

Unit 1

Text A

Another School Year— What For?

John Ciardi

I Introduction

1 Background

When young students graduate from high school, many of them may decide to go to a technical school to learn a useful trade, whereas many others may want to go to college to continue their education. But what difference is there between these two choices? Why do many young people go to college or university? What are these extra years at school for? Young people do not always know the answers. And these are the questions addressed by Professor Ciardi in this essay based on the speech he gave in an orientation to freshmen.

In this essay, Professor Ciardi started by making a distinction between job training and education. Job training is important and is the purpose why many choose to go to technical schools. But for colleges and universities there is something else other than job training. Students must be exposed to ideas generated by mankind in history. Therefore, education is not just training. Training helps young people to learn technical skills with which they can make a living, while education teaches them how to live. Training can be measured by its money



value whereas education makes young people worthy, well-rounded human beings. To put it in another way, training is mainly concerned with the eight hours of work which gives us a pay check and enables us to sustain life and support our family. But education is about the other eight hours when we direct our attention to other things such as art, music, literature, history, religion, philosophy, politics, love, family, friendship and society. We must understand, to have a job does not necessarily mean to be making contributions to society automatically; and to make a lot of money does not necessarily mean we are happy or our life is meaningful. Without proper education we can only be “savages who happen to know how to push buttons”.

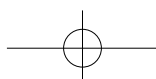
Professor Ciardi is clearly proud of the American liberal arts tradition in colleges and universities. He keeps reminding us that these institutions of higher learning serve as great storehouses of human wisdom and experience, and young people should treasure the opportunity to be exposed to the accumulated human knowledge. He particularly urges young students to read books written by great people in the past so that they can benefit from their minds, share their experiences, and in this way overcome their own limitations.

This text is chosen because we compilers feel that the writer has touched upon a very important problem: the purpose of school education. We are not always really clear what education is about, taking for granted that this is something students and teachers must do if they want to survive. No schooling, no diploma; no diploma, no job; and no job, no money. The most popular logo for universities is to claim they are “a cradle of engineers”, “a cradle of lawyers”, “a cradle of business CEOs” or “a cradle of ambassadors”. Only very recently have people once again started to emphasize the importance of developing fully-grown and well-rounded human beings.

We do not think the writer has given an in-depth analysis of the problem. Nor has he explained convincingly enough why students need to know art, literature, etc. One may perhaps also disapprove of his generally sarcastic tone when he describes that student. And although he does not mean to play down the role played by technical schools, he still gives us the impression that he thinks colleges are far superior. We believe that our students and teachers can offer much stronger arguments for the value of education, based on our own experience.

2 Structure

The text can be conveniently divided into two parts. In the first part (paras. 1–8), the writer describes his encounter with a student of his. He tried but failed to convince the student that a pharmacy major needs to read great writers. In the second part (paras. 9–14), he restates, fourteen years later, what he still believes to be the purpose of a university: to put its students in touch with the best civilizations the human race has created.



- I. The writer's encounter with a student (paras. 1–8)**
- A. A student came to his office to question the use of the course he was teaching. (para. 1)**
 - B. The writer wanted to tell him that a university offers both training and education. (para. 2)**
 - C. But he tried to explain the importance of education by describing to the student how he would spend his 24-hour day after college. (paras. 3–6)**
 - 1. He would sleep for about eight hours. (paras. 3–4)
 - 2. He would work for another eight hours using what he had learned at college. (para. 5)
 - 3. He should spend his leisure time improving his mind and developing a taste in music, art, and literature. (para. 6)
 - D. The student was not convinced and said he attended college only to make money. (paras. 7–8)**
- II. Fourteen years later, his conviction about the purpose of a university remains the same. (paras. 9–14)**
- A. A university does not train mechanized savages but specialists armed with what the best human minds have thought. (para. 9)**
 - B. At university, students learn what great scholars have discovered in the past. (paras. 10–11)**
 - C. To be well developed human beings and useful members of society, students should read great books. (paras. 12–13)**
 - D. In summary, the purpose of a university is to produce specialists who are also civilized humans. (para. 14)**

3 Style

As it is originally a talk, the writer adopts a basically colloquial and familiar style. As you read, you feel as if the professor is talking to you face to face. To recreate the scene of his encounter with the tall boy in his office, he uses direct speech. This way, the reader can imagine the ignorance and arrogance of the student. The sentence structure is generally not very complicated. But there are a few long and involved sentences in the second part of the text, for example, the last sentence of Paragraph 12, and the two very long ones in the last paragraph.

The tone in the first part is humorous and mildly sarcastic. The pharmacy major is referred to as “a beanpole with hair on top”, “this specimen” and “this particular pest”.

4 Teaching Tips

1. Since this is the second semester at college for most students using this textbook, it may be interesting to start by asking the students whether they still remember what they were told the college is all about at their orientation session when they first came to this particular school and whether, looking back to the past semester, they feel that they have been following the path mapped out for them.
2. Many concepts discussed in the text are familiar to us, but as is often the case, precisely because they sound so familiar we often do not give much thought to them and do not fully understand what they mean. So it might be a good idea to let students try and give a more accurate definition of such concepts as training, education, college, university, civilized human beings, mechanized savages, push-button Neanderthals, developed humans and useful citizens of a democracy.
3. Try to lead students to meaningful discussions of problems they are keenly interested in today: Is college really useful? Are we getting our money's worth? Does university education really give us young people much advantage in the job market? What else can university education offer us besides job training?
4. The list of questions existing in students' minds can no doubt go on. They might even ask specifically why we need to study foreign languages, why we have to have Intensive Reading, why we have to spend so much time on those texts, dealing with so many different subjects and written by so many people, many of whom are long dead and gone.

II Language Focus

1. Word formation

- 1) Noun suffixes revised: -ence; -ance; -ation; -sion
- 2) Derivatives

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2. Idioms and expressions

a number of	few if any
add to	in a hurry
as a result of	in essence
as if to say	maintain contact with
as well	more or less
average out to	or whatever
be exposed to	preside over
be in/out of love	put it this way
be on one's way to being...	put sb in touch with
be out to do sth	reach for sth
be proud of	specialize in
be true of	succeed in
do sth as best one can	The chances are that...

3. Verb + noun collocations

employ time	make contact
fold one's arms	make money
generate ideas	raise one's family
graduate students	rear one's children
jump the fence	sign a check
maintain contact	

4. Synonyms and antonyms

Synonyms

accomplishment	intellect
acquire (knowledge)	maintain
aid	mankind
assume	nevertheless
certify	obviously
enroll (a school)	peculiar
expertise	penetrating
faculty	pharmacy
fairly	rear (children)
generate (ideas)	shudder
inevitably	specimen

Antonyms

arrogantly	fold
available	qualified
civilized	sensitive
competence	specific
employed	

5. Words we often confuse

career; job	physicist; physician
client; customer	proud; arrogant
literal; literary	sensitive; sensible

6. Sentence patterns

- 1) **New as I was** to the faculty, I could have told this specimen a number of things.
- 2) **Will you be presiding** over a family that maintains some contact with the great democratic intellect?
- 3) **Read Homer and** your mind includes a piece of Homer's mind.
- 4) ... you **have no business being** in college.
- 5) ... but **it cannot be said that** they went to college.
- 6) And **as this is true** of the techniques of mankind, **so it is true** of mankind's spiritual resources.

7. Grammar

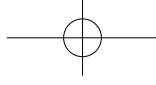
- 1) Future expressions
- 2) Correlative conjunctions (emphasizing coordinating conjunctions)

III Detailed Discussion of Text A

1. Let me tell you one of the earliest disasters in my career as a teacher. (para. 1)

Let me tell you something that happened when I first became a teacher. It was one of the exasperating experiences in the first days of my teaching career.

The word "disaster" often means "an unexpected event such as a very bad accident, a flood or a fire that kills a lot of people or causes a lot of damage". Here, used informally, it means "a complete failure". The writer exaggerates the situation and uses the word humorously.



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2. ... I was fresh out of graduate school starting my first semester at the University of Kansas City. (para. 1)

... I had just completed my graduate studies and began teaching at the University of Kansas City.
be fresh out of/from sth: having just come from a particular place; having just had a particular experience, e.g.

students fresh from college

athletes fresh from their success at the Ninth National Games

3. 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.” (para. 1)

The sentence tells us what an unfavorable impression the student left on the writer the first day he came to class. First, he was referred to as “a beanpole with hair on top” (又高又瘦，活像顶上长了毛的、做豆架用的长竿). Also, his manners irritated the writer: Instead of listening attentively and taking notes, he behaved as if he had paid to watch a show of some sort and was waiting to be entertained.

The word “beanpole” means “a tall thin person”. Here the writer deliberately evokes a “bean pole”, a pole farmers use as a support in vegetable gardens.

part of the student body: one of the students

the student body: all the students of the university

body: a group of people who work or act together, often for an official purpose, or who are connected in some other way, e.g.

a law-making body 立法机构

the governing body of the university 大学管理机构

4. Two weeks later we started *Hamlet*. (para. 1)

Obviously, the writer was teaching a course in Shakespeare. In such a course, *Hamlet* is generally among the plays studied.

5. 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?” (para. 1)

Cultural notes:

1) In American universities, an instructor has office hours during which students taking the course can go to ask questions or discuss term papers with him/her.

2) College students in the United States are required to take a number of courses in areas other than their major. That was why the pharmacy major took a course in literature.

with his hands on his hips: This shows that the student wasn't carrying anything with him, and what's more, this business-minded young man came to challenge his instructor, like customers questioning about the goods or service they have bought.

6. **And not having a book of his own to point to, he pointed to mine which was lying on the desk.** (para. 1)

Note: The negative form of a present participle is “not doing sth” instead of “doing not...”

7. **New as I was to the faculty, I could have told this specimen a number of things.** (para. 2)

Though I was a new teacher, I knew I could tell him what a university was for, but I didn't. In the remaining part of the paragraph, the writer tells us what he could have said to the student.

Note: The writer now referred to the student as a specimen in a humorous way, meaning he was a typical of a type of students who came to a university just to get training for a career.

new to sth: not yet familiar with sth because you have only just started, arrived, etc.

8. **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 meant to reach for a scroll that read Bachelor of Science.** (para. 2)

I could have told him that he was now not getting training for a job in a technical school but doing a BS at a university.

mean to do sth: to intend to do sth

reach for sth: to try to obtain sth

read Bachelor of Science: to have Bachelor of Science written on the scroll

9. **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.** (para. 2)

The BS certificate would be official proof that the holder had special knowledge of pharmacy, but it would also prove that he/she had learned/absorbed some profound ideas of the past.

certify that...: to state officially, esp. in writing that..., e.g.

This is to certify that Ms. Li Lin worked for IBM Beijing Office from January 1998 to June 2000.

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specialize in: to become an expert in a particular area of study, work or business, e.g.

Professor Zhang specializes in American drama.

My sister specializes in contract law.

At age 30, he started a company specializing in home computers.

generate: to produce or create sth, e.g.

They have a large body of young people who are capable of generating new ideas.

This machine can generate electricity in case of a power failure.

10. 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. (para. 2)

Here the word “education” is used in a broad sense, not only the process of acquiring knowledge and developing skills, but also that of improving the mind.

enroll: (*BrE* enrol) to arrange for yourself or sb else to officially join a course, school, etc., e.g.

He is enrolled in a two-month course for TOEFL.

When he failed the national college entrance exams, he decided to enroll in a private tertiary school.

Question: What is the difference between training and education, according to the writer?

Training is preparation for a job, or a career, such as the training in a certain skill. Education, on the other hand, is learning to develop one’s mental and moral powers.

11. 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. (para. 3)

I didn’t actually say all this to him, because I didn’t think he would stay at college very long, so it wouldn’t be important whether or not he knew what university education was for.

be around: to be present in a place; to be available

matter: to be important or have an important effect on sb/sth, e.g.

It doesn’t matter whether or not you agree. My mind is made up.

Does it matter if I write in pencil?

It hardly matters what you learn, as long as it deeply interests you and helps to broaden your horizon.

Pay attention to the two *it*’s. The first is an introductory/anticipatory “it” while the second refers to “whether I told him all this”. “For” is used to introduce the performer of the action “to matter”.

12. Nevertheless, I was young and I had a high sense of duty and I tried to put it this way... (para. 4)

Instead of telling him the importance of an all-round education, I tried to convince him from a very practical point of view.

put: to express or say sth in a particular way, e.g.

Can you put it in another way?

I really don't know how to put it. I don't really hate the city. But I don't love it either.

13. "For the rest of your life," I said, "your days are going to average out to about twenty-four hours..." (para. 4)

average out: (*informal*) to come to an average or ordinary level or standard, esp. after being higher or lower, e.g.

Meals at the university average out to about 10 *yuan* per day.

The couple's income averages out to 5,000 *yuan* a month.

The restaurant's monthly profits averaged out at 30% last year.

14. 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. (para. 4)

hold: (= hold good) to be true or valid, to apply

15. For eight of these hours, more or less, you will be asleep. (para. 4)

more or less: approximately, e.g.

She works 12 hours a day, more or less.

Another meaning of "more or less": basically, essentially, almost, e.g.

I've more or less finished my composition.

We have more or less reached an agreement on the matter.

16. Then for about eight hours of each working day you will, I hope, be usefully employed. (para. 5)

be usefully employed: be working; be doing useful jobs, not fooling around.

be employed (in doing sth): (*written*) to spend your time doing sth, e.g.

The old man's days were employed in reading, writing, and doing Chinese boxing.

The old lady was busily employed in knitting sweaters for her grandchildren.

17. Assume you have gone through pharmacy school... (para. 5)

Suppose/Let's imagine you have completed your studies of pharmacy...

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- 18. 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)

You have to take responsibility for the work you do. If you're a pharmacist, you should make sure that aspirin is not mixed with poisonous chemicals. As an engineer, you should make sure that the fence you design for instance will successfully keep out bulls. If you become a lawyer, you should make sure an innocent person is not sentenced to death because you lack adequate legal knowledge and skill to defend your client.

see to it that: to make sure that, e.g.

Can you see to it that all the invitations are delivered today?

I'll see to it that everything is ready before the guests arrive.

go to the electric chair: (= be electrocuted) to be punished by being killed on the electric chair

- 19. Along with everything else, they will probably be what puts food on your table, supports your wife, and rears your children.** (para. 5)

In addition to all other things (such as satisfaction) these professions offer, they provide you with a living so that you can support a family—wife and children.

along with: in addition to sb/sth; in the same way as sb/sth

- 20. They will be your income, and may it always suffice.** (para. 5)

they: the skills

it: your income

may it always suffice: I hope your income will always be enough/sufficient. In other words, the writer hopes that the skills he learns at college will always provide him and his family with a living.

- 21. ... what do you do with those other eight hours?** (para. 6)

do with: (in questions with “what”) to take action with regard to, e.g.

What shall we do with the children when we're away?

What do you do with rice straw in your country?

They do not know what to do with all the garbage here.

- 22. Will the children ever be exposed to a reasonably penetrating idea at home?** (para. 6)

Will your children ever hear you talk about something profound at home?

be exposed to (usu. a new idea or feeling): to be given experience of, or introduced to, e.g.

To learn more about the world we live in, we should be exposed to different cultures.

Studying abroad, he was exposed to a new way of life.

reasonably: to a degree that is fairly high but not very high, e.g.

She wants to find a place reasonably close (= not far from) to her university.

Our university is not one of the top ten, but reasonably well-known both at home and abroad.

penetrating idea: an idea that requires the ability of understanding clearly and deeply

23. Will you be presiding over a family that maintains some contact with the great democratic intellect? (para. 6)

Will you be head of a family who brings up the kids in a democratic spirit?

preside over: to be in charge or to control a meeting or an event, here used humorously

maintain contact with: to keep in touch with, here used figuratively

the great democratic intellect: the level of ideas possible in a society based on the belief that all people are equal politically or socially

24. Will there be a book in the house? (para. 6)

Will you be reading serious books (not just popular fiction)?

25. Will there be a painting a reasonably sensitive man can look at without shuddering? (para. 6)

Will you have a painting in your house that shows good taste?

26. ... but this particular pest was not interested. (para. 7)

pest: (*informal*) an annoying person

27. Me, I'm out to make money. (para. 7)

be out to do sth/for sth: to be trying to get or do sth, e.g.

The company is out to break into the European market.

Look out for such end-of-the-year sales. These shops are out to trick you into buying what you don't need.

28. "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)

Note the sarcastic tone of the writer. In spite of what he had said, the student didn't seem to be convinced. What the writer meant here is something like this: If you don't have any goal in

life apart from making money to satisfy your desire for material riches, go ahead and make a lot of it.

be stuck for sth: not to know what to do in a particular situation, e.g.

In the middle of the speech, he was stuck for words (= he didn't know how to go on).

signing checks: paying for what you've bought by signing checks

29. ... but to put you in touch with what the best human minds have thought. (para. 9)

... to expose you to/make you understand the ideas, opinions and thinking of the best philosophers, scientists, writers and artists in human history.

30. 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. (para. 9)

If you don't want to improve your mind and broaden your horizons by studying a little literature, philosophy, the fine arts and history, you shouldn't be studying here at college.

that lesson of man's development we call history: 我们称之为“历史”的关于人类发展过程中的经历, here, “that lesson of man's development” is the object of the verb “call”; “history” is an objective complement.

lesson: an experience which acts as a warning to you or an example from which you should learn (能给人以警戒, 或使人从中获取教训的经历)

man: (*singular*) the human race, e.g.

Man lives in almost all parts of the world.

Man's knowledge of nature continues to grow.

This is the greatest of discoveries known to man.

have no business doing sth/have no business to do sth: to have no right to do sth; shouldn't have been/be doing sth, e.g.

You've no business telling me what to do.

He has no business criticizing her about her make-up.

She has no business reading your mail.

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

You will soon become an uneducated, ignorant person who can only work machines and operate mechanical equipment (one who doesn't know anything about literature, music, the fine arts, culture in general, etc.). / You will be no different from savages except for the fact that you can push buttons and operate machines.

on the/one's way to: on the point of experiencing or achieving, e.g.

She is on the way to becoming a full professor.

That bright young man is on his way to being the sales manager of the company.

Nancy is well on her way to a nervous breakdown.

new species of mechanized savage: new type of humans who are intellectually simple and not developed and who can only work machines

the push-button Neanderthal: an uneducated, ignorant person who can only use/operate machines by pushing the buttons

32. 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. (para. 9)

A number of such push-button savages get college degrees. We cannot help that. But even with their degrees, we can't say that these people have received a proper college education. It is more accurate to say that they pass through college without learning anything.

life forms: used sarcastically, meaning these people are living creatures, but can't think and reason

go through sb (like a dose of salt): (of food, etc.) to be quickly excreted/to pass through the body as waste matter without being digested, here, used figuratively and sarcastically

33. No one gets to be a human being unaided. (para. 10)

No one can grow up to be a civilized person without the help of others.

get to be/to do sth: to reach the point at which you are/feel/know sth, e.g.

Once you get to know her better, you'll realize she is compassionate at heart.

His absent-mindedness is getting to be a big problem.

34. 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. (para. 10)

To become a civilized person, we need to acquire the knowledge and experience passed on to us. One lifetime is too short to invent everything we need to become civilized.

a single lifetime: the time during which a person is alive

a civilized human: a person who is pleasant, charming, well-mannered, but above all, well-educated (有教养的人)

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35. You pass the great stone halls of, say, M.I.T., and there cut into the stone are the names of the scientists. (para. 11)

If you pass the great stone hall of a university, M.I.T. (Massachusetts Institute of Technology) for example, you'll see the names of the scientists cut into the stone.

say: for example

there cut into the stone are the names of scientists: the names of scientists are carved in stone as memorials

36. 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. (para. 11)

Only very few, if any at all, of you will turn out to be great scientists and have your names cut into those stones. But if you were attentive enough in your high school physics class, all of you will know more about physics than many of those scientists whose names are cut into the stones.

(the) chances are: quite likely

37. You know more because they left you what they knew, because you can start from what the past learned for you. (para. 11)

You know more about physics not because you're more talented than those scholars of the past, but because they left their knowledge to you. In other words, all human knowledge has been accumulated by people living in the past and has been passed on to us. You do not have to start from the very beginning; you can start where the great scholars left off.

what the past learned for you: what people in the past learned and passed on to you

38. And as this is true of the techniques of mankind, so it is true of mankind's spiritual resources. (para. 12)

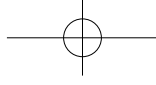
This is the way we learn and develop the techniques of mankind. This is also how we inherit and advance mankind's spiritual resources.

人类技术的发展是如此，人类精神财富的积累也是如此。

(be) true of (a person or a situation): to apply to, e.g.

It's a wonderful opera. The music is superb. The same is true of the acting.

The young tend to look ahead while the old like to look back upon the past. This is true of all nations.



39. When you have read a book, you have added to your human experience. (para. 12)

When you have read a book, you have enriched your life.

add to: to increase

40. Read Homer and your mind includes a piece of Homer's mind. (para. 12)

When you read Homer's works, you are sure to learn some of his insights.

读一读荷马的史诗，你的头脑里就有了荷马的一些思想。

41. Through books you can acquire at least fragments of the mind and experience of Virgil, Dante, Shakespeare—the list is endless. (para. 12)

Through reading their books, you can at least learn a bit of the thinking and experience of such literary giants as Virgil, Dante, Shakespeare—there have been so many great thinkers and writers that it's impossible to list them all here.

通过读书，你至少能获得维吉尔、但丁、莎士比亚等无数前人的一点点思想的火花。

42. 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. (para. 12)

Because a great book is something given to us as a gift to enrich our lives. It presents to you a kind of life you don't have a chance to experience yourself, and it describes for you places you don't have time to visit.

in literal time: in reality

43. A civilized mind is, in essence, one that contains many such lives and many such worlds. (para. 12)

Basically, a cultured and educated person should know about such great variety of lives and worlds.

in essence: basically, by nature, e.g.

He is in essence an out-going person.

In essence they were asking for the impossible.

44. 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. (para. 12)

如果你急着去赚钱，或是对自己的无知甚为得意，从而把亚里士多德或爱因斯坦的思想——

这个提高你的品德修养的礼物拒之门外，那么你既不是一个发展到成熟阶段的人，也不是一个民主社会里有用的成员。

If you are too much in a hurry...: If you are too busy making a living...

(or if you are) too arrogantly proud of your own limitations: (or if you are) too ignorant to see your limitations

to accept as a gift... Einstein: to accept some of the thinking of... Einstein as sth that will help cultivate in you the quality of being a human

45. He might have said that no one would ever manage to become human if they hadn't read about it. (para. 13)

He might have added that a person wouldn't know he/she is a human being if he/she hadn't read about human beings.

46. I speak, I'm sure, for the faculty of the liberal arts college and for the faculties of the specialized schools as well... (para. 14)

My remarks apply to... and the same is true of...

liberal arts: subjects of study that develop students' general knowledge and ability to think, rather than their technical skills (大学文科)

liberal arts college: (大学里的) 文学院

the specialized schools: departments of a university that teach particular subject or skill, e.g. medical/law school, the school of dentistry

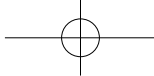
47. ... when I say that a university has no real existence and no real purpose except as it succeeds in putting you in touch, both as specialists and as humans, with those human minds your human mind needs to include. (para. 14)

要是一所大学不能使你们学生，无论作为专门人才还是普通人，去接触那些你们的头脑应该有的那些大师们的思想，那么，这所大学就没有真正的办学宗旨，也就没有存在的必要了。

both as specialists and as humans: as persons who are specialized and trained in a certain subject or skill and as civilized and thinking creatures

48. 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..." (para. 14)

The existence of the faculty of the liberal arts college itself says clearly: "In our effort to make our faculty a place where our students can experience a variety of life they don't have time to live themselves, we get a lot of help from many people and books, present and past."



49. We are here to make available to you, as best we can, that expertise. (para. 14)

Our role/job/task is to do our best to provide such knowledge for you (to become both specialists and civilized humans).

(be) here to do sth: used to show one's role in a situation, e.g.

We're all here to help you.

IV Translation of Text A

又是一个新学年——为什么上大学？

约翰·查尔迪

首先，给大家讲讲我教书生涯刚开始的时候经历过的一次失败吧。那是在1940年的一月。我当时研究生刚毕业，开始在堪萨斯市大学教书。我的学生当中有个瘦高个儿，活像个长着头发的扁豆架支竿，他走进课堂，坐了下来，双手在胸前交叉着，看了看我，好像在说：好吧，教我点什么吧。两个礼拜以后，我们开始讲《哈姆雷特》。又过了三个礼拜，他来到了我的办公室，双手叉腰。“我告诉你，”他说，“我到这里来是为了当个药剂师。我干吗要读这玩意？”说着他用手指了指桌子上我的那本书，因为他自己没带书来。

我当时虽然是个初出茅庐的新教师，可我也能告诉这位一些理由。我可以向他指出，他进的不是一所制药学校，而是一所大学，修满大学课程他就能得到一份证书，上面写着“理学士”，而不是“合格的药剂师”。这份证书说明他接受过制药的专门训练，同时还说明，他受到过人类文明思想的熏陶。换言之，他上的不是一所职业技术学校，而是一所大学，学生上大学既要接受职业训练，也要接受人文教育。

我完全可以对他说这些话的，但是很明显，他不会在大学坚持太久，他懂不懂这些道理无关紧要。

尽管如此，我当时很年轻，有很强的责任心，所以就试着这么跟他解释：“你这一辈子，每天大概平均有二十四小时。热恋的时候，一天的时间你会觉得短一点，而失恋的时候，则会长一些。但是平均起来，大致就是这个数。这其中的八个小时，你基本上是在睡觉。

“每个工作日，你大约需要工作八小时，我希望你会用来做些有用的事情。假设你修完了制药，或者是土木工程、法律或其他什么学科的课程，那么在这八小时里，你会使用你的专业技术：在配制阿司匹林的时候，确保里面不掺进氰化物；在搞工程设计的时候，确保牛不会跳进篱笆里；当律师时，就要确保你的委托人不会因为你的无能而上了电椅。这都是些非常有用的职业，都需要人们应该尊重的技能，这些技能都能帮你满足你的基本需求。除此之外，你的技能会换来你餐桌上的食物，让你能养活你的妻子，抚养你的子女。它们将成为你的收入来源，但愿你的收入永远够用。



Unit 1

“不过，下班以后还剩下八个小时你干什么呢？好吧，你回到家里，回到你的家人身边，那你怎么养育你的孩子？在家里你的孩子能受到一些理智而又充满洞察力的想法的熏陶吗？身为一家之主，你能让你的家人对我们伟大的民主思想有所了解吗？家里面会有书吗？会有一幅能让一个具有一定鉴赏力的人看了不至于不寒而栗的画吗？你的孩子们会有机会听听巴赫的音乐吗？”

我当时大概就说了这些，但是这位老弟根本没有兴趣。“听我说，”他说，“你们教授就用你们的方法养育你们的孩子，我的孩子由我自己负责。我是来挣钱的。”

“我希望你挣得更多的，”我说，“因为除了签支票购物，你就不会知道怎么打发时间。”

十四年以后，我还在教书，今天到这里来就是要告诉你们，大学的任务并不只是提供职业训练，而是同时要让你们接触到人类最伟大的头脑迸发出来的思想。如果你没时间读莎士比亚，没时间读点基础哲学书籍，没时间了解艺术发展的过程，没时间学点和人类发展息息相关的历史课程——那你就根本没必要上什么大学。你会逐渐变成会用点机械的野蛮人，那种只会按按钮的尼安德特人。我们的大学不可避免地会有一些这样的人毕业，但是我们不能说他们接受了大学教育，我们只能说他们走了过场——大学教育并没有让他们接触到人文思想。

没有一个人能够不经帮助就成为一个真正的人。人的一生时间十分短暂，不足以让他自己创造成为一个文明人需要知道的一切知识。

比方说，你想当一名物理学家。穿过像麻省理工学院里的那些石材大厅的时候，你会发现石墙上刻着一些科学家的名字。极有可能的是，你们当中，可能没有人，即使有也只是极个别的人能够使自己的名字刻到那些石头上。然而，你们中间任何一个人，只要你在中学物理课上还有不打瞌睡的时候，那你的物理知识就会比过去很多伟大的学者要多。那是因为他们把他们知道的东西都留给了你，因为你能在前人的基础上起步。

人类的技术领域是如此，人类的精神资源也是如此。而这些资源，无论是技术上的，还是精神上的，大部分都储存在书本里。书本是人类特有的成就。当你看完一本书的时候，你的人生经验就增加了。你读了荷马的著作，你头脑里就会有了一些荷马的思想。通过书本，你能获得一些维吉尔、但丁、莎士比亚等伟人的思想，这些名字是不胜枚举的，一本好书必然是一件极其珍贵的礼物；它能给你展现一种你自己没有时间去过的生活；它能把你带进一个你在现实生活中不可能去旅游的世界。一个文明人的头脑，从本质上说，必须包括很多这样的生活和很多这样的世界。如果你因为活得匆忙而抽不出时间，或者对自己的局限不以为耻反以为荣，因而没有接受亚里士多德、乔叟或爱因斯坦等人的某些思想作为你为人之道的礼物，那么你就既不是一个心智发育完全的人，也不是一个民主国家里有用的公民。

我记得好像是拉罗什富科曾经说过，如果没有读过关于爱情的文字，大多数人就永远不知道爱情是什么。他其实也可以说，人们要是没有读过怎么做人方面的书，他们永远也不知道什么是人。

我认为一所大学如果不能让你们——无论是作为专门人才，还是作为人——接触你们应该吸纳的那些伟人思想的话，那么它就不是大学，也没有存在的必要。我相信我这种说法既代表人文院校也代表理工院校的教师的意见。大学师资队伍存在的本身，明确地表明“在我们努力使自己成为人类知识的宝库而奋斗的过程中，我们得到过很多人和很多书的帮助。我们决心尽全力使你们能接受这些伟人的思想。”

V Key to Exercises

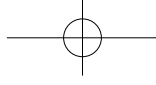
Preview

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

1. aim/purpose; training; practical/professional skills; technical training; universities
2. graduate school; Shakespeare's plays; be a pharmacist
3. making a living; keep himself; his family; expose; ideas
4. waking; average; a living; all about
5. in danger; mechanized savages; push-button Neanderthals
6. have left us; peculiar accomplishments; species
7. center; storehouse
8. sarcastic; humorous

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

1. It means annoying experiences, tough problems or failures.
2. They must have finished their graduate studies with an advanced degree like a PhD.
3. It simply means "one of the students". The word "body" here means the whole group of students. Because the student is thin and tall. It is meant to be humorous rather than insulting.
4. He teaches English literature.
5. By using the word "stuff", he shows his dislike for the course very clearly. He doesn't like the course because he thinks it is useless for his planned career.
6. We can assume that he does not think it necessary to waste money on the book since he intends to drop the course.
7. The latter. It is a humorous way of referring to a certain type of people.
8. He is talking about the Pharmacy School. He is being sarcastic when he calls it "a Drugstore Mechanics School".
It means "技工".
9. He is talking about the diploma for university or college graduates.
He has in mind people like what the student wants to be: pharmacists.
10. It means "having been introduced to the ideas developed or produced throughout history".
11. It refers to his effort to convince the student.



Unit 1

12. “Hold” here is an intransitive verb meaning “remain true”. It is often used as a set phrase “hold true”.
13. It means “things of the same kind” (诸如此类).
14. We call it the future continuous tense. It is used for ongoing future actions.
15. He is saying here that you will make sure that the medicine you make will not be mixed with poison if you are trained as a pharmacist; that the houses you build will successfully keep out bulls if your chosen job is engineering; and that your client will not be sentenced to death because you are incompetent if you want to be a lawyer.
16. These are all useful things to do... and raises/brings up your children.
17. In formal English, “may” is used to express a hope or wish. “May it always suffice” means I hope it is always sufficient. “Suffice” is formal here for humorous effect.
18. 民主的思想家. Will you be heading a family that is familiar with the great democratic ideas in past history?
19. He means the tall student. “Pest” is often used to refer to an annoying person, especially a child.
20. No. He means that he is aiming to make money. That is his purpose for coming to school.
21. ... you’re going to have trouble finding something to do when you are not spending money.
22. ... then you shouldn’t go to college. You have no reason to go to college.
23. He is saying here that young people may become savages like the ancient people who lived 35,000 to 130,000 years ago although they can now push buttons and use machines, hence, a “new species”.
24. Our colleges are bound to produce some students of this kind. He is very sarcastic about these people and thinks that they are not truly educated and civilized as they should be today. Therefore he uses the expression: “such life forms”. Note also that the word “graduate” is used as a transitive verb here.
25. We are talking about how ideas or concepts are developed and how important they are in the evolution of the human species. Animals live by instinct. Only human beings are able to formulate ideas such as love, freedom, democracy, and equality. These ideas make us different from other animals. And we get these ideas from people in the past. That is why reading is so important. Many scholars maintain that without reading we don’t know how to think. There are, however, people who emphasize the importance of direct experience. They say that “Doing is also learning”. Sometimes they even go as far as to maintain that reading may prevent us from creative thinking.
26. The fact that we have the faculty means that...

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. different | 11. evident |
| 2. independent | 12. intelligent |
| 3. extravagant | 13. relevant |
| 4. competent | 14. present |
| 5. arrogant | 15. urgent |
| 6. important | 16. violent |
| 7. confident | 17. current |
| 8. fragrant | 18. frequent |
| 9. significant | 19. distant |
| 10. convenient | |

Note that the following words are nouns, not adjectives:

accountant; assistant; defendant; dependant; attendant

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

- | | |
|------------------|-------------------|
| 1. qualification | clarification |
| unification | notification |
| classification | identification |
| intensification | justification |
| simplification | certification |
| glorification | specification |
| 2. modernization | mechanization |
| realization | civilization |
| globalization | specialization |
| Americanization | industrialization |
| urbanization | idealization |
| centralization | marketization |
| nationalization | privatization |

Unit 1

3. permission	discussion
admission	profession
commission	confession
remission	impression
emission	oppression
submission	compression
transmission	expression
omission	depression

3 Give derivatives of the following words.

1. sense: sensitive; sensible; senseless; sensibility; oversensitive; insensitive
2. technique: technical; technically; technician
3. special: specially; specialty; specialize
4. intellect: intellectual; intelligent; intelligence
5. civil: civilize; civilization; civilized; uncivilized

4 Translate the following into Chinese.

1. 很多人都认同，大学扩招是一个大业绩。
2. 提供能够满足高要求的注册会计师仍然是一个大问题。
3. 过早的专业化并非明智之举，学生在进入专业领域之前应该广泛接触世界文化。
4. 有一天我们可能会变得强大，但我们绝不能变得傲慢，我们应当继续遵循和平共处的原则。
5. 一个国家的力量本质上依赖于该国的文明进程，这是一个深刻的认识。
6. 我们对过去苦难的记忆是一笔巨大的精神财富。

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

- | | |
|----------------------|-------------------------------|
| 1. fold one's arms | 10. rear/raise one's children |
| 2. fold the letter | 11. rear sheep |
| 3. acquire knowledge | 12. raise one's family |
| 4. generate ideas | 13. raise one's voice |
| 5. generate jobs | 14. raise tax |
| 6. generate power | 15. raise the question |
| 7. generate interest | 16. maintain contact |
| 8. employ workers | 17. maintain law and order |
| 9. use/employ time | 18. maintain peace |

3 Give the synonyms and antonyms of the following words.

Synonyms

- | | |
|-----------------------------|---------------------------------|
| 1. reasonably/rather/quite | 12. enter/join |
| 2. clearly/evidently | 13. however/but |
| 3. keep | 14. sharp/thoughtful |
| 4. raise | 15. thinker/intellectual |
| 5. gain/obtain | 16. shake/tremble/shiver |
| 6. produce | 17. unavoidably/certainly |
| 7. prove | 18. help/assist |
| 8. department (university) | 19. suppose/presume/think/guess |
| 9. humanity | 20. strange/odd/unusual/queer |
| 10. druggist/chemist (英) | 21. achievement/success/victory |
| 11. type/example/model/case | 22. special skill |

Antonyms

- | | |
|-----------------------|-----------------|
| 1. unavailable | 6. unfold |
| 2. modestly | 7. unemployed |
| 3. general | 8. incompetence |
| 4. unqualified | 9. insensitive |
| 5. uncivilized/savage | |

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

- | | |
|-----------------------------|------------------------------|
| 1. to see to it; exposed to | 6. preside over |
| 2. out for; succeed in | 7. stuck for; see to it that |
| 3. averages out | 8. true of; true of |
| 4. specialize in | 9. out to; see to it that |
| 5. stuck for | 10. have no business |

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

- | | |
|-----------------------|--------------------------|
| 1. in making; to find | 6. Poor as he was; put |
| 2. see | 7. for |
| 3. out; of; of | 8. in |
| 4. to | 9. believed in; forcing |
| 5. by; for | 10. physicist; sensitive |

6 Translate the following sentences into English.

1. It is wrong to raise our children the way we grow flowers in the greenhouse. We must

- expose them to all social problems because very soon they will be dealing with them as responsible citizens.
2. As time goes on we are inevitably going to get more and more involved in international affairs. And conflicts are sure to occur because there always exist different views and interests among nations.
 3. We are proud of our accomplishments, and we have reason to be. But we must never become arrogant. Otherwise we will lose our friends.
 4. Information is now easily available. An average computer can store the information of a small library.
 5. That construction company is not qualified to handle the project. They do not have any legal document to certify that they have the necessary expertise. We must find a company that specializes in building theatres.
 6. These think tanks do not make decisions. They are out to generate new ideas and penetrating analyses that will be extremely useful for decision makers.
 7. The growth of GDP is not everything. Our country cannot be said to have been modernized unless the quality of our people's lives is really improved.
 8. Poor as we were in many ways at that time, we were still quite happy as children, for there was clean air, clean water, a lot of fish, crabs and eels in the rivers, lakes, and ponds; and a lot of flowers, trees and birds in the fields.
 9. Give absolute power to any individual or any particular group of people, and that person or group is sure to abuse that power because, just as Lord Acton says, "Power corrupts, and absolute power corrupts absolutely."
 10. Traditionally in our country, school education was always said to be more important and useful compared with all other pursuits.

Grammar

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

It is far more complicated to talk about the future than to talk about the present and past. Generally, future time is expressed in these ways.

Future at Present

- a. "will" as in 3): used to say something is expected to happen
"will be doing" as in 4): used to say that you are sure that something will happen because arrangements have been made

- b. “**be going to**” as in 2), 5): used to say that something will happen quite soon or to talk about sb’s intentions or what they have decided to do
- c. “**the present progressive**” as in 10): used to talk about something that will happen because you have planned or arranged it
- d. “**the simple present**” as in 9): used to say that something will definitely happen at a particular time, especially because it has been officially arranged

Future in the Past

- a. “**would**” as in 7): used to say what you intended to do or expected to happen
- b. “**was/were going to**” as in 1): used to say that something was expected to happen
- c. “**was/were to do**” as in 6), 8): used to talk about something that would happen because it had been planned or arranged.

2 Learn to use emphasizing coordinating conjunctions.

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

Emphasizing coordinating conjunctions connect parts of the sentence that have the same grammatical form.

- 1. two nouns
- 2. two adjectives
- 3. two prepositional phrases
- 4. two infinitive phrases
- 5. two noun phrases
- 6. two noun phrases
- 7. two prepositional phrases
- 8. two prepositional phrases

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

- 1. The province is strong **both** in industry **and** in agriculture. / The province is **not only** strong in industry, **but also** in agriculture.
- 2. Relief agencies say the immediate problem is **not** a lack of food, **but** transportation.
- 3. Generally, after working for the company for five years, young employees **either** are promoted **or** leave.
- 4. TV programs for children should **not only** entertain **but also** teach.
- 5. Obviously, these children are motivated **not** by a desire to achieve, **but** by fear of failure.
- 6. At present, it would be **neither** practical **nor** desirable to eliminate examinations altogether.

Unit 1

7. Asian Americans are playing a more active role in politics than ever before, **both** at local **and** national level.
8. My uncle believes that in our town sightseeing is best done **either** by tour bus **or** by bicycle.
9. Wood flooring **not only** cleans easily, **but** is environmentally friendly.
10. Until I read the article I knew **neither** where she was brought up **nor** (where she was) educated.
11. I find the new manager **neither** easy to get along with **nor** delightful to talk to.
12. Contrary to what people had expected, **not only** did he attend the meeting, **but** he **also** spoke for twenty minutes.

3 Fill in each blank with ONE suitable word.

- | | | | | |
|-----------|----------|------------|--------------|-----------|
| (1) other | (2) best | (3) reason | (4) mental | (5) next |
| (6) As | (7) take | (8) cool | (9) thinking | (10) rest |

4 Translate the following sentences into English.

1. The premier **is leaving** for New York for a UN conference tomorrow.
2. He **is to meet** the heads of state of several countries during his stay in New York.
3. What **are you going to do** during the National Day holidays? Are you **going home** or **staying** on campus?
4. — What do you think school **will be** like in twenty years' time?
— I think children **will** probably **learn** at home with a mechanized teacher.
5. Thirty years ago, my grandparents never **thought** they **would be** able to move into a two-storey house with all the modern facilities.
6. What they lack is **not** money **but** experience.
7. They have come to China **not only** to learn Chinese, **but** to learn about Chinese culture as well.
8. What children want most from their parents are **not** material things **but** love and attention.
9. You may **either** write your essay in your regular exercise book **or** do it on your computer.
10. I'm not quite sure why he didn't show up. **Either** he was not interested, **or** he simply forgot about it.
11. A society should respect **both** its scientists **and** its garbage collectors.
12. He is miserly **both** with his money **and** with his time.

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 **arrive** in Beijing.
2. We can **hardly** imagine what life will be like **in** 50 years.
3. (No mistake. Here “if... will” is possible when *will* expresses “willingness”.)
4. Please be seated, everyone. The show **is about to begin**. (Use “be about to do sth” to say that something will happen almost immediately. “Will” is not used.)
5. It is predicted that in about ten years’ time, China **will be able to** send man to the Moon. (“To be able to do sth” is used to say it is possible for someone or something to do something.)
6. Drop in whenever you please. You’ll **always be** welcome. (Adverbs of frequency, such as *always, usually, often, sometimes*, etc., usually go immediately in front of the main verb.)
7. Neither his parents, nor his brother **was** able to come to his performance. (The main verb agrees with the noun phrase introduced by *nor*.)
8. Both her friends and her English teacher **believe** she will win the talent contest.
9. My father regards creativity both as a gift and **as** a skill. (Normally, the two items connected by emphasizing coordinating conjunctions should be expressed in the same grammatical form, here, two prepositional phrases.)
10. (No mistake. Though the two items “now” and “after class” aren’t the same grammatical form, this is acceptable because we can regard them as condensed from “We can either do it now **or do it** after class.” Therefore, the two items can also be different grammatical forms serving the same grammatical function, here, both adverbials.)