mathew E. Adams. Health Communication, Inc, 2002. Copyright © by Jack Canfield and Mark Victor Hansen, Mathew E. Adams.

Unit 5 “Hooked on the Quick Fix” by Mary Ellen Strote. (Source unknown)

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Unit 13 “Mr. Phileas Fogg’s Wager of £20,000” adapted from Chapter 3 of *Around the World in 80 Days* by Jules Verne from [www.online-literature.com/verne/aroundworld/\(3\)](http://www.online-literature.com/verne/aroundworld/(3))

Unit 15 Obama’s Speech at Shanghai Science and Technology Museum from http://www.china.org.cn/learning_english/2009-11/17/content_18906058.htm

Unit 16 “The Last Word Was Love” by William Saroyan. (Source unknown)

Abbreviations

abbr.	.....	abbreviation
adj.	.....	adjective
adv.	.....	adverb
AmE	.....	American English
art.	.....	article
aux.	.....	auxiliary
BrE	.....	British English
conj.	.....	conjunction
e.g.	.....	for example
esp.	.....	especially
etc.	.....	et cetera (and so on)
fml	.....	formal
infml	.....	informal
int.	.....	interjection
n.	.....	noun
num.	.....	numeral
para.	.....	paragraph
pl.	.....	plural
prep.	.....	preposition
pron.	.....	pronoun
sb.	.....	somebody
sth.	.....	something
v.	.....	verb
vi.	.....	intransitive verb
vt.	.....	transitive verb



Pronunciation Table

本书采用第十四版国际音标，现将音标列表如下：

辅音		元音	
音标	例词	音标	例词
p	pot	i:	bee
b	boot	ɪ	hit
t	tent	e	pet
d	deal	æ	fat
k	black	ɑ:	large
g	gold	ɒ	dog
tʃ	check	ɔ:	door
dʒ	joke	ʊ	pull
f	fox	u:	tool
v	value	ʌ	dust
θ	throw	ɜ:	serve
ð	this	ə	about
s	boss	eɪ	brave
z	zero	əʊ	note
ʃ	foolish	aɪ	fine
ʒ	pleasure	aʊ	how
h	host	ɔɪ	soil
m	moon	ɪə	appear
n	novel	eə	fair
ŋ	sing	ʊə	sure
l	laugh		
r	rose		
j	year		
w	west		

本书采用的国际音标与老版的国际音标对照如下：

- | | |
|-------------|-------------|
| /ɒ/ = /ɔ/ | /ʊ/ = /u/ |
| /ɜ:/ = /ə:/ | /əʊ/ = /əu/ |
| /eɪ/ = /ei/ | /aɪ/ = /ai/ |
| /aʊ/ = /au/ | /ɔɪ/ = /ɔi/ |
| /ɪə/ = /iə/ | /eə/ = /eə/ |
| /ʊə/ = /uə/ | |



Unit

1

Text A **Another School Year—What For?**

Text B **Unforgettable Miss Bessie**

现代大学英语

Contemporary College English

Text A



Another School Year— What For?

John Ciardi

- 1 Let me tell you one of the earliest disasters in my career as a teacher. It was January of 1940 and I was fresh out of graduate school starting my first semester at the University of Kansas City. Part of the student body was a beanpole with hair on top who came into my class, sat down, folded his arms, and looked at me as if to say “All right, teach me something.” Two weeks later we started *Hamlet*. Three weeks later he came into my office with his hands on his hips. “Look,” he said, “I came here to be a pharmacist. Why do I have to read this stuff?” And not having a book of his own to point to, he pointed to mine which was lying on the desk.
- 2 New as I was to the faculty, I could have told this specimen a number of things. I could have pointed out that he had enrolled, not in a drugstore-mechanics school, but in a college

and that at the end of his course he meant to reach for a scroll that would read Bachelor of Science. It would not read: Qualified Pill-Grinding Technician. It would certify that he had specialized in pharmacy, but it would further certify that he had been exposed to some of the ideas mankind has generated within its history. That is to say, he had not entered a technical training school but a university and in universities students enroll for both training and education.

- 3 I could have told him all this, but it was fairly obvious he wasn't going to be around long enough for it to matter.
- 4 Nevertheless, I was young and I had a high sense of duty and I tried to put it this way: "For the rest of your life," I said, "your days are going to average out to about twenty-four hours. They will be a little shorter when you are in love, and a little longer when you are out of love, but the average will tend to hold. For eight of these hours, more or less, you will be asleep."
- 5 "Then for about eight hours of each working day you will, I hope, be usefully employed. Assume you have gone through pharmacy school—or engineering, or law school, or whatever—during those eight hours you will be using your professional skills. You will see to it that the cyanide stays out of the aspirin, that the bull doesn't jump the fence, or that your client doesn't go to the electric chair as a result of your incompetence. These are all useful pursuits. They involve skills every man must respect, and they can all bring you basic satisfactions. Along with everything else, they will probably be what puts food on your table, supports your wife, and rears your children. They will be your income, and may it always suffice.
- 6 "But having finished the day's work, what do you do with those other eight hours? Let's say you go home to your family. What sort of family are you raising? Will the children ever be exposed to a reasonably penetrating idea at home? Will you be presiding over a family that maintains some contact with the great democratic intellect? Will there be a book in the house? Will there be a painting a reasonably sensitive man can look at without shuddering? Will the kids ever get to hear Bach?"
- 7 That is about what I said, but this particular pest was not interested. "Look," he said, "you professors raise your kids your way; I'll take care of my own. Me, I'm out to make money."
- 8 "I hope you make a lot of it," I told him, "because you're going to be badly stuck for something to do when you're not signing checks."
- 9 Fourteen years later I am still teaching, and I am here to tell you that the business of the

Contemporary College English

college is not only to train you, but to put you in touch with what the best human minds have thought. If you have no time for Shakespeare, for a basic look at philosophy, for the continuity of the fine arts, for that lesson of man's development we call history—then you have no business being in college. You are on your way to being that new species of mechanized savage, the push-button Neanderthal. Our colleges inevitably graduate a number of such life forms, but it cannot be said that they went to college; rather the college went through them—without making contact.

- 10 No one gets to be a human being unaided. There is not time enough in a single lifetime to invent for oneself everything one needs to know in order to be a civilized human.
- 11 Assume, for example, that you want to be a physicist. You pass the great stone halls of, say, M.I.T., and there cut into the stone are the names of the scientists. The chances are that few if any of you will leave your names to be cut into those stones. Yet any of you who managed to stay awake through part of a high school course in physics, knows more about physics than did many of those great scholars of the past. You know more because they left you what they knew, because you can start from what the past learned for you.
- 12 And as this is true of the techniques of mankind, so it is true of mankind's spiritual resources. Most of these resources, both technical and spiritual, are stored in books. Books are man's peculiar accomplishment. When you have read a book, you have added to your human experience. Read Homer and your mind includes a piece of Homer's mind. Through books you can acquire at least fragments of the mind and experience of Virgil, Dante, Shakespeare—the list is endless. For a great book is necessarily a gift; it offers you a life you have not the time to live yourself, and it takes you into a world you have not the time to travel in literal time. A civilized mind is, in essence, one that contains many such lives and many such worlds. If you are too much in a hurry, or too arrogantly proud of your own limitations, to accept as a gift to your humanity some pieces of the minds of Aristotle, or Chaucer or Einstein, you are neither a developed human nor a useful citizen of a democracy.
- 13 I think it was La Rochefoucauld who said that most people would never fall in love if they hadn't read about it. He might have said that no one would ever manage to become human if they hadn't read about it.
- 14 I speak, I'm sure, for the faculty of the liberal arts college and for the faculties of the specialized schools as well, when I say that a university has no real existence and no real purpose except as it succeeds in putting you in touch, both as specialists and as humans, with those human minds your human mind needs to include. The faculty, by its very

existence, says implicitly: “We have been aided by many people, and by many books, in our attempt to make ourselves some sort of storehouse of human experience. We are here to make available to you, as best we can, that expertise.” (1,234 words)

Notes on the Text

1. About the author and the text

John Ciardi (1916–1986) was an accomplished poet and essayist who was best known for his translation of Dante’s *Inferno* in the United States. The text here is adapted from a speech he made at the College of Men at Rutgers University as an Associate Professor of English at the opening ceremony of the 1954 school year. The essay was first published in the *Rutgers Alumni Monthly*, November, 1954.

2. *Hamlet* (para. 1)

This is one of Shakespeare’s most famous tragedies. Hamlet is the Prince of Denmark, and is a serious, and unhappy young man who is unable to decide how he feels and what he should do. Called upon by his father’s ghost to avenge his murderer, he is trapped between thought and action. The story revealed Shakespeare’s deep understanding of human flaws and became one of the best known in Western culture.

3. drugstore-mechanics school and Qualified Pill-Grinding Technician (para. 2)

The author is making up a name for the kind of vocational schools which train students to have some basic skills for the needs of the job market. Notice the author’s sarcastic tone to convey his idea about the difference between university education and vocational school training.

4. Bachelor of Science (para. 2)

A Bachelor’s degree is the first level of university degree. A student majoring in natural sciences will get a “Bachelor of Science” degree upon graduation while those majoring in liberal arts or humanities will get a “Bachelor of Arts” degree.

5. Bach (para. 6) 巴赫

Johann Sebastian Bach (1685–1750), a German composer. Although he was in his own time chiefly known as an organist, he is now universally recognized as one of the greatest composers in history. Much of Bach’s music was religious in inspiration as he wrote more than 200 church cantatas (大合唱).

6. Shakespeare (para. 9) 莎士比亚

William Shakespeare (1564–1616) is the most famous English-language poet and playwright in the world. He is said to have written 39 plays and more than 154 sonnets which are

considered masterpieces by students of arts and literature all over the world. Some of Shakespeare's best-known and most successful plays include *Hamlet*, *Julius Caesar*, *Macbeth*, *Othello*, *Richard III*, *Henry IV* and *A Midsummer Night's Dream* (《仲夏夜之梦》).

7. M.I.T. (para. 11)

It is the abbreviation for Massachusetts Institute of Technology. Founded in 1861, this private university is located in Cambridge, Mass., USA.

8. Homer (para. 12) 荷马

Homer, a Greek poet who probably lived in the 8th century BC. Homer was believed to be the creator of *Iliad* and *Odyssey*. Concerned with the Trojan War, these two poems were the earliest epic poems in Greek literature.

9. Virgil (para. 12) 维吉尔

Publius Vergilius Maro (70–19 BC), a great Roman poet who is best known for his epic poems describing the fall of Troy and the founding of Rome.

10. Dante (para. 12) 但丁

Alighieri Dante (1265–1321) was an Italian poet. His masterpiece, *The Divine Comedy* (《神曲》) describes the journey of a religious pilgrim through hell, purgatory and heaven. One of the first writers to abandon Latin for the vernacular language of the people, Dante's work is viewed as the beginning of the Renaissance (文艺复兴).

11. Aristotle (para. 12) 亚里士多德

Aristotle (384–322 BC) was one of the greatest philosophers in ancient Greece. He wrote about 400 books, which include works on logic, language, art, ethics, politics, law, psychology, physiology, zoology, biology, botany, chemistry, astronomy, mechanics, mathematics, philosophy of science and the laws of motion, space and time. We can perhaps say that no other person has ever influenced the thinking of so many people for so long in course of Western civilization.

12. Chaucer (para. 12) 乔叟

Geoffrey Chaucer (c. 1343–1400), an English poet, who established English as a literary language. His most representative work *The Canterbury Tales* is an excellent source of information on the life and customs of late medieval England.

13. Einstein (para. 12) 爱因斯坦

Albert Einstein (1879–1955) was a German-born Swiss-American theoretical physicist, generally regarded as one of history's greatest scientists and one of the most intelligent

people the world has ever known. Much of this Nobel Prize-winner's reputation actually rests on three papers he published in 1915, in which he set out the Special Theory of Relativity. He established the validity of the quantum theory of light, proposed a mathematical theory of Brownian motion and wrote the famous formula $E=mc^2$, to explain the relationship between matter and energy. This formula was to be used 40 years later in the development of the atomic bomb. The implications of his papers were so revolutionary that few scientists immediately recognized their significance. In 1916, Einstein published the *General Theory of Relativity*. The theory posited a curved four-dimensional universe, which replaced the Newtonian theory of gravity, and is responsible for most cosmological concepts today.

14. La Rochefoucauld (para. 13) 拉·罗什富科

Francois de La Rochefoucauld (1613–1680) was a French writer of moralist aphorisms (格言; 警句) published as *Maxims* (1665).

15. liberal arts (para. 14)

School or college subjects that give students a general education and teach them to think rather than those subjects that develop practical skills

Glossary

accomplishment

/ə'kɒmplɪʃmənt/

n. the act of finishing sth. completely and successfully; achievement

acquire

/ə'kwɪə(r)/

v. to gain; to get for oneself by one's own work

arrogantly

/'ærəgəntli/

adv. behaving in a proud and self-important way

arts

/ɑ:t̩s/

n. art, music, theatre, literature, etc. when you think of them as a group (统称) 艺术; *fine* ~ 美术

aspirin

/'æspərɪn/

n. medicine commonly used in tablet form to relieve pain and reduce fever and inflammation 阿司匹林 (解热镇痛药)

assume

/ə'sju:m/

v. to take as a fact; to suppose

available

/ə'veɪləbl/

adj. able to be bought, used or easily found

average

/'ævərɪdʒ/

v. to calculate the average of sth.; ~ *out* 其平均数为

beanpole

/'bi:n,pəʊl/

n. (*informal*) a very tall and thin person

bull

/bʊl/

n. an adult animal of the cattle family

certify

/'sɜ:tɪfaɪ/

v. to state that sth. is true or correct, esp. after some kind of test

civilized

/'sɪvɪlaɪzd/

adj. educated and refined; having an advanced culture

client

/'klaɪənt/

n. a person who pays for help or advice from a person, company or organization

contain /kən'teɪn/	v. to have sth. inside or as part of it
continuity /ˌkɒntɪ'njuːəti/	n. the state of being continuous
cyanide /'saɪnaɪd/	n. a highly poisonous chemical compound 氰化物
democratic /ˌdemə'krætɪk/	adj. based on the idea that everyone should have equal rights and should be involved in making important decisions 民主的
disaster /dɪ'zɑːstə(r)/	n. a sudden event such as a flood, storm, or accident which causes great damage or suffering; (<i>here</i>) a complete failure
drugstore /'drʌɡstɔː(r)/	n. (<i>AmE</i>) a shop which sells medicine (and a variety of other things)
employ /ɪm'plɔɪ/	v. (<i>here</i>) to spend time doing sth.
enroll /ɪn'rəʊl/	v. to officially arrange to join a school or university
essence /'esəns/	n. the most important quality or feature of sth.; <i>in</i> ~ 本质上
expertise /ˌekspɜː'tiːz/	n. skill in a particular field
expose /ɪks'pəʊz/	v. to enable sb. to see or experience new things or learn about new beliefs, ideas, etc.; <i>be</i> ~ed to 使能接触到
faculty /'fækəltɪ/	n. (<i>AmE</i>) all the teachers of a university or college
fragment /'fræɡmənt/	n. a small piece of sth.
generate /'dʒenə'reɪt/	v. to produce
graduate /'grædʒuət/	adj. of or concerning a person who has a university degree; ~ school 研究生院
/'grædʒuət/	vt. to confer a degree or other academic qualification on
grind /graɪnd/	v. (ground, ground) to crush into small pieces or powder by pressing between hard surfaces
hip /hɪp/	n. the fleshy part of either side of the human body between the top of your legs and your waist 髋, 髋部
humanity /hjuː'mænəti/	n. the qualities of being human
implicitly /ɪm'plɪsɪtli/	adv. in an implied way 含蓄地
incompetence /ɪn'kɒmpɪtəns/	n. lack of the skill or ability to do your job or a task as it should be done 无能
inevitable /ɪn'evɪtəbl/	adj. certain to happen and impossible to avoid
intellect /'ɪntələkt/	n. power of thought 思维能力
invent /ɪn'vent/	v. to produce or design sth. that has not existed before
literal /'lɪtərəl/	adj. in the basic meaning of a word
limitation /ˌlɪmɪ'teɪʃən/	n. a limit on what sb./sth. can do or how good they or it can be 局限
maintain /meɪn'teɪn/	v. to continue to have as before
mechanize /'mekənaɪz/	v. to change the process so that the work is done by machines rather than people

Neanderthal /niˈændəθɔ:l/	<i>n.</i> an early type of human being who lived in Europe during the Stone Age 尼安得特人(旧石器时代广布于欧洲的猿人); 穴居人
nevertheless /ˌnevəððəˈles/	<i>adv.</i> in spite of that; yet
peculiar /piˈkju:ljə(r)/	<i>adj.</i> belonging only to a particular person; special; odd
penetrating /ˈpenɪtreɪtɪŋ/	<i>adj.</i> showing the ability to understand things clearly and deeply
pest /pest/	<i>n. (informal)</i> an annoying person
pharmacy /ˈfɑ:məsi/	<i>n.</i> a shop where medicines are prepared and sold; (<i>here</i>) the study of preparing drugs or medicines; pharmacist 药剂师
philosophy /fɪˈlɒsəfi/	<i>n.</i> the study of the nature and meaning of existence, reality, etc. 哲学
physicist /ˈfɪzɪsɪst/	<i>n.</i> a scientist who studies physics 物理学家
pill /pɪl/	<i>n.</i> a small solid piece of medicine that you swallow whole; ~ <i>grinding</i> 药剂碾磨
preside /priˈzaid/	<i>v.</i> to lead; to be in charge; ~ <i>over</i> 主持
professional /prəʊˈfeʃənəl/	<i>adj.</i> relating to the work that a person does for an occupation, esp. work that requires special training
pursuit /pəˈsju:t/	<i>n.</i> the act of trying to achieve sth. in a determined way
push-button /ˈpuʃˌbʌtən/	<i>adj.</i> using computers or electronic equipment rather than traditional methods
qualified /ˈkwɒlɪfaɪd/	<i>adj.</i> having suitable knowledge or experience required for a particular job
raise /reɪz/	<i>v. (AmE)</i> to care for a child or young animal until it is able to take care of itself
rear /rɪə(r)/	<i>v.</i> to care for a person or an animal until they are fully grown
resources /rɪˈsɔ:sɪs/	<i>n. (pl)</i> possessions in the form of wealth, property, skills, etc. that you have 资源
savage /ˈsævɪdʒ/	<i>n.</i> a person belonging to a primitive society
scroll /skrɔ:l/	<i>n. (here)</i> a certificate of an academic degree
semester /sɪˈmestə(r)/	<i>n.</i> one of the two periods into which the year is divided in American high schools and universities (= term in <i>BrE</i>)
sensitive /ˈsensɪtɪv/	<i>adj.</i> able to understand or appreciate art, music or literature
shudder /ˈʃʌdə(r)/	<i>v.</i> to shake uncontrollably for a moment
skill /skɪl/	<i>n.</i> particular ability or type of ability
specialize /ˈspeʃəlaɪz/	<i>v.</i> to spend most of your time studying one particular subject; <i>specialist</i> 专家
species /ˈspi:ʃɪz/	<i>n. (informal)</i> a type; a sort
specimen /ˈspesɪmɪn/	<i>n. (here)</i> a person who is unusual in some way and has a quality

spiritual /'spɪrɪtʃuəl/

store /stɔ:(r)/

stuck /stʌk/

suffice /sə'faɪs/

unaided /,ʌn'eɪdɪd/

of a particular kind

adj. related to your spirit rather than to your body or mind

v. to keep

adj. not knowing what to do in a particular situation; *be ~ for*

因为……而不知所措

v. to be enough

adj. without help from anyone or anything 独立的

Preview

1 Listen to the recording of the text and then fill in the blanks in the following sentences.

1. This text is based on a speech made by a professor in which he expresses his view about the _____ of universities. He makes a distinction between _____ and education. And he believes that those who just want to learn some _____ should go to _____ schools. They have no business going to _____.
2. The professor describes an interesting case he had to deal with earlier on when he was fresh out of _____. He had a student who could not understand why he had to study _____ which the young professor was then teaching, since his purpose was only to _____.
3. The professor agrees that professional skills should be taught because they are necessary for _____. Without them the student would not be able to _____ alive and raise _____. But universities should give students more than just job skills. They should also _____ them to fine arts, music, literature, history, philosophy, _____ of the great minds in human history.
4. The professor divides the 16 _____ hours of _____ people more or less into two equal parts. He says that in the first eight hours, people usually are busy making _____. It is in the other 8 hours that he begins to look for things that really make them human. And that is what education is _____.
5. The professor thinks that those who are only interested in learning a trade are _____ of becoming a new “species.” He calls them _____ and _____, meaning uncivilized people, although they may know how to push

buttons and run machines.

6. The reason why we often appear to know more than many great scientists a few hundred years ago is because many great minds _____ what they knew. And that's why the professor places great emphasis on books, saying that they are man's _____, because no other _____ is able to pass on its experience in writing.
7. The university, therefore, is not just a job-training _____, but a _____ of human experience in writing.
8. The tone of the speech is _____ and _____.

2 Read the text for better comprehension and answer the questions.

1. Let me tell you one of the earliest **disasters** in my career as a teacher. (para. 1)
What are the disasters the author is talking about? Is he referring to natural disasters that usually kill a lot of people such as floods, droughts, earthquakes and mudslides? What does the word "disaster" mean in this context?
2. I was fresh out of graduate school. (para. 1)
Does this mean that the author has just graduated from a university? What kind of educational background must people have to qualify as college teachers?
3. **Part of the student body** was a **beanpole**... (para. 1)
Can you explain "part of the student body" in simpler terms? Why does the teacher refer to the student as a "beanpole"? Is it meant to be insulting?
4. Two weeks later we started *Hamlet*. (para. 1)
What does the teacher teach?
5. Why do I have to read this **stuff**? (para. 1)
What kind of attitude does the student show toward the course when he uses the word "stuff"? Why doesn't he like the course?
6. And not having a book of his own to point to, he pointed to mine... (para. 1)
Can you guess why he does not have a book of his own to point to?
7. **New as I was to the faculty**, I could have told this **specimen** a number of things. (para. 2)
Does "New as I was to the faculty" mean "As I was new to the faculty" or "Although I was new to the faculty"? What does the word "specimen" mean?
8. I could have pointed out that he had enrolled, not in a **drugstore-mechanics school**, but in a college... (para. 2)
What is the professor talking about here? Is there such a school? What is it usually called? Why does the teacher give it such a name? How would you describe his tone? What would be the proper Chinese for "mechanics" here?

Contemporary College English

9. ... and that at the end of his course he meant to reach for **a scroll that would read Bachelor of Science**. It would not read: **Qualified Pill-Grinding Technician**. (para. 2)
What is the teacher referring to when he talks about “a scroll that would read Bachelor of Science”? What kind of people does he have in mind when he uses the term “Qualified Pill-Grinding Technician”?
10. ... it would further certify that he had been **exposed to some of the ideas mankind has generated within its history**. (para. 2)
What is meant by “exposed to some of the ideas mankind has generated within its history”?
11. ... it was fairly obvious he wasn't going to be around long enough for **it** to matter. (para. 3)
What does the second pronoun “it” refer to?
12. ... but the average will tend to **hold**. (para. 4)
What does the word “hold” mean? Is it transitive or intransitive here?
13. Assume you have gone through..., **or whatever**... (para. 5)
What is the meaning of “or whatever” here? Look it up in the dictionary.
14. ... during those eight hours **you will be using** your professional skills. (para. 5)
What is the tense used here? What is the difference between this tense and the simple future?
15. You will see to it that the **cyanide** stays out of the **aspirin**, that the **bull** doesn't jump the fence, or that your client doesn't go to the **electric chair** as a result of your incompetence. (para. 5)
Why does the teacher start talking about “cyanide,” “aspirin,” “bull” and “electric chair” all of a sudden? What is he trying to say?
16. These are all useful pursuits. ... and rears your children... (para. 5)
Paraphrase.
17. They will be your income, and **may it always suffice**. (para. 5)
How do you understand this?
18. Will you be presiding over a family that maintains some contact with the great **democratic intellect**? (para. 6)
How would you translate “democratic intellect”? Can you recast the sentence and make it as simple as possible?
19. ... but this **particular pest** was not interested. (para. 7)
Which particular pest?
20. “... I'm **out to** make money.” (para. 7)
What does he mean? Does he mean that he is going out of the school to make money?
21. ... you're going to **be badly stuck for** something to do when you're not signing checks. (para. 8)
What does this mean?

22. ... then you have no business being in college. (para. 9)

Paraphrase.

23. You are on your way to being **that new species of mechanized savage**, the **push-button Neanderthal**. (para. 9)

What does the teacher mean by “that new species of mechanized savage”? Why does he also call him the “push-button Neanderthal”?

24. Our colleges inevitably graduate a number of such life forms... (para. 9)

Paraphrase.

How do you understand this idea?

25. ... it was La Rochefoucauld who said that most people would never fall in love if they hadn't read about it. (para. 13)

How do you understand this idea?

26. The faculty, by its very existence, says implicitly: ... (para. 14)

Paraphrase.

3 Read the text again for language and complete the following tasks.

1 Read aloud and recite Paragraphs 9 and 10 of the text.

2 Underline useful sentence patterns and study how they are used.

3 List useful phrases, idioms and expressions from the text.

4 List useful *verb+noun* collocations and expressions from the text.

4 Write down ideas you would like to share or questions you would like to discuss with your classmates about the text.

1. _____

2. _____

3. _____

Speaking

1 Work in pairs and exchange views on the following questions.

1. What do you think of the student? Is he a rare case? Why do you think many students feel this way about education? Whose fault is this?
2. What do you think of the teacher? Is he a good teacher? Would you like to have a teacher like this?
3. What does the teacher think is the fundamental difference between technical schools and universities? Do you agree with him?
4. How does the professor define “education”? What in his opinion is the purpose of education? Do you agree?
5. How does the teacher explain the importance of reading in educating the young? Do you find it convincing?
6. Do literature, art, music, and philosophy have any cash value? If not, why do we have to waste so much time on them?

2 Work in groups and play the roles as instructed below.

1. Imagine your brother/sister or best friend comes to you and declares that he or she has no use for a course in liberal arts, such as literature, politics, philosophy or history, and you try to help him/her understand that he/she is wrong.
2. Interview a teacher who is teaching a course in liberal arts and find out why he/she offers this course. Then report back to the whole class.
3. If you should become a professor of literature one day and one of your students came to you and asked why he should spend time reading this stuff when he was planning to be a government official, what would you say? Would you defend this essay?

3 Give quick responses to the following statements.

1. What seems to matter in school is often useless. What seems to be useless is often what education is all about.
2. Schools just teach us how to make money. Once we have money, we have everything. If we can't make money, we are finished, education or no education.
3. Apart from job-training, school's influence on young people is really limited. Otherwise there wouldn't be so many college graduates who turn out to be unethical although they know a lot about Shakespeare, Bach, and Einstein.

4. It's true that education alone does not solve all our problems, but it is also true that no problems can be resolved without education.
5. You should feel proud of your university because it has produced so many diplomats (or: lawyers, engineers, politicians, millionaires, CEOs) in its history.
6. Our school is a business school. As dean of the faculty, I want to tell you that if, within ten years of your graduation, you have not become a millionaire, you will be considered a failure and a disgrace to this school.
7. It's too simple to say that reading is important. Reading what? Reading in what way? Reading for what purpose?

4 Divide the class in groups and let each give a two-minute prepared speech on any topic related to the subject of this unit.



Vocabulary

1 Do the following exercises on word formation rules.

1 The following words are adjectives ending with the suffixes *-ent* and *-ant*, and their corresponding nouns usually ending with *-ence* and *-ance*. Decide which of the following should be the former, and which the latter.

- | | |
|---------------------------|----------------------------|
| 1. differ _{nt} | 11. evid _{nt} |
| 2. independ _{nt} | 12. intellig _{nt} |
| 3. extravag _{nt} | 13. relev _{nt} |
| 4. compet _{nt} | 14. pres _{nt} |
| 5. arrog _{nt} | 15. urg _{nt} |
| 6. import _{nt} | 16. viol _{nt} |
| 7. confid _{nt} | 17. curr _{nt} |
| 8. fragr _{nt} | 18. frequ _{nt} |
| 9. signific _{nt} | 19. dist _{nt} |
| 10. conveni _{nt} | |

2 Guess the corresponding nouns of the following, paying special attention to their pronunciation.

- | | |
|----------------------------|-------------------------|
| 1. qualify—qualification | clarify—clarification |
| unify—unification | notify—notification |
| classify— | identify— |
| intensify— | justify— |
| simplify— | certify— |
| glorify— | specify— |
| 2. modernize—modernization | mechanize—mechanization |
| realize—realization | civilize—civilization |
| globalize— | specialize— |
| Americanize— | industrialize— |
| urbanize— | idealize— |
| centralize— | marketize— |
| nationalize— | privatize— |
| 3. permit—permission | discuss—discussion |
| admit—admission | profess—profession |

commit—	confess—
remit—	impress—
emit—	oppress—
submit—	compress—
transmit—	express—
omit—	depress—

3 Give derivatives of the following words.

Example

use: user; used; useful; useless; usefulness; uselessness; usefully; usable; unusable; misuse; overuse; abuse, etc.

1. sense: _____
2. technique: _____
3. special: _____
4. intellect: _____
5. civil: _____

4 Translate the following into Chinese.

1. Many people agree that the increased **enrollment** is a big **accomplishment**.
2. The **availability** of **certified accountants** who can meet such high **qualifications** is still a big problem.
3. Early **specialization** is not wise. Students should have a wide **exposure** to world culture before they specialize.
4. Strong as we might be some day we must never become **arrogant**. We should continue to **pursue** the policy of peaceful **co-existence** among nations.
5. It is a **penetrating** thought that a nation's power rests **essentially** with its **advanced civilization**.
6. Our memory of past **disastrous** experiences is an extremely important **spiritual resource**.

2 Translate the following *verb+noun* collocations into English.

- | | |
|--------------|----------|
| 1. 交叉着双臂 | 6. 发电 |
| 2. 折叠好信 | 7. 引发兴趣 |
| 3. 获得知识 | 8. 雇用工人 |
| 4. 产生思想 | 9. 利用时间 |
| 5. 创造职业/工作机会 | 10. 养育子女 |

- | | |
|----------|-------------|
| 11. 养羊 | 15. 提出问题 |
| 12. 养家糊口 | 16. 保持联系 |
| 13. 提高嗓门 | 17. 维持法律和秩序 |
| 14. 增加税收 | 18. 维持和平 |

3 Give the synonyms or antonyms to the following words.

Synonyms

- | | |
|------------------------|-----------------------|
| 1. fairly | 12. enroll (a school) |
| 2. obviously | 13. nevertheless |
| 3. maintain | 14. penetrating |
| 4. rear (children) | 15. intellect |
| 5. acquire (knowledge) | 16. shudder |
| 6. generate (ideas) | 17. inevitably |
| 7. certify | 18. aid |
| 8. faculty | 19. assume |
| 9. mankind | 20. peculiar |
| 10. pharmacist | 21. accomplishment |
| 11. specimen | 22. expertise |

Antonyms

- | | |
|---------------|---------------|
| 1. available | 6. fold |
| 2. arrogantly | 7. employed |
| 3. specific | 8. competence |
| 4. qualified | 9. sensitive |
| 5. civilized | |

4 Complete the sentences with the expressions listed below in their proper forms.

specialize in	be true of	preside over	be exposed to
be stuck for	have no business doing sth.		see to it
average out	be out for sth. or to do sth.		succeed in

1. Globalization requires our education _____ that our students are well _____ foreign cultures.
2. Everybody can see that he is _____ power. I don't think he will _____ winning the support of the people again.
3. My income varies from month to month. It _____ to be about 5,000 *yuan*.

4. He is a wonderful story teller, although some of his narrations and interpretations have been challenged by scholars who _____ the history of the Three Kingdoms.
5. They decide to stop exporting wheat because as a result of the terrible drought, they are _____ enough food to feed the nation.
6. It is understood that during the president's absence, the vice-president will _____ the weekly meeting.
7. Many young people fresh out of university are _____ a reasonably inexpensive place to live. The city government knows this and has promised to _____ they will soon have apartments they can afford.
8. Some medicine can cure, and some can kill. This is _____ medicine. It is also _____ man's power.
9. All business companies are _____ make a profit. That's why the law must _____ they don't get away easily if they cheat us.
10. My parents are—Excuse me, I'm stuck for a proper word—liberal-minded. They know they _____ telling me what to do in everything.

5 Fill in the blanks with the right word or expression in brackets.

1. Let me put it this way: Many people who have succeeded _____ (to make; in making) a large fortune have still failed _____ (to find; in finding) happiness in their life.
2. I always want to _____ (see; make sure) to it that my students' time is usefully employed, forgetting that they also need time to exercise, to dream, to socialize or simply to have fun.
3. He is _____ (out; stuck) to give us a serious warning. He says that we desperately lack some resources. This is true _____ (of; for) oil, as it is true _____ (of; with) water. In many places even clean drinking water is not easily available.
4. Once they were exposed _____ (to; by) the outside world, they began to understand the importance of liberal arts education.
5. This corrupt official was exposed _____ (by; to) a worker who happened to see him on line at a meeting smoking cigarettes that he couldn't afford. Doesn't this speak _____ (of; for) the usefulness of modern technology?
6. _____ (As he was poor; Poor as he was) at the time he was determined to send his son to the best school to _____ (put; make) him in touch with modern culture.

7. Let's assume that in another 50 years all of us are able to buy a big BMW. Where are we going to find the gas? Wouldn't we be stuck even _____ (without; for) a place to park the 1.5 billion cars?
8. Wu Guanzhong died in 2010 at the age of 91. Perhaps the greatest painter in our country in the past century, he specialized _____ (in; for) impressionist and abstractionist schools of art.
9. At that time people of that country _____ (believed; believed in) small government, because they said that the government is here just to keep the market open and maintain law and order. It has no business _____ (of forcing; forcing) people to go to any particular church or to run their personal affairs.
10. His father was a nuclear _____ (physician; physicist). Naturally he was very _____ (sensible; sensitive) to people talking about the moral responsibility of scientists in the nuclear age.

6 Translate the following sentences into English.

1. 我们像在暖房里种花那样养孩子是错误的。我们必须让他们接触各种社会问题，因为不久他们就将作为公民来应对这些问题。
2. 随着时间的推移，我们不可避免地会越来越多地卷入国际事务。而冲突必然会发生，因为国家之间总有不同的观点和利益。
3. 我们为我们的成就而骄傲，我们有理由感到骄傲。但是我们永远不能变得狂妄，不然我们就会失去我们的朋友。
4. 信息现在唾手可得。一个普通的电脑就能储存一个普通图书馆的信息。
5. 那家建筑公司没有资格操作这个项目。他们没有任何法律文件能证明他们具备必要的专门技术。我们必须找一个专门建造歌剧院的公司。
6. 这些智囊团不作决策。他们力图提出一些对决策者十分有用的新主意和深刻的分析。
7. 国内生产总值不是一切。如果人民的生活质量没有真正改善的话，我们国家就不能说已经现代化了。
8. 虽然那时候我们在很多方面都很困难，但作为孩子我们仍然很幸福，因为有干净的空气、水；江河湖泊里有很多鱼、螃蟹、黄鳝；田野里有花，有树，有鸟。
9. 只要给某一个人或某一群人以绝对权力，那这个人或这一群人就肯定会滥用权力，因为正如阿克顿勋爵所说，“权力使人腐败，绝对权力绝对使人腐败。”
10. 在我们国家，传统上都认为“万般皆下品，惟有读书高”。

Grammar

1 Point out how future time is expressed and what concept each future expression conveys.

1. ... it was fairly obvious he *wasn't going* to be around long enough for it to matter. (para. 3)
2. "For the rest of your life," I said, "your days *are going* to average out to about twenty-four hours. (para. 4)
3. Then for about eight hours of each working day you *will*, I hope, *be* usefully *employed*. (para. 5)
4. ... during those eight hours you *will be using* your professional skills. (para. 5)
5. "I hope you make a lot of it," I told him, "because you're *going* to be badly stuck for something to do when you're not signing checks." (para. 8)
6. The next morning I *was to start* for the West to make my fortune. (para. 7, Unit 9, Book 1)
7. Well, we agreed that night that we *would meet* here again exactly twenty years from that date and time... (para. 7, Unit 9, Book 1)
8. My uncle *was to bring* me home in his truck. (para. 21, Unit 11, Book 1)
9. I *have* a meeting tomorrow afternoon.
10. They're *leaving* for Guangzhou this afternoon.

2 Learn to use emphasizing coordinating conjunctions.

1 Point out the grammatical form each pair of the conjunctions connects.

1. ... in universities students enroll for *both* training *and* education. (para. 2)
2. Most of these resources, *both* technical *and* spiritual, are stored in books. (para. 12)
3. ... it succeeds in putting you in touch, *both* as specialists *and* as humans... (para. 14)
4. ... the business of the college is *not only* to train you, *but* to put you in touch with what the best human minds have thought. (para. 9)
5. ... you are *neither* a developed human *nor* a useful citizen of a democracy. (para. 12)
6. Once I was in Johannesburg studying and then working, I had *neither* the time *nor* the space to start a garden. (para. 6, Unit 7, Book 1)
7. ... he had enrolled, *not* in a drugstore-mechanics school, *but* in a college... (para. 2)
8. But then, *either* through some mistake *or* (through) lack of care, the plant began to wither and decline, and nothing I did would bring it back to health. (para. 10, Unit 7, Book 1)

2 Combine each pair of the sentences using the right emphasizing coordinating conjunctions.

not... but	not only... but (also)	both... and
either... or	neither... nor	

1. The province is strong in industry. It is strong in agriculture, too.
2. Relief agencies (救灾机构) say the immediate problem is not a lack of food. They say the immediate problem is transportation.
3. Generally, after working for the company for five years, a number of young employees are promoted. The rest leave.
4. TV programs for children should entertain. They should also teach.
5. Obviously, these children are not motivated by a desire to achieve. Obviously, they are motivated by fear of failure.
6. At present, it would not be practical to eliminate examinations altogether. It would not be desirable to do so, either.
7. Asian Americans are playing a more active role in politics at local level than ever before. They are also playing a more active role at national level.
8. My uncle believes that in our town sightseeing is best done by tour bus. Sightseeing is also best done by bicycle.
9. Wood flooring cleans easily. It is also environmentally friendly.
10. Until I read the article I didn't know where she was brought up. Until then I didn't know where she was educated, either.
11. I find the new manager is not easy to get along with. I find he is not delightful to talk to, either.
12. Contrary to what people had expected, he attended the meeting. He also spoke for twenty minutes.

3 Fill in each blank with ONE suitable word.

If you are like most people, your intelligence varies from season to season. You are probably a lot sharper in spring than you are at any (1) _____ time of the year.

Spring appears to be the (2) _____ period of the year for thinking. One (3) _____ may be that in spring man's (4) _____ powers are affected by the same factors that bring about great changes in all nature.

Autumn is the (5) _____ best season, then winter. (6) _____

for summer, it seems to be a good time to (7) _____ a long vacation from thinking! It has been found that (8) _____ weather is much more favorable for creative (9) _____ than is summer heat. This does not mean that all people are less intelligent in summer than they are during the (10) _____ of the year. It does mean, however, that the mental powers of large numbers of people tend to be lowest in summer.

4 Translate the following sentences into English.

1. 总理明天将赴纽约出席联合国会议。
2. 在纽约期间他将会晤一些国家的政府首脑。
3. 国庆长假期间你打算干什么? 回家还是呆在校园里?
4. ——你认为 20 年后学校会是什么样子?
——我想孩子们很可能会在家里跟机器老师学习。
5. 30 年以前, 我的祖父母根本想不到他们能搬进一栋有现代设施的二层小楼里住。
6. 他们缺的不是钱, 而是经验。
7. 他们到中国来不仅仅是为学汉语, 而且是为了解中国文化。
8. 孩子们从父母那里最想得到的不是物质的东西而是爱和关注。
9. 你们既可以在练习簿里写作文, 也可以在电脑上写。
10. 我不太清楚他为什么没有来。既可能是他不感兴趣, 也可能是忘了。
11. 社会应该既尊重科学家, 也尊重环卫工人。
12. 他对自己的钱和时间都挺抠门儿。

5 Identify and correct the mistake(s). Note there is no mistake in two of the sentences.

1. I will phone you as soon as I will arrive in Beijing.
2. We can hard imagine what life will be like after 50 years.
3. What are we going to do if Edith won't help us?
4. Please be seated, everyone. The show will be about to begin.
5. It is predicted that in about ten years' time, China can send man to the Moon.
6. Drop in whenever you please. You'll be always welcome.
7. Neither his parents, nor his brother were able to come to his performance.
8. Both her friends and her English teacher believes she will win the talent contest.
9. My father regards creativity both as a gift and a skill.
10. We can either do it now or after class—it's up to you.

Writing

Write an essay of about 200–250 words on any of the topics.

1. Professor John Cicardi's idea of college education
2. What I expect to get out of college
3. My idea of a good college

Text B

Unforgettable Miss Bessie

Carl T. Rowan¹

- 1 She was only about five feet tall and probably never weighed more than 110 pounds, but Miss Bessie was a towering presence in the classroom. She was the only woman tough enough to make me read *Beowulf*² and think for a few foolish days that I liked it. From 1938 to 1942, when I attended Bernard High School in McMinnville, **Tenn.**³, She taught me English, history, civics—and a lot more than I realized.
- 2 I shall never forget the day she scolded me into reading *Beowulf*.
- 3 “But Miss Bessie,” I complained, “I ain’t much interested in it.”
- 4 “Boy,” she said, “how dare you say ‘ain’t’ to me! I’ve taught you better than that.”
- 5 “Miss Bessie,” I pleaded, “On the football team, if I go around saying “‘it isn’t’ and ‘they aren’t,’ the guys are gonna laugh me off the team.”
- 6 “Boy,” she responded, “you’ll play football because you have **guts**⁴. But do you know what *really* takes guts? Refusing to lower your standards to those of the crowd. It takes guts to say you’ve got to live and be somebody fifty years after all the football games are over.”
- 7 I started saying “it isn’t” and “they aren’t,” and I still did well on the team—and became top of the class—without losing my buddies’ respect.
- 8 During her remarkable 44-year career, Mrs. Bessie Taylor Gwynn taught hundreds of economically deprived black youngsters—including my mother, my brother, my sisters and me. I remember her now with gratitude and affection—especially in this era when Americans are so upset about a “rising tide of mediocrity” in public education and the problems of finding competent, caring teachers. Miss Bessie was an example of an informed, dedicated teacher, a

1 **Carl T. Rowan:** 卡尔·T·罗恩 (1925–2000) was born in Tennessee and educated at the University of Minnesota. He worked for years for the *Minneapolis Tribune* and the *Chicago Sun-Times*. He also served as US ambassador to Finland.

2 **Beowulf:** 《贝奥武甫》, an epic written in the 8th century in Old English about a man called Beowulf who kills powerful frightening creatures and becomes a king

3 **Tenn.:** short for Tennessee, a state in the southeast of the US

4 **guts:** (*slang*) courage

blessing to children and an asset to the nation.

- 9 Born in 1895, in poverty, she grew up in Athens, **Ala.**¹, where there was no public school for blacks. She attended Trinity School, a private institution for blacks run by the American Missionary Association, and in 1911 graduated from the **Normal School**² at Fisk University in Nashville. Mrs. Gwynn, never talked about her years in Athens; only in the months before her death did she reveal that she had never attended Fisk University itself because she could not afford the four-year course.
- 10 At Normal School she learned a lot about Shakespeare, but most of all about the profound importance of education—especially, for a people trying to move up from slavery. “What you put in your

head, boy,” she once said, “can never be pulled out by **the Ku Klux Klan**³, the congress or anybody.”

- 11 Miss Bessie’s bearing of dignity told anyone who met her that she was “educated” in the best sense of the word. There was never a discipline problem in her classes. We didn’t dare **mess with**⁴ a woman who knew about **the Battle of Hastings**⁵, **the Magna Carta**⁶ and **the Bill of Rights**⁷—and who could also play the piano.
- 12 This frail-looking woman could make sense of Shakespeare, **Milton**⁸, **Voltaire**⁹, and bring to life **Booker T. Washington**¹⁰ and **W. E. B. DuBois**¹¹. Believing that it was important to know who the officials were that spent taxpayers’ money and made public policy, she made us memorize the

1 **Ala.:** short for Alabama, a state in the southeast of the US

2 **Normal School:** a teaching training school

3 **the Ku Klux Klan:** a secret US organization which is strongly opposed to black people having equal rights and is notorious for having used violence against the black people 三K党

4 **mess with:** (*slang*) behave badly

5 **the Battle of Hastings:** the battle that took place in the year 1066 near this town of southeast coast of England, when the then king of England was defeated by the French army led by William the Conqueror

6 **the Magna Carta:** an important document in British history signed by King John in 1215 in which he agreed that limits should be set on royal powers

7 **the Bill of Rights:** part of the US constitution (宪法) which is a list of rights of US citizens

8 **Milton:** 弥尔顿 (1608–1674), an English poet, regarded as one of the most important writers in English literature

9 **Voltaire:** 伏尔泰 (1694–1778), a French writer and philosopher who was one of the leaders of the Enlightenment, and whose ideas influenced the French Revolution

10 **Booker T. Washington:** 布克·T.华盛顿 (1856–1915), a US teacher whose parents had been slaves, who started the Tuskegee Institute, one of the first US colleges for black people

11 **W. E. B. DuBois:** 杜波依斯 (1868–1963), a US sociologist, writer and civil rights leader during the first half of the 20th century

names of everyone on the Supreme Court and in the President's Cabinet. It could be embarrassing to be unprepared when Miss Bessie said, "Get up and tell the class who **Frances Perkins**¹ is and what you think about her.

- 13 Miss Bessie knew that my family, like so many others during **the Depression**², couldn't afford to subscribe to a newspaper. She knew we didn't even own a radio. Still, she prodded me to "look out for your future and find some way to keep up with what's going on in the world." So I became a delivery boy for the *Chattanooga Times*. I rarely made a dollar a week, but I got to read a newspaper every day.
- 14 Miss Bessie noticed things that had nothing to do with schoolwork, but were vital to a youngster's development. Once a few classmates made fun of my old worn-out overcoat. As I was leaving school, Miss Bessie patted me on the back of that old overcoat and said, "Carl, never worry about what you *don't* have. Just make the most of what you *do* have—a brain."
- 15 Among the things that I did not have was electricity in the little house that my father had built for \$400 with his World War I bonus. But because of her inspiration, I spent many hours beside a kerosene lamp reading Shakespeare and other famous writers.
- 16 No one in my family had ever graduated from high school, so there was no tradition of commitment to learning for me to lean on. Like millions of youngsters in today's **ghettos**³, I needed the push and stimulation of a teacher who truly cared. Miss Bessie gave plenty of both, as she immersed me in a wonderful world of simile and metaphors. She led me to believe that I could write sonnets as well as Shakespeare, or verse to put **Alexander Pope**⁴ to shame.
- 17 In those days the McMinnville school system was rigidly "**Jim Crow**⁵," and poor black children had to struggle to put anything in their heads. Our high School was only slightly larger than the once-typical little red schoolhouse, and its library was outrageously

1 **Frances Perkins:** 弗朗西丝·珀金斯 (1882–1965), US Secretary of Labor, first woman in the US cabinet (government)

2 **the Depression:** also the Great Depression, in the early 1930s when many banks and businesses failed, and millions of people lost their jobs in the US and in Europe

3 **ghetto:** an area of a city, especially a very poor area, where people of a particular race or religion live closely together and apart from other people

4 **Alexander Pope:** 亚历山大·薄柏 (1688–1744), British poet and satirist

5 **Jim Crow:** black (meaning no white children go to the school)

inadequate—so small, I like to say that if two students were in it and one wanted to turn a page, the other one had to step outside.

- 18 Negroes, as we were called then, were not allowed in the town library, except to mop floors or dust tables. But through one of those secret Old South arrangements between whites of conscience and blacks of stature, Miss Bessie kept getting books smuggled out of the white library. That is how she introduced me to **the Brontës¹**, **Byron²**, **Coleridge³**, **Keats⁴** and **Tennyson⁵**. “If you don’t read, you can’t write, and if you can’t write, you might as well stop dreaming,” Miss Bessie once told me.
- 19 So I read whatever Miss Bessie told me to, and tried to remember the things she insisted that I store away. Forty-five years later, I can still recite her “truths to live by,” such as **Henry Wadsworth Longfellow’s⁶** lines from “The Ladder of St. Augustine”:

The heights by great men reached
and kept
Were not attained by sudden flights.

But they, while their companions
slept,
Were toiling upward in the night.

- 20 Years later, her inspiration, urging, anger, and persuasion and passion for learning finally led to that lovely day when Miss Bessie dropped me a note saying, “I’m so proud to read your column in the Nashville *Tennessean*.”
- 21 Miss Bessie was 80 when I went back to McMinnville and visited her in a senior citizens’ apartment building. Pointing out proudly that her building was racially integrated, she reached for two glasses and a pint of bourbon. I was momentarily shocked, because it would have been scandalous in the 1930s and ’40s for word to get out that a teacher drank, and nobody had ever raised a rumor that Miss Bessie did.
- 22 I felt a new sense of equality as she lifted her glass to mine. Then she revealed a softness and compassion that I had never known as student.
- 23 “I’ve never forgotten that examination day,” she said, “when Buster Martin

1 **the Brontës:** 勃朗特三姐妹, the three sisters of the Brontë family who wrote some of the most famous novels in English—*Jane Eyre* by Charlotte Brontë (1816–1855); *Wuthering Heights* by Emily Brontë (1818–1848); and *The Tenant of Wildfell Hall* by Anne Brontë (1820–1849)

2 **Byron:** 拜伦 (1788–1824), English poet

3 **Coleridge:** 柯尔律治 (1772–1834), English poet

4 **Keats:** 济慈 (1795–1821), English poet

5 **Tennyson:** 丁尼生 (1809–1892), English poet

6 **Henry Wadsworth Longfellow:** 朗费罗 (1807–1882), American poet

held up seven fingers, obviously asking you for help with question number seven. ‘Name a common carrier.’ I can still picture you looking at your exam paper and humming a few bars of “**Chattanooga Choo Choo**!” I was so amused, I couldn’t punish either of you.”

- 24 Miss Bessie was telling me that I had never fooled her for a moment.
- 25 When Miss Bessie died in 1980, at age 85, hundreds of her former students mourned. They knew the measure of a great teacher, love and motivation. Her wisdom and influence had spread across generations.
- 26 Some of her students who might normally have been doomed to poverty went on to become doctors, dentists and college professors. Many, guided by

Miss Bessie’s example, became public-school teachers.

- 27 “The memory of Miss Bessie and how she conducted her classroom did more for me than anything I learned in college,” recalls Gladys Wood of Knoxville, Tenn., a highly respected English teacher who spent 43 years in the state’s school system. “So many times, when I faced a difficult classroom problem, I asked myself, *How would Miss Bessie deal with this?* And I’d remember that she would handle it with laughter and love.”
- 28 No child can get all the necessary support at home, and millions of poor children get no support at all. This is what makes a wise, educated, warm-hearted teacher like Miss Bessie so vital to the minds, hearts and souls of this country’s children. (1,464 words)

Memorable Quotes

We must view young people not as empty bottles to be filled, but as candles to be lit.

—Robert H. Shaffer (1915–)

A liberal-arts education is supposed to provide you with a value system, a standard, a set of ideas, not a job.

—Caroline Bird (1986–)

The purpose of primary education is the development of your weak characteristics; the purpose of university education, the development of your strong.

—Nevin Fenneman (1865–1945)

Man's mind, once stretched by a new idea, never regains its original dimension.

—Oliver Wendell Holmes (1841–1935)