

1

# College culture

## **Generation gap**

Find out how college has changed since the 1960s

## **Been there, done that ...**

Are young people in the 21st century too cool to care?

## **Student power**

Read how students got control of their university 700 years ago



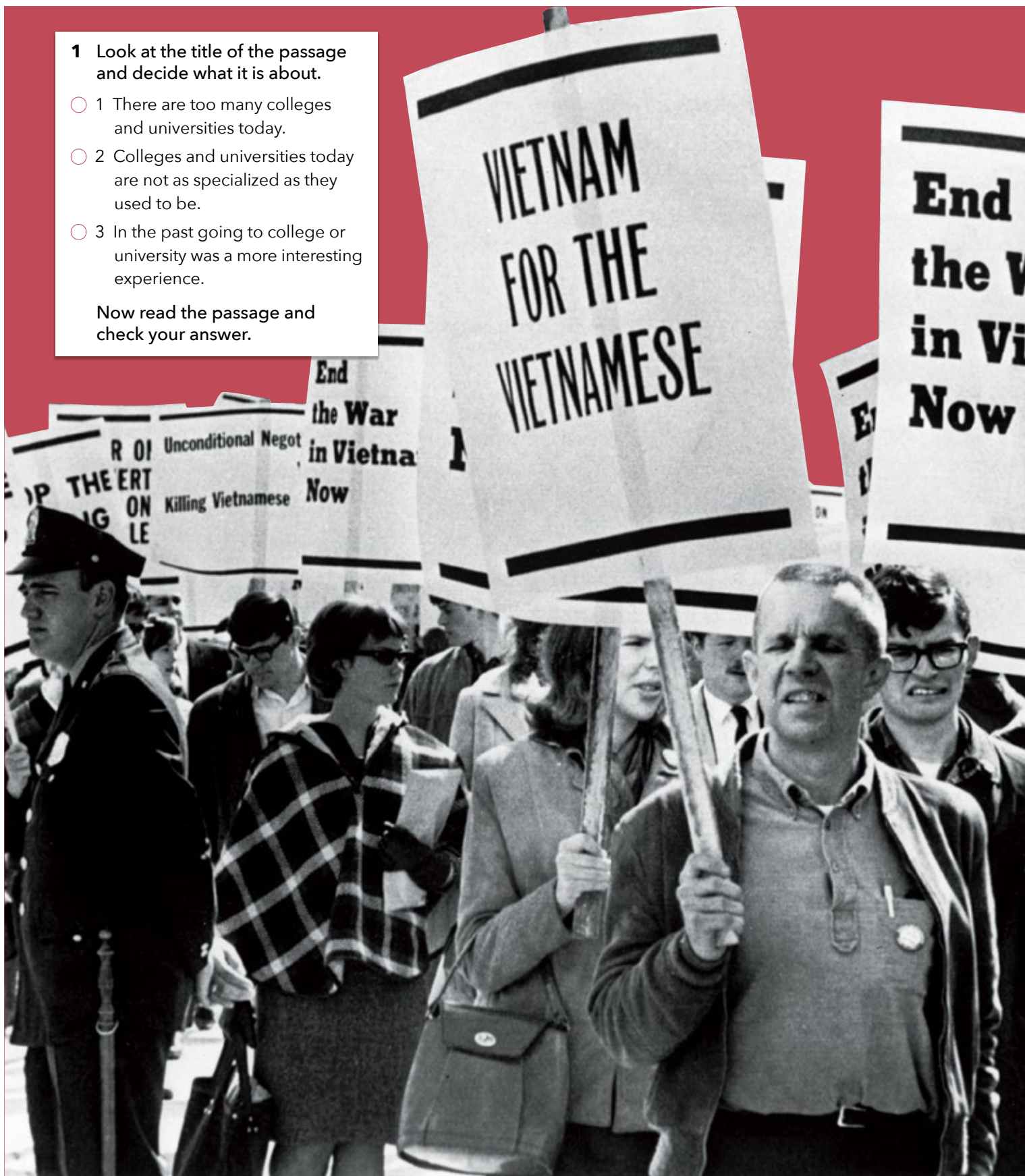


# Active reading (1)

**1** Look at the title of the passage and decide what it is about.

- 1 There are too many colleges and universities today.
- 2 Colleges and universities today are not as specialized as they used to be.
- 3 In the past going to college or university was a more interesting experience.

Now read the passage and check your answer.



# College just isn't special any more

- <sup>1</sup> “If you can remember anything about the 1960s, you weren’t really there,” so the saying goes. It may be true for those who spent their college years in a haze of marijuana smoke. But there is one thing everyone remembers about the 1960s: Going to college was the most exciting and stimulating experience of your life.
- <sup>2</sup> In the 1960s, California’s colleges and universities had transformed the state into the world’s seventh largest economy. However, Berkeley, the University of California’s main campus, was also well-known for its student demonstrations and strikes, and its atmosphere of political radicalism. When Ronald Reagan ran for office as governor of California in 1966, he asked if Californians would allow “a great university to be brought to its knees by a noisy, dissident minority”. The liberals replied that it was the ability to tolerate noisy, dissident minorities which made universities great.
- <sup>3</sup> On university campuses in Europe, mass socialist or communist movements gave rise to increasingly violent clashes between the establishment and the college students, with their new and passionate commitment to freedom and justice. Much of the protest was about the Vietnam War. But in France, the students of the Sorbonne in Paris managed to form an alliance with the trade unions and to launch a general strike, which ultimately brought about the resignation of President de Gaulle.
- <sup>4</sup> It wasn’t just the activism that characterized student life in the 1960s. Everywhere, going to college meant your first taste of real freedom, of late nights in the dorm or in the Junior Common Room, discussing the meaning of life. You used to have to go to college to read your first forbidden book, see your first indie film, or find someone who shared your passion for Jimi Hendrix or Lenny Bruce. It was a moment of unimaginable freedom, the most liberating in your life.
- <sup>5</sup> But where’s the passion today? What’s the matter with college? These days political, social and creative awakening seems to happen not because of college, but in spite of it. Of course, it’s true that higher education is still important. For example, in the UK, Prime Minister Blair was close to achieving his aim of getting 50 per cent of all under thirties into college by 2010 (even though a cynic

## Language and culture

The **Sorbonne** is the oldest and most

famous university in France, and one of the oldest in Europe.

**Charles de Gaulle** (1890–1970) was President of France from 1959 to 1969. Because of the strikes and protests in 1968 he appeared likely to lose power, but in fact he resigned after being defeated in a referendum on plans to introduce greater decentralization.

The **Junior Common Room** is a social centre for undergraduate students in a university or college. The students watch television, read newspapers and chat there.

An **indie film** is an independent film, not produced by a major commercial company.

**Jimi Hendrix** (1942–1970) was an American rock singer, songwriter and guitarist.

**Lenny Bruce** (1925–1966) was an American comedian and satirist.

**William Wordsworth** (1770–1850) was an English poet who belonged to the Romantic movement. The lines come from his poem “The Prelude” in which he describes the enthusiasm of young people for the downfall of the French monarchy.

would say that this was to keep them off the unemployment statistics). Yet college education is no longer a topic of great national importance. Today, college is seen as a kind of small town from which people are keen to escape. Some people drop out, but the most apathetic stay the course because it's too much effort to leave.

- 6 Instead of the heady atmosphere of freedom which students in the 1960s discovered, students today are much more serious. The British Council has recently done research into the factors which help international students decide where to study. In descending order these are: quality of courses, employment prospects, affordability, personal security issues, lifestyle, and accessibility. College has become a means to an end, an opportunity to increase one's chances on the employment market, and not an end in itself, which gives you the chance to imagine, just for a short while, that you can change the world.
- 7 The gap between childhood and college has shrunk, and so has the gap between college and the real world. One of the reasons may be financial. In an uncertain world, many children rely on their parents' support much longer than they used to. Students leaving university in the 21st century simply cannot afford to set up their own home because it's too expensive. Another possible reason is the communications revolution. Gone are the days when a son or daughter rang home once or twice a term. Today students are umbilically linked to their parents by their cell phones. And as for finding like-minded friends to share a passion for obscure literature or music, well, we have the Internet and chat rooms to help us do that.
- 8 "Bliss was it in that dawn to be alive,  
But to be young was very heaven!"
- 9 Wordsworth may have written these lines about the French Revolution, but they were also true for the students of the 1960s. So why aren't they true for the students of today?





## Reading and understanding

### 2 Check (✓) the true statements.

In the 1960s ...

- 1 students at the University of California, Berkeley did not protest.
- 2 students in Europe and the US spent a lot of time protesting.
- 3 there was violence on university campuses in Europe.
- 4 students and workers went on strike together in France.
- 5 the UK Prime Minister had to resign because of student protests.
- 6 students discovered a sense of freedom on campus.

Today ...

- 7 more young people than ever go to university.
- 8 most students fail to complete their studies.
- 9 international students are more interested in lifestyle than quality of courses.
- 10 students need their parents for financial help.
- 11 students don't contact their parents as often as they used to.
- 12 students don't enjoy university life as much as they used to.

## Dealing with unfamiliar words

### 3 Complete the paragraph with the correct form of the words below.

campus employment establishment launch opportunity prospects protest

What are the most important issues for students today? Is the university (1) \_\_\_\_\_ really such a different place compared to what it was 40 years ago? Perhaps, as the passage suggests, there are fewer (2) \_\_\_\_\_ by students against the (3) \_\_\_\_\_ than there used to be. And of course, improving your (4) \_\_\_\_\_ of being competitive in the (5) \_\_\_\_\_ market is a major concern for students everywhere, since a good university degree is the means by which you can (6) \_\_\_\_\_ your career. But in spite of all this, the role of the university is the same as it always has been: It is the place where you have the (7) \_\_\_\_\_ to learn to think for yourself.

### 4 Replace the underlined words with the correct form of the words below. You may need to make other changes.

alliance characterize clash economy governor liberal liberating

- 1 There were fights between police and protestors outside the US Embassy.
- 2 The two parties formed a political arrangement to work together to respond to the problem.
- 3 I've always considered myself as someone who is tolerant of other people's ideas.
- 4 The chief official of an American state has a lot of power.
- 5 The financial situation of Western European countries rapidly improved in the 1960s.
- 6 The 1960s were associated with a new type of popular music.
- 7 For many people, listening to their music was an experience which made them feel free.

### 5 Complete the sentences with the correct form of the expressions below. There may be more than one correct form possible.

bring about bring sth to its knees drop out give rise to keep off set up

- 1 Financial insecurity in the 21st century \_\_\_\_\_ a generation of students who are much more serious.
- 2 Encouraging young people to go to college allows the government to \_\_\_\_\_ them \_\_\_\_\_ the list of the unemployed.
- 3 In 1974 the resignation of US President Nixon \_\_\_\_\_ by his illegal attempts to ensure re-election.
- 4 Many students today are even too apathetic to bother \_\_\_\_\_ of college.
- 5 It's impossible for young people to \_\_\_\_\_ a home on their own because apartments and houses are too expensive.
- 6 In 1968 the French government \_\_\_\_\_ by a general strike of workers and students.

**6 Answer the questions about the words.**

- 1 If you are in a *haze*, are you likely to see (a) clearly, or (b) not very clearly?
- 2 In an atmosphere of political *radicalism*, will students be (a) active, or (b) not very active?
- 3 If someone is *dissident*, do they (a) work for the government, or (b) disagree publicly with the government?
- 4 If you experience an *awakening*, is it something (a) you're likely to have done before, or (b) completely new and insightful?
- 5 If you are *apathetic* about something, are you (a) interested in it, or (b) not interested in it at all?
- 6 Is a *heady* atmosphere likely to be (a) boring, or (b) exciting?
- 7 If a gap *shrinks*, does it (a) get smaller, or (b) get bigger?
- 8 If students are *umbilically* linked to their parents, are they (a) often, or (b) not very often in touch with them?
- 9 Is a feeling of *bliss* one of (a) great sadness, or (b) great pleasure?

## Reading and interpreting

**7 Answer the questions.**

- 1 Which is the main idea about students in the 1960s?  
(a) They smoked marijuana.  
(b) They took part in protests.  
(c) They read books which were forbidden.  
(d) They enjoyed their time at university.
- 2 Which is the main idea about students today?  
(a) They spend a lot of time in Internet chat rooms.  
(b) They don't have the enthusiasm for college life that they used to.  
(c) They are only interested in their chances of getting a good job.  
(d) They are very dependent on their parents.

**Now find a supporting idea for each main idea.**

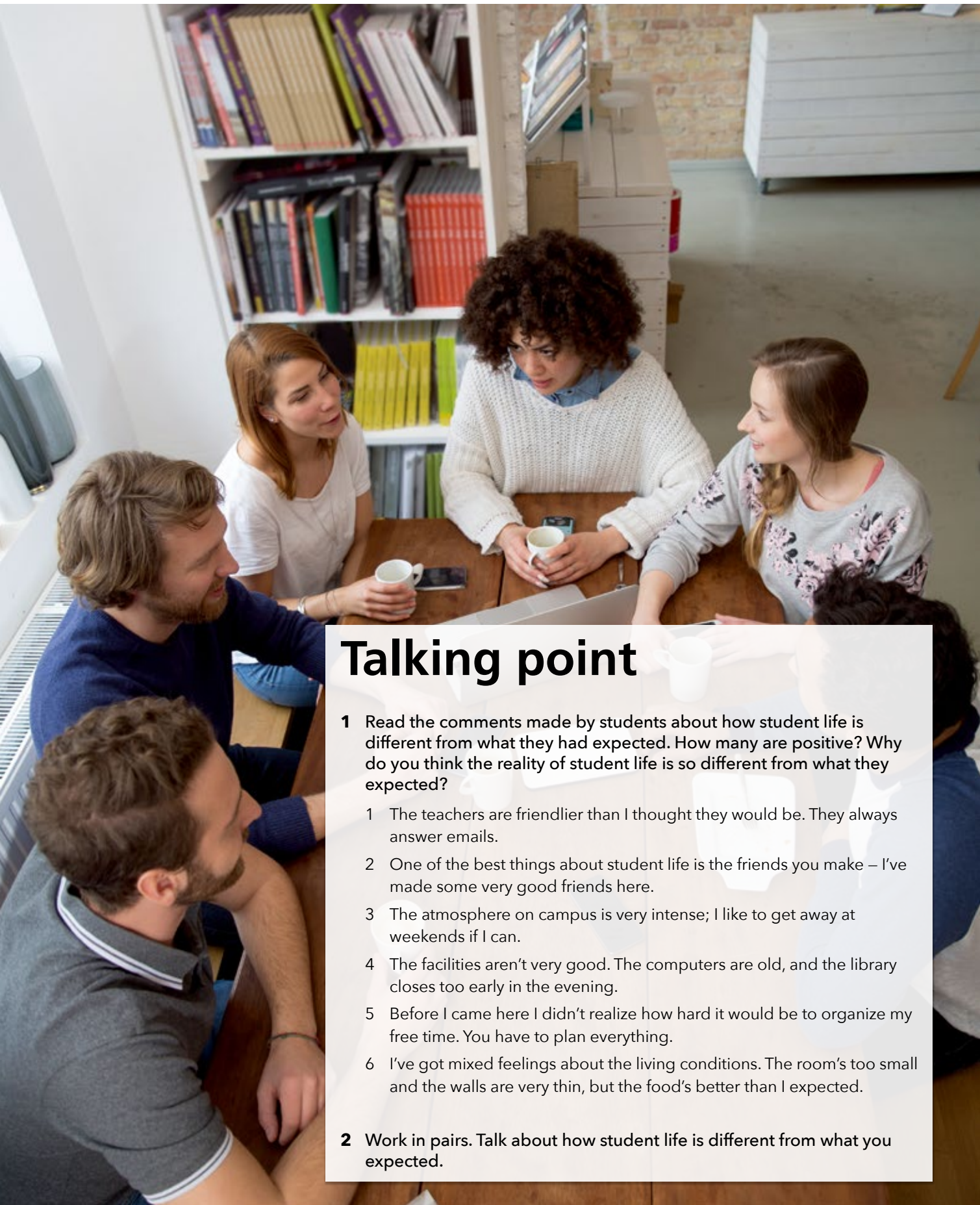
### Distinguishing between main ideas and supporting ideas

It is important to distinguish the main point the writer is making from examples and supporting ideas. In "College just isn't special any more", one of the main points that the writer makes about student life in the 1960s is that students found a sense of freedom: "It was a moment of unimaginable freedom, the most liberating in your life." To support this idea, the writer refers to typical student activities, such as "discussing the meaning of life", "reading your first forbidden book", and "seeing your first indie film".

## Developing critical thinking

**8 Work in pairs and discuss the questions.**

- 1 What do you think is the purpose of a university education? Should it be an end in itself or a means to an end?
- 2 Why do young people protest more than old people?
- 3 Do you think today's young people in China are very different from the previous generations?



## Talking point

- 1** Read the comments made by students about how student life is different from what they had expected. How many are positive? Why do you think the reality of student life is so different from what they expected?
  - 1 The teachers are friendlier than I thought they would be. They always answer emails.
  - 2 One of the best things about student life is the friends you make – I've made some very good friends here.
  - 3 The atmosphere on campus is very intense; I like to get away at weekends if I can.
  - 4 The facilities aren't very good. The computers are old, and the library closes too early in the evening.
  - 5 Before I came here I didn't realize how hard it would be to organize my free time. You have to plan everything.
  - 6 I've got mixed feelings about the living conditions. The room's too small and the walls are very thin, but the food's better than I expected.
- 2** Work in pairs. Talk about how student life is different from what you expected.



# Active reading (2)



1 Check (✓) the adjectives which you think might describe today's postmodern students.

- cool
- nostalgic
- rebellious
- uninspired
- sleepy
- dynamic

Now read the passage and check your answers.



# The post-everything generation

Frank Thomas is a sophomore at Princeton, majoring in literary theory. He hopes to become a human rights lawyer.

- 1 I never hoped to understand the nature of my generation or how American colleges are changing by going to Literary Theory classes. This is the class where you look cool, a bit sleepy from too many late nights and wearing a T-shirt with some ironic comment on it. That's how I spent my time on the course, struggling through difficult subjects like gender theory and post-colonialism, and at the same time checking my iPod for something good to listen to. But when I started to study postmodernism, something clicked and made me sit up and take a fresh look at college life.
- 2 So what is postmodernism? Hard to say, almost by definition it can't be defined ... it's just kind of negative and against everything that came before it. And that makes it difficult to see what it is. The term was first used in 1949, but no one has yet decided what postmodern attitudes mean for the future of culture or society. Yet for me, it made me curious, because "postmodern" seemed to describe my cool, sleepy and ironic, T-shirt wearing friends.
- 3 We're "post" in so many ways: post-Cold War, post-industrial, post-baby boom, post-9/11. We're a generation that comes from what has been called the short century (1914–1989), at the end of a century of war and revolution which changed civilizations, overthrew repressive governments, and left us with extraordinary opportunities and privilege, more than any generation before.
- 4 And yet what do we do? Do we revolt and rebel, like all students of generations before? Do we take to the streets and chant, "We're not leaving until we see change"? No, we do the opposite, we go to war, and we don't ask why, we give up our civil liberties, and we watch death and destruction on the evening news every day.
- 5 At college, we sign petitions, join organizations, sign up for mailing lists, wear our Live Strong bracelets, and watch Live Aid and Live Earth on the television – go to the concerts even, if we can get the tickets. But what do we stand for? Like a true postmodern generation, we have no way to describe our political commitment, we have no inspirational characters, we have no philosophy, we have no direction or theme. We're only defined by what came before us, we're the generation of the Che Guevara T-shirt.

## Language and culture

The **Cold War** is a phrase used to describe

the period of tension between capitalist Western countries (especially the US) and the Soviet Union between 1945 and 1989.

The **baby boom** was a big increase in the number of babies born in the US and Europe after the Second World War. Baby boomers are people born during the baby boom.

**Live Strong** is an organization created to help people manage and survive cancer. One of its fundraising activities is to sell bracelets which have in turn become a fashionable accessory to show that the wearer has strong social awareness.

**Live Aid** was a concert held in both London and Philadelphia in July 1985 and broadcast around the world. Originally it was founded to raise funds for the relief of the Ethiopian famine, and it involved many of the world's best known rock stars and performers. It has now become an ongoing music-based fundraising initiative.

**Live Earth** was based on the belief that entertainment can bring the world's cultures together to raise awareness of the most critical environmental issues. It was promoted in particular by former US Vice President Al Gore, and involved a planned series of live concerts broadcast globally.



### Language and culture

**Che Guevara** (1928–1967) was a revolutionary

leader from Argentina who took part in the Cuban revolution. In the 1960s, a photograph of him was printed on T-shirts and a lot of young people wore them as a sign of rebellion.

**Al-Qaeda** is the name of the terrorist organization headed by Osama bin Laden. It was responsible for the destruction of the World Trade Center in New York on 11 September, 2001.

The **Weathermen** were a group of radical left-wing students based at the University of Michigan. They took part in violent protests against the US war in Vietnam during the late 1960s.

- 6 We belong to a movement which appears to encourage individuals to assert themselves collectively. It seems to be waiting for the revolution. And as young people, we're expected to be angry because that's what young people do.
- 7 But how do we rebel against our parents' generation which is nostalgic for revolution? How do we rebel against parents who sometimes want revolution more than we do? We don't. We rebel by not rebelling.
- 8 The real energy is not on the campus, it's on the Internet. It provides us with a developing opportunity to communicate ideas and frustrations. We don't do demonstrations any more, we go onto Facebook and Twitter, instead of going onto the streets.
- 9 The American college as we used to know, with its radical activism and demonstration, is coming to an end. To my generation, radicalism is associated with Al-Qaeda, not the Weathermen. "Campus takeover" sounds less like students invading campus buildings and taking staff hostage, more like one of those school shootings which happen too often these days. The resonance of the words belongs to another era and doesn't reflect the realities of today.
- 10 But the technological revolution is just as real and just as profound as the revolution of the 1960s – it's just not as obvious. It's work in progress, but it's there. Perhaps when our parents stop pointing out everything they were and everything we're not, maybe they'll see that the post-everything generation is speaking a language which makes sense. We're writing the revolution, and we're using our own words to do so.



## Reading and understanding

### 2 Choose the best answer to the questions.

- Why did Frank Thomas decide to study literary theory?
  - Because it was necessary for his chosen career.
  - Because he thought it would help him understand what life was about.
  - Because he was attracted by the image it had.
  - Because it was an easy option.
- What part of his course interested him most?
  - Postmodernism.
  - Legal studies.
  - Post-colonial literature.
  - Nothing, he was bored all the time.
- What does Frank not say about “postmodernism”?
  - It’s difficult to say what it is.
  - You can use it to describe lots of things.
  - The word has been used for more than 50 years.
  - Only young people are interested in it.
- What does he think about his own generation?
  - They protest about the wrong things.
  - They have more opportunities than the previous generation.
  - They spend too much time going to concerts.
  - They don’t have any respect for their parents.
- What does he think about his parents’ generation?
  - They protested about the wrong things.
  - They don’t want to change anything in the world.
  - They have forgotten what it was like to be young.
  - They spend too much time telling their children about what they did.
- Where, according to Frank, do today’s students direct their energy?
  - In peaceful protests.
  - In the courses they are doing.
  - In communicating with other people on the Internet.
  - In free time activities on campus.

## Dealing with unfamiliar words

### 3 Complete the conversation with the correct form of the words below.

assert destruction era gender industrial philosophy rebel

- What was it like being a student in the 1960s? Was everyone really trying to (1) \_\_\_\_\_ against the establishment?
- Perhaps not. Perhaps we were just trying to (2) \_\_\_\_\_ our identity in a world which was changing very rapidly. When looked back on, the period seems like a different (3) \_\_\_\_\_, even though it was only about 50 years ago. And I honestly believe that the 1960s saw the most important social changes in our country since the (4) \_\_\_\_\_ Revolution at the beginning of the 19th century.
- But how would you describe the experience? Was there a(n) “(5) \_\_\_\_\_ of the 1960s”, I mean a set of shared values, which you all believed in? How would you define the period?
- I don’t think an exact definition is possible. But a lot of important movements began. We became interested in things like minority rights; and (6) \_\_\_\_\_ awareness, particularly with regard to the conditions of women in the workplace, led to a new phase in the women’s liberation movement.
- What’s your opinion of today’s students? Are they just individuals who have their own problems, or do they have an identity as an important part of the community?
- A lot of people in my generation have a negative attitude to today’s students. But they are worried about the big issues, just as we were. And the main problem that they are interested in is a truly global one: how to stop the (7) \_\_\_\_\_ of the environment in which we live.

**4 Complete the sentences with the correct form of the expressions below.**

assert oneself be associated with major in make sense stand for

- 1 I \_\_\_\_\_ politics and economics when I was at university.
- 2 It doesn't \_\_\_\_\_ for us to rebel against our parents, who are nostalgic for the protests of the 1960s and 1970s.
- 3 Without being able to describe political commitment and with no inspirational characters, it's difficult to say what students today \_\_\_\_\_.
- 4 In the 1960s we \_\_\_\_\_ by protests and demonstrations.
- 5 These days radicalism \_\_\_\_\_ terrorism, not student activism.

**5 Answer the questions about the words and expressions.**

- 1 If something *clicks*, do you (a) suddenly understand, or (b) suddenly forget?
- 2 Is a *repressive* government likely to (a) take action, or (b) not take action against protestors?
- 3 If you *chant* a slogan, do you use (a) your voice, or (b) your pen?
- 4 If you *sign a petition*, do you (a) add your name to a list, or (b) write your name in a book?
- 5 If something is *inspirational*, is it likely to (a) discourage you, or (b) make you enthusiastic?
- 6 Does a *nostalgic* person think a lot about (a) the past, or (b) the future?
- 7 If you feel *frustration*, is this a feeling of (a) impatience and annoyance, or (b) satisfaction and pleasure?
- 8 If a revolution is *profound*, is it (a) not very important, or (b) serious and likely to last?

## Reading and interpreting

**6 Decide whether the sentences are critical or approving of today's students.**

- 1 ... and we watch death and destruction on the evening news every day.
- 2 ... we have no way to describe our political commitment ...
- 3 ... we're the generation of the Che Guevara T-shirt.
- 4 The real energy is not on the campus, it's on the Internet.
- 5 We rebel by not rebelling.
- 6 We're writing the revolution, and we're using our own words to do so.

### Paradox

A paradox occurs when two parts of a statement seem to mean the opposite of each other. In the sentence *We rebel by not rebelling*, for example, the writer seems to be saying that today's students rebel, and they don't rebel, at the same time. This is not a logical statement.

But of course, he doesn't mean this. He is using the paradox to make the reader think carefully about how today's students rebel.



**7** Look at the sentences from the passage and choose the best way to complete the sentences.

1 We rebel by not rebelling.

*We rebel by not rebelling* means \_\_\_\_\_.

- (a) we don't rebel at all
- (b) we do rebel, but not in the way students did in the 1960s
- (c) it seems that we are rebelling, but in fact we aren't

2 What is postmodernism? Hard to say, almost by definition it can't be defined.

*... almost by definition it can't be defined* means \_\_\_\_\_.

- (a) there is no definition for postmodernism
- (b) everybody uses postmodernism to mean a different thing
- (c) it doesn't mean anything



## Developing critical thinking

**8** Work in pairs and discuss the questions.

- 1 Compare the two passages in the unit. Decide which ideas they have in common, and which passage is more critical of today's students.
- 2 Say what you think today's students in China have in common with the American students described in the passage. What can you find to criticize about students in China today?
- 3 The writer says there are no inspirational characters for students today. Do you agree?

## Talking point

- 1 Work in pairs. Look at the icons from the 1960s and say which ones you recognize. Talk about their influence on later generations.
- 2 Discuss what people will say in 50 years' time about today's students. Do you think the comments they make will be positive or negative?



# Language in use

## Word formation: *-ment*, *-ism* and *post-*

		Usual meaning	Examples
-ism	noun suffix	indicating an ideology or movement	activism colonialism postmodernism radicalism
-ment	noun suffix	describing an example or action of a process, or the people who do the action	employment establishment management
post-	adjective / noun prefix	after	postmodern postmodernism

### 1 Complete the sentences with the words in brackets and *-ment*, *-ism* or *post-*.

- 1 What is the \_\_\_\_\_ going to do about this problem? (govern)
- 2 \_\_\_\_\_ refers to a contemporary way of thinking, and is not easy to define. (postmodern)
- 3 After the Second World War, economic \_\_\_\_\_ led to the creation of new universities in the 1960s. (develop)
- 4 We must combat money worship and extreme \_\_\_\_\_. (individual)
- 5 The two groups discussed for a long time, but couldn't reach an \_\_\_\_\_. (agree)
- 6 The best \_\_\_\_\_ we can make for the future is to provide opportunities for the younger generation. (invest)
- 7 The \_\_\_\_\_ of Wordsworth is evident in his poem on the French Revolution. (romantic)
- 8 The immediate \_\_\_\_\_ period saw the expansion of services except for housing, health and education. (war)

## *mean*

### 2 Look at the sentence.

When you went to college you had your first taste of real freedom.

You can rewrite it like this:

*Going to college meant your first taste of real freedom.*

Now rewrite the sentences using *mean*.

- 1 When you start out at college you meet lots of interesting people.
- 2 If you go to bed too late you won't be able to concentrate the next day.
- 3 When you do a course in Literary Theory you spend a lot of time on difficult subjects.
- 4 To be interested in literature is to have an open mind about other ways of life.
- 5 When you go to college today you spend a lot of time thinking about what you will do afterwards.

When we want to say what something involves or what its result is, we use the verb *mean* followed by a noun phrase or the *V-ing* form. Don't use an infinitive.



## Collocations

**3** Complete the sentences with suitable expressions from the collocation box. Sometimes more than one collocation is possible.

- 1 They were mostly \_\_\_\_\_ but then they became more violent.
- 2 The violent tactics of the riot police \_\_\_\_\_ the demonstrators a great deal of \_\_\_\_\_ and anger.
- 3 A(n) \_\_\_\_\_ in de Gaulle's decreasing popularity was he lacked understanding of the language of protest.
- 4 In the last years of the 20th century, there was a(n) \_\_\_\_\_ to bring back enthusiasm and idealism into politics.
- 5 The British and the Americans have always had a(n) \_\_\_\_\_ because of their shared language and culture.
- 6 The \_\_\_\_\_ of the World Trade Center on 9/11 brought about a change of focus to radical politics in the West.
- 7 Some protesters wanted the \_\_\_\_\_ of the political system, but most were much more moderate.

### Adjectives which often go before:

alliance	close	formal
	loose	political
	powerful	strategic
destruction	complete	
	environmental	
	total	widespread
factor	critical	decisive
	important	key
	major	relevant
opportunity	considerable	
	golden	little
	unique	
protest	angry	formal
	official	peaceful
	political	public
	strong	

### Verbs which often go before:

frustration	cause	express
	increase	hide
	suffer	

## Translation

**4** Translate the paragraph into Chinese.

The sport of basketball was created by a physical education teacher named James Naismith, who in the winter of 1891 was given the task of creating a game that would keep track athletes in shape without risking them getting hurt a lot. Basketball quickly became popular on college campuses. When the professional league was established in the 1940s, the National Basketball Association (NBA) drafted players who had graduated from college. This was a mutually beneficial relationship for the NBA and colleges—the colleges held onto players who would otherwise go professional, and the NBA did not have to fund a minor league. The pervasiveness of college basketball throughout the nation and the NCAA's (美国大学体育协会) marketing of "March Madness" (officially the NCAA Division I Men's Basketball Championship), have kept the college game alive and well.

**5** Translate the paragraph into English.

现在中国大学生参加志愿活动已成为常态。他们到社区为老年人服务，到山区助学，举办爱心捐赠活动，或到世博会（World Expo）或奥运会等重要国际活动担任志愿者。参加志愿活动有助于学生获取专业技能，丰富社会经验，提高道德水平。多数大学生都认为参与志愿服务是自己应尽的社会责任和义务，希望能做一些有意义的事情来回馈社会，积极推动社会和谐发展。

# Reading across cultures

## Student power

Dating from the 12th century, the University of Bologna in Italy is Europe's oldest university. By the early 13th century power over the university lay with the students. This power was based on their economic grip over their teachers. At that time most university lecturers depended for their academic incomes on teaching fees which they collected from their students. A lecturer was required to attract an audience of at least five students at every lecture. If he failed to do so, he was declared absent and given a fixed fine.

To guarantee good teaching, at the beginning of each academic year the lecturer had to deposit a sum of money with a city banker who acted for the students. If a lecturer failed to meet the standards set out in the university statutes, a student court would authorize the deduction of fines from this deposit. Lecturers had to agree to the arrangement since a lecturer who didn't pay his fines was not allowed to collect fees from the students, thus removing his source of university income.

A lecturer could be punished for a variety of reasons. He was fined if he started his lectures a minute late or if he went on beyond the approved time. If he failed to end the lecture punctually, the students were obliged by the statutes to leave the room immediately. The lecturer was also fined if he failed to cover the syllabus according to an agreed timetable. At the beginning of the academic year the students and the lecturers decided which material was to be taught that year and when it was to be taught. A lecturer who passed over a difficult subject or who failed to emphasize each part of a difficult syllabus would be penalized.

Student controls were not limited to what happened within the lecture hall; they also extended to the private lives of lecturers. For example, if a lecturer wished to leave Bologna for a few days during term, he had to obtain the prior permission of student officials. If he didn't return within an agreed time, he had to pay a fine.

All students were encouraged to denounce lecturers who were absent without leave or who contravened the statutes in any other way. In addition, there was an organized system of secret denunciations. Four students were elected in secret to spy on lecturers. They were obliged to report irregularities such as bad lecturing technique, failure to cover the syllabus, or absence without leave. If denunciations were received from at least two students, the lecturers were punished.

Student power at Bologna lasted a little over 100 years, from the early 13th to the mid-14th century. As with its rise, its demise was linked directly to the subject of student fees. By 1350 almost all the lecturers were appointed and paid by the local town council. With changes in the payment of the lecturers, students effectively lost control of the university.

### 1 Read the passage and answer the questions.

- 1 How old is the University of Bologna?
- 2 Who paid the lecturers for their work?
- 3 How many students had to attend a lecture?
- 4 What happened if not enough students were present?
- 5 For what other reasons could a lecturer be punished?
- 6 How many students were elected as spies?
- 7 What did they have to do?
- 8 When did students lose their power over lecturers, and why?

### 2 Work in pairs and discuss the questions.

- 1 Which is the oldest university in China, and when was it founded?
- 2 What do you know about the student-teacher relationship then?
- 3 How would you describe the student-teacher relationship in your college or university now?
- 4 Who pays for your education? And who pays your teachers?
- 5 Do you think it is easier to be a student now than in the past? Why / Why not?

# Guided writing

## Writing a historical overview

- 1 Look at the sentences from the passage in **Reading across cultures**.
  - 1 **Dating from** the 12th century, the University of Bologna in Italy is Europe's oldest university.
  - 2 **By** the early 13th century power over the university lay with the students.
  - 3 **At that time** most university lecturers depended for their academic incomes on teaching fees which they collected from their students.
  - 4 Student power at Bologna **lasted** a little over 100 years, from the early 13th to the mid-14th century.

**dating from** or **dating back to** When writing a historical overview, for example, of an institution, we can set the context by using this expression to link past and present.

**by** We can use this time adverbial to describe that a particular situation was already in place before a certain time, or to signal that the situation has changed.

**at that time** We can use this expression to describe a situation at a particular moment in the past.

**last** We can use this verb to refer to the duration of a period in history.

Now find other examples of time adverbials in the passage.



- 2 Look at the sentences from the passage in **Reading across cultures**.
  - 1 A lecturer was required to attract an audience of at least five students at every lecture.
  - 2 Four students were elected in secret to spy on lecturers.

There are lots of examples of the passive voice in the passage. In the first example, the passive is used because the focus is on the lecturer (and not on the person deciding what the lecturer had to do). Similarly, in the second example, it is not important who elected the students. Probably it was the other students, but it is simpler to use the passive than to write "The students elected four students ..."

Now find other examples of passives in the passage.

- 3 Write a short passage about the early years of your college or university.
  - Set the context.  
*My university dates from ...*
  - Introduce the main focus.  
*It soon became ...*
  - Expand the information in the previous sentence.  
*It had ...*
  - Add an interesting detail.  
*The most interesting thing about my university ...*
  - Say what happened at a particular moment in the university's history.  
*At that time, my university ...*
  - Write a conclusion.  
*Today my university is one of the ...*



# Unit task

## Preparing a campus guide for overseas students



**1** Work in groups of three or four. You are going to prepare a campus guide of your university or college for overseas students. Think about the information it will contain. Here are some ideas:

- introduction: location, history etc
- information about courses
- practical information
- study tips
- who's who: an introduction to teaching staff
- student blog: a day in the life of ...

**2** Divide the work between the members of the group. Plan the page you are going to write and make notes of what information to include.

Practical information:

- how to get to the campus
- student accommodation

- canteen and bars
- social facilities
- opportunities for sport

**3** Make a list of words and expressions you may need for your guide.

Study tips:

- You should ...
- Make sure you ...
- It's a good idea to ...

**4** Write your page and compile the campus guide with the rest of the group.

# Unit file

## Vocabulary

alliance assert assert oneself  
be associated with bring about  
bring sth to its knees campus  
characterize clash destruction  
drop out economy employment  
era establishment gender  
give rise to governor industrial  
keep off launch liberal

liberating major in make sense  
opportunity philosophy  
prospects protest rebel set up  
stand for

## Reading skills

Distinguishing between main ideas  
and supporting ideas  
Paradox

## Guided writing

Writing a historical overview

## Unit task

Preparing a campus guide for  
overseas students