

TARTU UNIVERSITY

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EDUCATION IN THE USA

TARTU 1992

**TARTU UNIVERSITY
DEPARTMENT OF ENGLISH**

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(A study aid in conversation. 2nd year)

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EDUCATION IN THE USA

The School Years

Public education in the United States is expected to offer equal educational opportunities to everyone enrolled in secular schools, which are publicly controlled and publicly financed, with free tuition, free books and compulsory attendance.

There is no mention of education in the Constitution, and each state is responsible for its own educational system. Public schools are financed primarily by local and state taxes, and the amount of money spent on public school students varies from state to state. The great differences in expenditures by communities within each state depend on the amount of local funds available for public education. Often, well-to-do communities spend several hundred dollars more for each child than poorer towns nearby do. These figures reflect differences in expenditures for such items as teachers' salaries, purchase of books, and school construction and maintenance.

Despite these differences, there is general uniformity in the organization and curricula of public schools throughout the country. Each state is divided into local school districts. Usually a state department of education sets the general requirements that local communities or school districts must meet. Local school boards, usually elected by members of their communities, are responsible for the detailed organization and operation of their schools. This responsibility includes hiring teachers and administrators and setting their salaries.

The 12 years of public school education usually begin when a child is 6 years old. Some school systems are divided into eight years of primary school and four years of secondary school. Primary schools are often called elemen-

tary schools, and secondary schools are called high schools. Many systems combine the last two years of elementary school and the first year of high school in what is known as junior high school. This is followed by three years of senior high school. A large number of school systems also have a kindergarten program that provides one year of preschool education.

Entrance to high school is automatic when a student completes elementary school. No examinations are required. High schools usually offer courses in English literature and composition, the social sciences, mathematics, laboratory sciences, and foreign languages, as well as art, music and physical education. After completing certain basic requirements, students are often permitted to choose the subjects that best suit their plans for college or for work after graduation.

Extracurricular activities including clubs, school newspapers and magazines, and sports are important features of high school life. In addition, student representatives, elected by their fellow students, often work with school officials in planning school policies. This arrangement is an effort to encourage students' interest in self-government and in their responsibilities as citizens.

Most high schools are organized on what is called a comprehensive basis, which means that programs in academic (college preparatory), vocational, and general education are offered in the same school. In some large cities specialized high schools concentrate on just one type of program. In addition, many communities provide programs for handicapped children (children who are deaf, blind, crippled, emotionally disturbed, or mentally retarded) and children who are specially gifted, intellectually or artistically.

Eligibility requirements for public school teachers vary from school district to school district, but most elementary school teachers must have a bachelor of arts degree with a major in education. High school teachers have usually majored in the field of their special interest and, in addition, have a master of arts degree in education.

More than 10 percent of school-age children attend private schools. These include a few secular schools, but most are operated by church groups, especially the Roman Catholic church. Because of the absolute separation of church and state in the United States, children are not allowed to receive religious instruction in public schools.

COLLEGES AND UNIVERSITIES

More than 60 percent of all school graduates continue their education after graduation. Many attend colleges that offer four-year programs leading to a bachelor's degree. College students are called undergraduates, and their four years of study are divided into the freshman, sophomore, junior, and senior years. In most colleges the first two years are designed to provide a broad general education, and during this time the college student is usually required to take courses in general areas of study, such as English, science, foreign languages, and social science. By the junior year the student begins to major in one particular field of study, or discipline.

Some institutions of higher learning offer only the four-year college program. A university offers graduate or postcollege programs, as well. Graduate degrees in fields such as English literature, chemistry, and history are granted by graduate schools of art and sciences. These schools may offer one- or two-year programs leading to a master's degree (M.A.), and programs lasting three years or more that lead to the degree of Doctor of Philosophy (Ph.D.). A candidate for a Ph.D. must meet certain course requirements in his or her field, pass written and oral examinations, and present a written thesis based on original research. Some universities offer postdoctoral programs that extend study and research beyond the Ph.D.

Many universities also have what are called professional schools for study in such fields as law, medicine, engineering, architecture, social work, business, library science, and education. Professional schools differ widely in their requirements for admission and the lengths of their programs. Medical students, for example, must

complete at least three years of premedical studies at an undergraduate school before they can enter the three- or four-year program at a medical school. Engineering and architecture students, on the other hand, can enter a four- or five-year professional school immediately upon completion of secondary school.

The various disciplines, or fields of study, are organized by department. These departments are staffed by faculty members ranging from full professors to instructors. A full professor has tenure, which is a permanent appointment with guaranteed employment at the institution until his or her retirement. Ranking below the full professors are the associate professors, who may not have tenure, depending on the policy of the particular college or university. Next are the assistant professors, who do not have tenure. At the bottom of this academic ladder are the instructors. They are usually young teachers who have just received their doctorates or will receive them shortly. Sometimes graduate students are employed as part-time teaching assistants while they are completing their graduate work.

Today almost six million men and more than five million women attend over 2500 colleges and universities. Approximately 90 percent of these schools are coeducational, which means that both men and women are enrolled in the same institutions. Colleges range in size from a few hundred students to many thousands. Some universities have more than 30,000 undergraduate and graduate students on one campus. A number of large state institutions maintain branches on several different campuses throughout the state. Classes vary from seminars, or small discussion groups, of fewer than 20 to large lecture courses for hundreds of students.

Approximately one-fourth of all college and university students attend private institutions. The rest study at state or municipal, publicly financed colleges and universities. Every state has at least one public university, and in addition there are several hundred state and locally supported colleges. The academic programs of these private and public institutions are very similar. Indeed, there

are only a few important differences between public and private colleges. Private colleges are privately organized and privately run; public institutions are operated under the control of state or local officials. The other differences involve admissions policies and the methods by which public and private institutions are financed.

Admission to a state university is usually open to all men and women who have graduated from high schools of the state and who have satisfactory high school records. Many state universities require students to earn high scores on achievement and aptitude examinations, but the underlying philosophy is that all students who want an education and are qualified should have the opportunity to continue their education at public institutions. Tuition rates are low, compared to private college costs, and scholarship aid and loans are frequently available.

Admission to some private colleges may be more selective and rigid than admission to some public institutions, and frequently the student body is smaller. High school applicants to some private colleges must submit detailed application forms, and they must take scholastic aptitude and achievement examinations. College admissions committees decide which students to accept, basing their judgement on these applications, the examinations, high school records, and other factors such as personal interviews with the applicants and letters of recommendation from high school teachers. For certain colleges, such as Harvard, Yale, Princeton, Stanford, and Columbia, applications usually far exceed the number of students who are accepted. In 1979, for example, Harvard received 12,900 applications for 1633 places.

The average private college tuition in the late 1970s was \$2980 a year. This figure was at least four times greater than the average public college tuition. For example, in the academic year 1979/1980 tuition costs at any campus of the University of California, a state institution; were under \$700. At Stanford University, a private school

in California, tuition costs totaled \$5595. These tuition figures do not include the costs of room, food, and other everyday living expenses. Some students receive scholarship assistance and loans to help pay for the cost of their education. Many students at private and public colleges work while they are attending school in order to pay their expenses.

Over 1500 American colleges and universities are privately organized and financed. More than 60 percent of the income of these institutions comes from student tuition payments. The rest comes from private gifts, endowment earnings, and some federal research grants. Because of steadily rising costs, many private institutions have had to raise tuition rates, reduce scholarship aid, and limit some academic programs. The poor financial condition of many private institutions is a very serious problem in the world of higher education today.

Student fees account for only 20 percent of the income of public colleges and universities. The rest comes from municipal or state and some federal government sources. Although public institutions have also experienced the problem of rising costs, they have often been able to depend on state legislators for financial support. In large part this support may be explained by the legislators' response to the wishes of the people who elected them and to general acceptance of the American tradition that everyone who is qualified should have the opportunity to continue his or her climb up the educational ladder at publicly financed institutions.

In recent years there has been a considerable increase in the number of publicly financed community or junior colleges. Many of these schools offer two years of a regular four-year college program. Often junior college students transfer to four-year colleges to complete their schooling. Many community colleges also offer two-year programs of technical training for a variety of jobs, ranging from laboratory technician to automobile mechanic.

More than one hundred public and private colleges and

universities were originally established for black students. Now many of these schools have some white students as well. Among the best known of these predominantly black institutions are Howard and Fisk Universities and Tuskegee Institute.

EDUCATIONAL ATTITUDES

Student life at American universities is chaotic during the first week of each quarter or semester. Registering for classes, becoming familiar with the buildings on campus, buying books, adding and dropping classes, and paying fees are confusing for everyone. During this busy period there is little time for students to anticipate what they will later encounter in the classroom.

International students, accustomed to their countries' educational expectations, must adapt to new classroom norms in a foreign college or university. Whereas in one country prayer may be acceptable in a classroom, in another it may be forbidden. In some classrooms around the world students must humbly obey their teacher's commands and remain absolutely silent during a class period. In others, students may talk, eat, and smoke during lectures as well as criticize a teacher's methods or contradict his or her statements. It is not always easy to understand a new educational system.

DIVERSITY IN EDUCATION

There is considerable variety in university classrooms in the United States. Because of diverse teaching methods and non-standardized curricula, no two courses are identical. Undegraduate courses are considerably different from graduate courses. The classroom atmosphere in expensive, private universities may differ from that in community colleges which are free and open to everyone. State-funded

universities have different requirements and expectations than do parochial colleges. Nevertheless, there are shared features in American college and university classrooms despite the diversity of educational institutions of higher learning.

ACTIVE PARTICIPATION

Participation in the classroom is not only accepted but also expected of the student in many courses. Some professors base part of the final grade on the student's oral participation. Although there are formal lectures during which the student has a passive role (i.e., listening and taking notes), many courses are organized around classroom discussions, student questions, and informal lectures. In graduate seminars the professor has a "managerial" role and the students make presentations and lead discussions. The students do the actual teaching in these seminars.

A professor's teaching style is another factor that determines the degree and type of student participation. Some professors prefer to control discussion while others prefer to guide the class without dominating it. Many professors encourage students to question and challenge their ideas. Students who make assertions that contradict the professor's point of view should be prepared to substantiate their positions.

In the teaching of science and mathematics, the dominant mode of instruction is generally traditional, with teachers presenting formal lectures and students taking notes. However, new educational trends have emerged in the humanities and social sciences in the past two decades. Students in education, sociology, and psychology classes, for example, are often required to solve problems in groups, design projects, make presentations, and examine case studies. Since some college or university courses are "applied" rather than theoretical, they stress "doing" and involvement.

THE TEACHER-STUDENT RELATIONSHIP

Many instructors believe that an informal, relaxed classroom environment is conducive to learning and innovation. It is not uncommon for students to have easygoing and friendly relationship with their professors. The casual professor is not necessarily a poor one and is still respected by students. Although students may be in a subordinate position, some professors treat them as equals. However, no matter how egalitarian professors would like to be, they still are in a position of authority.

Professors may establish social relationships with students outside of classroom, but in the classroom they maintain the instructor's role. A professor may have coffee one day with students but the next day expect them to meet a deadline for the submission of paper or to be prepared for a discussion or an exam. The professor may give extra attention outside of class to a student in need of help but probably will not treat him or her differently when it comes to evaluating school work. Professors have several roles in relation to students; they may be counselors and friends as well as teachers. Students must realize that when a teacher's role changes, they must appropriately adapt their behavior and attitudes.

INDEPENDENT LEARNING

Many teachers believe that the responsibility for learning lies with the student. If a long reading assignment is given, instructors expect students to be familiar with the information in the reading even if they do not discuss it in class or give an examination. (Courses are not designed merely for students to pass exams.) The ideal student is considered to be one who is motivated to learn for the sake of learning, not the one interested only in getting high grades. Grade-conscious students may be frustrated with teachers who do not believe it is neces-

sary to grade every assignment. Sometimes homework is returned with brief written comments but without a grade. Even if a grade is not given, the student is responsible for learning the material assigned.

When research is assigned, the professor expects the student to take the initiative and to complete the assignment with minimal guidance. It is the student's responsibility to find books, periodicals and articles in the library. Professors do not have the time to explain how a university library works; they expect students, particularly graduate students, to be able to exhaust the reference sources in the library.

Professors will help students who need it, but prefer that their students not be overly dependent on them. (This differs from teacher-student relationships in other countries.) In the United States, professors have other duties besides teaching. Often they are responsible for administrative work within their department. In addition, they may be obliged to publish articles and books. Therefore the time that a professor can spend with a student outside of class is limited. If a student has problems with classroom work, the student should either approach a professor during office hours or make an appointment.

THE HONOR SYSTEM

Ideally, the teacher-student relationship at universities is characterized by trust. The "honor system", imposed by the teacher and the university, demands that the student be honest in all areas of school work. Thus, cheating on tests, plagiarizing in written work, presenting others' ideas as original, and turning in homework completed by someone else are all prohibited.

Violation of the honor system can result in a student's failing a course, having a permanent record of the violation placed in the student's school files, or even being expelled from the university. Many students are also

aware that they can jeopardize their rapport with fellow students if they are dishonest. Students who cheat may lose the respect of other students, particularly those who study for exams and work independently. When leaving the classroom while students are taking an exam, an instructor may or may not say, "I expect you all to abide by the honor system." Even if the words are not stated, the student is expected to work alone and not to share answers.

COMPETITION

Relationship between students in the classroom can be cooperative or competitive. International students should not hesitate to ask for help if it is needed. There are courses, however, where grades are calculated in relation to other students' scores. Therefore, in classes where such a grading "curve" is used, students may be reluctant to share lecture notes or information for fear that their own grades will suffer.

There are other reasons for the presence of competition among students. A high grade point average is needed for entrance to superior graduate schools. Students feel pressure to achieve high grades when there are relatively few openings in graduate programs. In addition, when facing a competitive job market, graduates may be judged on the basis of their grade point average and faculty recommendations. Ultimately, it is the student who is responsible for succeeding in this competitive system.

The university classroom in the United States manifests cultural values through professors and students' expectations and attitudes. Competition is an example of only one value. Educational practices such as the honor system and student participation indicate a respect for individual responsibility and independence. Alternative teaching methods show a cultural preference for innovation. The manner in which education is provided in any country reflects basic cultural and social beliefs of that country.

GEORGETOWN UNIVERSITY ORGANIZATIONAL CHART

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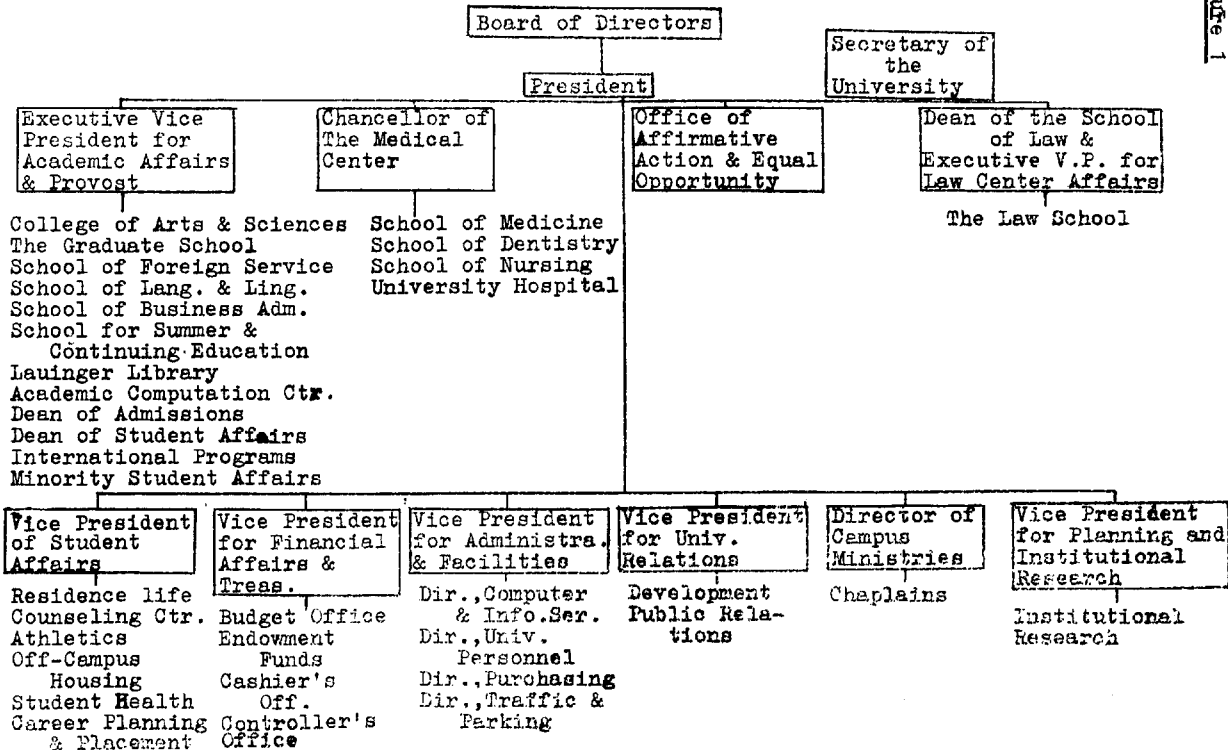
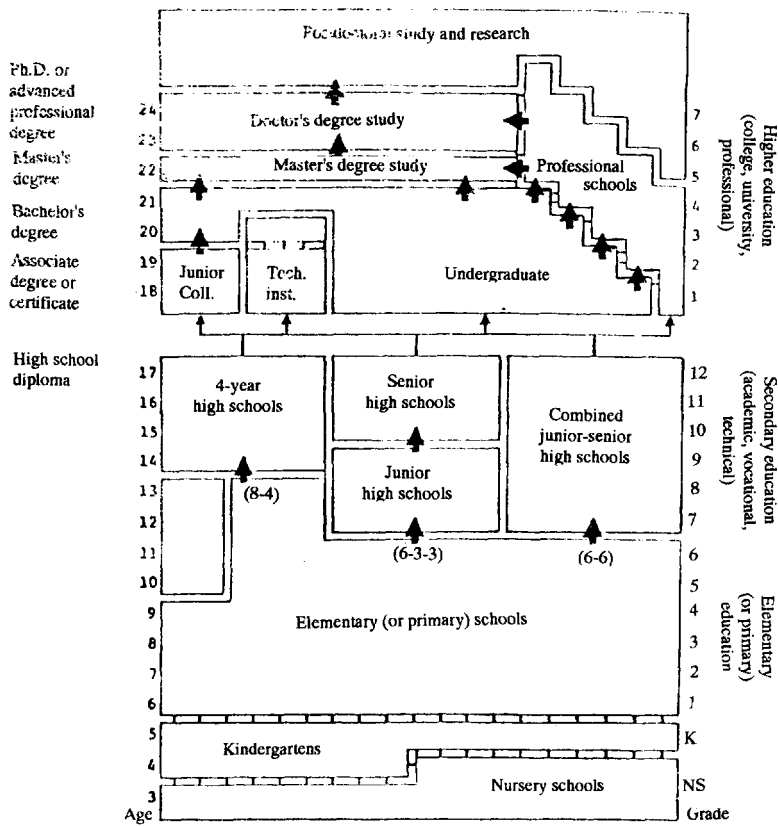


Figure 2. The structure of education in the United States. From U.S. Office of Education, **Digest of Educational Statistics, 1972** (OE 73-19194). Washington, D.C. Department of Health, Education and Welfare, p. 33



Vocabulary

I. Students

Undergraduate Student	-----	student working for the bachelor's degree
Freshman	-----	first-year undergraduate
Sophomore	-----	second-year undergraduate
Junior	-----	third-year undergraduate
Senior	-----	fourth-year undergraduate
Lower classman	-----	freshman or sophomore
Upper classman	-----	junior or senior
Graduate student	-----	student who has received a bachelor's degree and is working for a master's or doctorate
Transfer student	-----	student who has transferred from one college or university to another
Degree candidate	-----	student who intends to take a degree and who has met the university's requirements for being formally admitted to candidacy

II. University Officers and staff

Board of Trustees	-----	the legal governing body of a college or university; in universities, very often composed of prominent citizens; in colleges, commonly composed of alumni
President (Chancellor)	-----	chief executive official of a college or university; usually chosen by the board of trustees
Registrar	-----	university official in charge of student records
Director of Admissions	-----	university official in charge of admitting students

Advisor ----- a faculty member appointed to assist individual students in his department in planning their programs (a foreign student advisor assists overseas students in all departments)
 Dean ----- academic director of a section of the university (such as a school: Dean of the Graduate School, etc.); or a member of the administration in charge of specific categories of students or types of activities (such as Dean of Men, Dean of Student Activities, etc.)
 Department Head (Chairman) -- faculty member in charge of a particular academic department (history, biology, foreign languages, etc.)
 Faculty ----- the teachers of a college or university
 Professor ----- highest faculty rank
 Associate professor ----- second highest faculty rank
 Assistant professor ----- third highest faculty rank
 Instructor ----- lowest faculty rank
 Graduate assistant ----- a graduate student who is employed to teach undergraduate courses or assist the faculty in other ways
 Teaching Assistant (TA)----- a graduate student who is awarded special financial aid and who sometimes teaches courses in his speciality

III. Academic Periods

Academic year -----	the school year, usually September to May or June
Term -----	a division of the academic year
Semester -----	a term consisting of one-half of a school year
Trimester -----	a term consisting of one-third of a school year
Quarter -----	a term consisting of one-fourth of a school year
Session -----	a division of the school year according to the season in which it begins: Fall Session, Spring Session, Summer Session

IV. Courses and Groups of Courses

Curriculum -----	a specific course of study (for example, a science curriculum) or, collectively, all the courses offered in a college or university
Liberal arts -----	the subjects of an academic course, including literature, philosophy, languages, history, etc., as distinguished from professional or technical studies; primarily cultural studies
Humanities -----	the branches of learning concerned with human thought and relations, as distinguished from the sciences, especially literature and philosophy, and sometimes including the fine arts, history, etc.
Required course -----	a course which a student must take as part of his degree

	program
Prerequisite course -----	a basic or elementary course which must be taken before a student will be admitted to an advanced course in the same subject (for example, "History 100 is a prerequisite for History 300")
Elective course -----	a course which is not required; most degree programs provide for a certain number of electives in addition to the required courses
Major -----	the subject in which a student intends to take a degree; a field of specialization in which the student must take a required number of courses
Minor -----	a subject in which a student takes several courses (but less than in his major) as part of the degree requirements

V. Commonly Used Verbs

Enroll -----	to enter a college or university or a specific course
Matriculate -----	to be formally enrolled in a college or university, especially as a candidate for a degree
Register -----	To sign up for one or more courses, paying tuition and fees, etc. (registration takes place at the beginning of each term)
Audit a course -----	to attend a course without receiving credit for it
Drop a course -----	to withdraw officially from a

course before its completion

Cut a class ----- to be absent from a scheduled class; a "class cut" is used in contrast to an "excused absence"

Cram (slang) ----- to study very hard just before an examination

Flunk (slang) ----- to fail

VI. Miscellaneous Terms

Junior college ----- an institution of **higher learning** offering the first two years of undergraduate study; some of these institutions are called community colleges instead

Community college ----- a two-year institution of **higher learning** established to serve a specific geographic area such as **counties or municipalities**

Advanced standing ----- credit toward a degree allowed to a student for courses taken elsewhere or for high performance on special examinations

Tuition ----- the fee charged students to take courses

Student activities fee ----- money paid by the student for participation in non-academic activities at the university

Transcript ----- an official copy of a student's academic record (his courses, grades, credits)

Credit hours ----- usually the number of hours a course meets each week; a certain number of credit hours must be accumulated to receive a degree

- G.P.A.** ----- Grade Point Average and Quality Point Index are common methods of expressing numerically the average of a student's university grades; thus a G.P.A. or Q.P.I. of 2.0 might indicate a C average
- On probation** ----- being warned of possible dismissal because of poor grades or **improper** behavior; students on probation are often restricted in their activities
- Dean's list** ----- a list of honor students (students with high academic grades) published by the Dean's office each term
- Scholarship, Fellowship** ----- an award of money given by a university to help a student continue his studies; often the student must perform specified work in return for his award (thus fellowship students often teach introductory courses)
- Thesis** ----- a long scholarly research paper required at some universities for the master's degree
- Dissertation** ----- a long scholarly research paper required for the doctor's degree; generally speaking, a dissertation is longer than a thesis and requires the writer to make an original contribution in his field

Students and schoolwork: capable, talented, brilliant, intelligent, well-read; diligent conscientious, painstaking, hardworking, industrious; well-behaved, cooperative, ambitious; shy, timid;

unintelligent, dull, stupid; negligent, lazy, careless; cheeky, impudent, arrogant, brazen, self-indulgent;

to apply oneself, cram, swot, have a good head / no head for (science, etc.), (languages, etc.) come easy to sb., have a knack for, make good / no progress at school, neglect one's studies, stay away from school, skip school, play truant, cheat at tests, lag behind, have gaps in knowledge, to catch up with.

Teachers and teaching: intellectual, competent, enthusiastic, efficient, broadminded, friendly, encouraging, democratic, sympathetic, fair, witty, humorous;

limited, incompetent, narrowminded, autocratic, unsympathetic, strict, exacting, touchy, revengeful, unfair, prejudiced, arrogant, humourless;

have an engaging manner of presenting the material, well-planned / clear presentation, a carrying voice, have a way with one, all-round knowledge of the subject matter, mark papers, return homework, evaluate schoolwork.

Comprehension Questions:

1. What opportunities are there for high school graduates to continue their education?
2. What subjects are studied during the first two years at college? When do students start to major in one discipline?
3. What are the admission policies to institutions of higher learning? Which of them offer graduate or postcollege programs?
4. What academic degrees can be obtained at universities and what are the degree requirements?
5. What fields do graduate schools of art and sciences grant degrees in?

6. What specialities can be acquired at professional schools? Can one enter a professional school after completing high school?
7. What are the various academic positions that faculty members can hold?
8. Is tuition free at American colleges and universities? What are some of the ways of raising money for tuition, rent of rooms, food and other everyday living expenses?

Vocabulary Revision.

A. Fill the gaps with words from the list below:

1. An academic - test measures skills or accomplishments in various fields of academic study.
2. - test measures the ability of a person to develop skills or to gain knowledge.
3. Students frequently live away from the school grounds, but usually all classroom buildings are located on - .
4. Wealthy graduates (alumni) sometimes - their colleges with large gifts of money that serve as a source of income for the schools.
5. The predominant feature of the American - school system is supposed to be its equal educational - to children of all racial, religious, social and economic backgrounds.
6. In 1978 annual - ranged from an average of \$ 25,079 for a full professor to \$ 12,705 for an instructor.
7. When a professor - , he or she usually receives a pension, or - allowance.
8. Most undergraduate colleges require their students to take a specific number of courses to receive - degree.
9. Colleges - their students from many applicants.
10. - school trains students for specific occupations such as secretary, electric-appliance repairman or automobile mechanic.
11. Public elementary and secondary schools are free. There is no - .
12. Some private colleges are more - in their - policies than some public institutions.
13. More than 2,000 students submitted - for admission to Tartu University but only half of that number - as Freshmen.
14. Because of diverse teaching methods and non-standardized - , no two classes are identical.
15. Students who make assertions that contradict the professor's point of view should be prepared to - their positions.

16. In the teaching of science the dominant mode of - is generally traditional, with teachers giving lectures and students taking notes. 17. Professors expect the students to meet - for the submission of a paper. 18. The instructor gave the students a long reading - , but did not discuss the information in class.

assignment, tuition, admission, application, enrol, substantiate, opportunity, public, retire, retirement, bachelor, vocational, campus, achievement, secular, endow, aptitude, chaotic, salary, select, selective, curriculum, instruction, deadline

B. Finish the sentences:

1. In most colleges the first two years are designed to provide ... During this time the college student is usually required to take courses in general areas of study, such as ...
2. By the junior year the student begins to major ...
3. Graduate degrees in fields such as English literature, chemistry and history are granted by ...
4. A candidate for a Ph.D. must meet ... , pass ... , and present ...
5. Many universities have professional schools for study in such fields as ...
6. Medical students must complete ... before they can enter ...
7. The various disciplines, or fields of study, are organized by ... , which are staffed by faculty members ranging from ...
8. At the bottom of the academic ladder are ...
9. Sometimes graduate students are employed as ...
10. Violation of the honour system can result in ...
11. Private colleges are privately run; public institutions are operated ...
12. Admission to a state university is usually open to ...
13. Many state universities require their applicants to earn high scores on ...
14. Professors may establish social relationships with stu-

dents outside the classroom, but in the classroom ...

15. When research is assigned, the professor expects the student ...

C. Paraphrase the following sentences, replacing the underlined words by those from the list below:

E.g. All children are required to attend school.

School attendance is compulsory for all children

1. The academic program of most high schools includes English, mathematics, social science, and laboratory science.
2. A child who is crippled has a physical disability.
3. State and local taxes provide the money for public education.
4. Most children attend schools located in areas where they live.
5. Public schools in the United States are not related to any church group and do not provide religious education.
6. Training for occupations such as secretary and automobile repairperson is provided by certain high school programs.
7. Children who attend public schools do not have to pay fees for their education.

vocational, secular, tuition, neighborhood, expenditure, curriculum, compulsory, finance, handicap

D. Translate:

1. Vastuvõtukomisjon langetab lõpliku otsuse eksamitulemuste, vestluse ja keskkooli lõputunnistuse põhjal, võttes samuti arvesse soovitud õpetajatelt.
2. Mõned üliõpilased saavad stipendiumi ja õppelaenu, mis aitab tasuda õppemaksu.
3. Õppemaks ei kata üüri, söögi, õpikute ostmise ja huvialaringide tööst osavõtmisega seotud kulutusi.
4. Vanemate kursuste seminarides omab õppejõud vaid suunavat rolli: üliõpilased peavad ise ettekandeid ja viivad läbi diskussioone.
5. 98-st keskkooli lõpetajast, kes avaldasid soovi õppida inglise filoloogias osakonnas, võeti vastu vaid 20.
6. Sotsioloogia ja majandus on ühiskonnateaduste distsipliinid.

7. Need, kes soovivad astuda ülikooli, peavad kirjutama avalduse, täitma ankeedi, maksuma õppemaksu ja saavutama häid tulemusi eksamitel ja kutsesobivuse testidel. 8. Usaldusprintsipi rikkumine võib kaasa tuua ainekursuselt kõrvaldamise, märkuse isiklikku toimetusse või ülikoolist väljaheitmise. Eksamitel spikerdamine ja plagiaat on rangelt keelatud. 9. Ülikooli esimese astme lõpetajad, kellel on kõrge keskmine hinne ja head võimed teaduslikuks tööks, võivad jätkata õppimist magistratuuris. 10. Metoodiliste võtete mitmekesisus ja ühtsete õppeprogrammide puudumine põhjustavad õpetuses väga suuri erinevusi. 11. Ameerika Ühendriikides on riiklik üldharidus kohustuslik, tasuta ja lahutatud kirikust, ja ootuste kohaselt peaks andma kõigile võrdsed võimalused hariduse omandamiseks. 12. Ehituseks, hoonete korrashoiuks, õppejõudude palkadeks ja õpikute ostmiseks eraldatavad summad kasvavad aastast aastasse. 13. Üleminek algkoolist keskkooli toimub automaatselt ilma eksamiteta. 14. Keskkool on üles ehitatud ühendkooli põhimõttel ja seega pakub üld- ja kutseharidust ja gümnaasiumiharidust, mis valmistab ette ülikooliks. 15. Suurt tähelepanu pööratakse puuetega laste õpetamisele. Laps-invalide, kuulimis- ja nägemishäiretega, samuti psüühiliste ja vaimsete puuetega lapsi õpetatakse eriprogrammide alusel.

Problem Solving:

In pairs or in small groups discuss what the student or teacher should do in the following situations. Tell the rest of the class what your solution of the problem was.

1. In front of the class, the teacher makes an obviously incorrect statement that confuses all but one of the students. This student feels that it would be a good idea to clarify the misunderstanding for the rest of the class.
2. A teacher is correcting examination papers and notices that three students have the same wrong answers for every question. It is obvious that these students have cheated. The teacher must do something about it.
3. A student has paid a lot of money for his university courses. In one of these courses, the teacher is not doing

an adequate job. The student feels that she never prepares for classes, wastes time with checking attendance and making unimportant announcements, gives poor lectures, and returns homework late. The student feels that it is necessary to say or do something.

Chart Analysis:

1. Consult Figure 1 and find out who are the closest associates to the President of Georgetown University and what administrative and academic matters are within their competence. Which faculties (Schools) seem to be the most prestigious ones and are headed by a Vice-President or Chancellor? In class, with the help of the instructor, try to draw up the organizational chart of your university.
2. Consult Figure 2. Explain the American school system to the rest of the class.

Discussion and Composition Topics:

1. American secondary schools place great emphasis on extra-curricular activities. What about Estonian secondary schools? What are the most popular extracurricular activities?
2. Compare the elementary school system and the high school system in the United States with the educational system in your country. Speak about the types of schools, attendance requirements, size of classes, teacher qualifications and curricula. What kind of specialized schools for gifted children do you know? How are children selected for these schools? Should children be allowed to enter secondary schools automatically after completion of primary schools or should they be selected? Why?
3. What kind of student could be considered an ideal student? What is your idea of a good (or bad) teacher?

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