

## UNIT 3 THE AIMS OF EDUCATION

**Lead-in** *Practise reading the following words and collocations.*

- a) science; either; indiscriminately; throughout; blithely; unfortunately; detour; ignorance; carefully; thoroughly; mankind; demeaning; weight; sufficient; rigorous; decay;
- b) increasingly widespread acceptance; fatal educational principle; intense physical training; mental exertion; a continuous source; genuine challenge; a muddled economics paper; an incompetent laboratory performance; misguided policies;
- c) faculty and administration; self-discipline and hard work; pleasure and delight; pain and frustration; joy and ecstasy; to read intelligently and think precisely; to speak fluently and write clearly; cooperative and sensitive; well-founded and constructive;
- d) on the brink of chaos; to yield to pressure; a man of real integrity; to achieve without effort; ought to be thought equally foolish; baffled by intellectual subtleties; cannot be experienced without toil; evaluation of faculty; to ingratiate themselves with the students; the success of a democracy.

### READING

#### If At First You Don't Succeed, Quit

1. American higher education **stands** on the brink of chaos. Never have so many spent so long learning so little.
2. The present crisis stems from the increasingly widespread acceptance among faculty and administrators of the fatal educational principle that a student should not be **required** to do any academic work that displeases him. If a student **prefers** not to study science or history or literature, he is allowed to **attain** his degree without studying any science, history, or literature.
3. If he prefers not to take examinations, he either makes special arrangements with his instructor or else chooses his courses from among the ever-growing number that involve no examinations. If he prefers that his work not be graded, he **arranges** in most or all of his courses to **receive** an undifferentiated pass or fail. If he is concerned about **obtaining** high grades, he selects his teachers from among the many who have yielded to student pressure and now indiscriminately award As to virtually everyone. The dean of Yale's Morse College recently remarked of her students: "They get a B and they bawl. It takes a man or woman of real integrity to give a B".
4. Throughout the country the attempt is being made to provide students with what is advertised as a 'liberal education' without requiring of them the necessary self-discipline and hard work. Students have been led to believe that they can **achieve** without effort, that all they need do in order to obtain a good education is skip blithely down the merry road to learning. Unfortunately, that road is no more than a detour to the dead end of **ignorance**.
5. We must realize that becoming an educated person is a difficult demanding enterprise. Just as anyone who spoke of intense physical training as a continuous source of pleasure and delight

would be thought a fool for we all know how much pain and frustration such training **involves**, so anyone who speaks of intense mental exertion as a continuous source of joy and ecstasy ought to be thought equally foolish for such effort also involves pain and frustration. It is painful to have one's ignorance exposed and frustrating to be baffled by intellectual subtleties. Of course, there can be joy in learning as there can be joy in sport. But in both cases the joy is a result of overcoming genuine **challenges** and cannot be experienced without toil.

6. It is not easy to read intelligently and think precisely. It is not easy to speak fluently and write clearly. It is not easy to study a subject carefully and know it thoroughly. But these abilities are the foundation of a sound education.
7. If a student is to learn intellectual responsibility, he must be taught to **recognize** that not every piece of work is a good piece of work. In fact, some work is just no good at all. A student may be friendly, cooperative and sensitive to the needs of mankind, but he may nevertheless **turn** in a muddled economics paper or an incompetent laboratory report.
8. And that he means well is no **reason** why he should not be criticized for an inadequate performance. Such criticism, when well-founded and constructive, is in no way demeaning, for the willingness to accept it and learn from it is one mark of a mature individual. Yet criticism of any sort is rare nowadays. As student **opinion** is given greater and greater weight in the evaluation of faculty, professors are busy trying to ingratiate themselves with the students.
9. Indeed, college education is gradually coming to resemble the Caucus-race in "Alice's Adventures in Wonderland" in which everyone begins running whenever he likes and stops running whenever he likes. There are no rules. Still everyone wins, and everyone must receive a prize.
10. A democracy, however, cannot afford to transform its educational system into a Caucus-race, for the success of a democracy depends in great part upon the understanding and capability of its citizens. And in the complex world in which we live, to **acquire** sufficient understanding and capability requires a rigorous education. If we **fail** to provide that education, we shall have only ourselves to blame as misguided policies in our universities contribute to the decay of our democracy.

by *STEVEN CAHN*

## ACTIVE VOCABULARY

### 1. **achieve** *v*

~ your aim/ goal/ target – достичь/ добиться цели

~ a record level/ desired effect – достичь рекордного уровня/ добиться желаемого эффекта (*Syn.*

**attain, reach**)

~ independence/ complete understanding – добиться независимости/ полного понимания

~ your ambition/ dream – реализовать собственные амбиции/ мечты (*Syn.* **realize**)

**achievement** *n*

highest / remarkable ~ - наивысшее/ выдающееся достижение

### 2. **acquire** *v*

~ a habit/ knowledge/ significance/ status – приобретать привычку/ знания/ значимость/ статус (*Syn.* **receive/ obtain/ win**)

newly ~ed – вновь приобретенный

**acquisition** *n*

valuable ~ – ценное приобретение

~ of skills/ property – приобретение навыков/ собственности

mergers and ~s (M&As) – слияния и поглощения

**3. arrange** *v*

~ sth in alphabetical/ reverse/ chronological order – располагать что-либо в алфавитном, обратном, хронологическом порядке;

~ that – договориться о том, что...

as ~d – как договаривались

~ sth/sb in order of size/ priority – выстроить что-либо по размеру/ степени важности

~ for sth / for sb to do sth – договориться о чем-либо/ чтобы кто-либо сделал что-либо

**arrangement** *n*

necessary/ special/ temporary ~s – необходимые/ особые/ временные меры/ договоренности

security ~s – меры безопасности

holiday/ wedding ~s – праздничные/ свадебные приготовления

cancel/ confirm the ~s – отменять/ подтверждать договоренности

make the ~s – готовиться к чему-либо

come to some ~ – достигнуть договоренности

according to/ under an ~ – согласно договоренности

**4. challenge** *v*

~ an assumption/ legality/ rightness – оспаривать утверждение/ законность/ правоту

**challenge** *n*

huge/ real ~ – огромная/ реальная трудность/ проблема

face/ meet a ~ – столкнуться с проблемой / трудностью

deal with/ tackle a ~ - решать проблему

present/ pose a ~ - представлять трудность/ проблему

**challenging** *adj*

~ job/ problem – трудная, но интересная работа/ серьезная проблема

**5. fail** *v*

a plan/ an attempt/ an experiment – план/ попытка/ эксперимент провалился

a company/ business ~ed – компания разорилась (*Syn.* **go bankrupt/ go bust/ broke**)

~ an interview – провалить собеседование

~ a test badly – сдать тест с очень низким баллом

**failure** *n*

complete/ total/ utter ~ - полный/ окончательный провал/ крах

economic/ political ~ - экономический/ политический крах

**6. ignore** *v*

~ a law/preliminary arrangements – игнорировать закон/ предварительные договоренности

~ sb's advice/ warning – игнорировать чьи-либо советы/ предупреждения

~ deliberately/ completely/ simply – умышленно/ полностью/ просто игнорировать

**ignorance** *n*

complete/ total ~ – полное невежество / незнание

~ of the law/ situation – незнание закона/ ситуации

show/ display/ reveal one's ~ - показать/ продемонстрировать/ выдать собственное невежество

**ignorant** *adj*

remain ~ - не осознавать

keep sb ~ - держать кого-либо в неведении

be ~ of the fact/ reasons – не знать о факте/ о причинах

be ~ about sth – быть несведущим в чем-либо

**Note:** He was ignorant of the fact = He did not know about it.

He ignored the fact = He knew about it but paid no attention.

**7. involve** *v*

~ exams/ expenditures/ changes – повлечь, предполагать/ экзамены/ расходы/ изменения

~ qualified personnel/ funds - привлекать квалифицированный персонал/ фонды

be / get ~ d in a heated debate/ conflict - быть втянутым / вовлеченным в горячую дискуссию/ конфликт

be ~ d in the development of a new software – заниматься разработкой нового программного продукта

be/become emotionally/ romantically ~d with – быть в близких романтических отношениях

**involved** *adj*

~ explanation/ problem – сложное объяснение/ проблема (*Суп.* **complicated, complex**)

**8. opinion** *n*

expert/ personal/ public/ popular ~ – экспертное/ личное/ общественное/ распространенное мнение

give / express/ an ~ – высказывать/ выразить мнение

ask (for)/ confirm the ~ – спрашивать/ подтверждать мнение

be of the ~ – считать

in my (humble) ~ ИМНО – по моему (скромному) мнению/ разумению

have good / bad / high / low ~ of – быть хорошего/ плохого/ высокого / невысокого мнения

~ poll – опрос общественного мнения

**9. prefer** *v*

clearly/ obviously ~ sb/ sth **to** sb/ sth – явно/ очевидно предпочитать кого-л./ что-л. кому-л./ чему-л.

**preference** *n*

a clear/ marked/ personal ~ - очевидное/ заметное/ личное предпочтение

express/ show ~ for sth – высказывать/ выказывать предпочтение к чему-либо

a ~ as to/ regarding sth – предпочтение в отношении чего-либо

**10. reason** *n*

the only/ the real ~ **for** sth/ doing sth – единственная/ реальная причина чего-либо

valid/ legitimate ~ behind sth – веский / законный довод для чего-л.

have/ give/ offer ~s **for** sth – иметь/ предоставлять доводы/ основания для чего-л.

**11. receive** *v*

~ education/ training – получать образование/ подготовку (*Суп.* **acquire, obtain, gain**)

~ extra income/ unemployment benefit /medical treatment – получать дополнительный доход/ пособие по безработице/ медицинскую помощь

~ attention/ publicity – заслуживать внимания/ популярности

**receipt** *n*

make/ write out a ~ – выписать чек

on ~ of – по получении

**receipts** *n*

bank/ tax ~ – банковские/ налоговые поступления

**12. require** *v*

~ comment/ explanation/ careful consideration/ immediate solution – требовать комментария/ пояснения/ тщательного рассмотрения/ немедленного решения

detailed analysis/ further discussion is ~ d – требуется детальный анализ/ дальнейшее обсуждение

**requirement** *n*

basic/ essential/ legal ~ – основное/ необходимое/ законное требование

safety ~s – требования безопасности

meet/ match/ satisfy/ fulfil the ~ s – удовлетворять/ соответствовать/ выполнять требования

comply with ~s – подчиняться требованиям

impose/ lay down/ set out ~s – вводить/ вносить/ устанавливать требования

**13. recognize** *v*

~ a fact/ your mistake – признать факт/ собственную ошибку

widely/ internationally ~d – широко / всемирно признанный

**recognition** *n*

world ~ – мировое признание

deserve/ receive / win ~ – заслужить/ получить/ завоевать признание

in ~ of – в знак признания

**14. result** *v*

~ in sth – привести к чему-либо (*Syn.* **cause**)

~ from sth – явиться результатом чего-либо

**result** *n*

desired/ disastrous/ end/ preliminary ~ - желаемый/ катастрофический/ конечный/ предварительный результат

achieve/ obtain/ produce a ~ - добиться/ получить/ давать результат

**15. stand** *v*

~ pain / noise – терпеть/ выносить боль/ шум

**stand** *n*

current/ previous ~ - существующая/ прежняя позиция

It ~s to reason that... – Вполне разумно, что...

What does this abbreviation ~ for – Что означает эта аббревиатура?

**16. turn** *v*

~ to other problems – обратиться к другим проблемам

~ to friends – обратиться к друзьям

~ the incident into a conflict – превратить инцидент в конфликт

~ against the enemies/ political opponents – выступить против врагов/ политических оппонентов

~ down the offer – отклонить предложение

~ in a report – сдавать отчет

~ out to be true / false / successful – оказаться верным / фальшивым / успешным

As it turned out – Как оказалось...

**turn** *n*

at the ~ of the century – на рубеже веков

do a good / bad ~ - оказать хорошую / плохую услугу

## A. COMPREHENSION CHECK

### A1 *Translate the sentences below (in writing). Discuss different variants with your partner.*

1. Never have so many spent so long learning so little.
2. The present crisis stems from the increasingly widespread acceptance among faculty and administrators of the fatal educational principle that a student should not be required to do any academic work that displeases him.
3. If he is concerned about obtaining high grades, he selects his teachers from among the many who have yielded to student pressure and now indiscriminately award A's to virtually everyone.
4. We must realize that becoming an educated person is a difficult, demanding enterprise.
5. Just as anyone who spoke of intense physical training as a continuous source of pleasure and delight would be thought a fool, for we all know how much pain and frustration such training involves, so anyone who speaks of intense mental exertion as a continuous source of joy and ecstasy ought to be thought equally foolish, for such effort also involves pain and frustration.
6. A student may be friendly, cooperative and sensitive to the needs of mankind, but he may nevertheless turn in a muddled economics paper or an incompetent laboratory report.
7. Such criticism, when well-founded and constructive, is in no way demeaning for the willingness to accept it and learn from it is one mark of a mature individual.

### A2 *Paraphrase and interpret the following sentences in English.*

1. They get a B and they bawl. It takes a man or woman of real integrity to give a B.
2. Unfortunately, that road is no more than a detour to the dead end of ignorance.
3. It is painful to have one's ignorance exposed and frustrating to be baffled by intellectual subtleties.
4. And that he means well is no reason why he should not be criticized for an inadequate performance.
5. As students' opinion is given greater and greater weight in the evaluation of faculty, professors are busy trying to ingratiate themselves with the students.
6. There are no rules. Still everyone wins, and everyone must receive a prize.

### A3 *Discuss the following issues raised in the text. Give your reasoning.*

1. Find the proof in the text for the idea that American higher education stands on the brink of chaos.
2. What does the present crisis stem from?
3. How do American students make life easier for them?
4. How do you understand "It takes a person of real integrity to give a B"?
5. What does Steven Cahn mean by 'a liberal education', 'a rigorous education'?
6. Prove that an education process is
  - a difficult, demanding enterprise
  - a source of joy and ecstasy (paragraph 5)
7. Give your interpretation of the comparison: "There can be joy in learning as there can be joy in sport".
8. What are the qualities and skills necessary for an educated person?
9. How do you understand 'intellectual responsibility'?
10. How should a student take criticism? Give your reasoning.
11. Comment on the comparison of college education and the Caucus-race ("Alice's Adventures in

Wonderland").

12. How does the success of a democracy in a country depend on the capability of its citizens?

## B. VOCABULARY AND STRUCTURE

### **B1** Find Russian equivalents for the following English collocations:

Stand on the brink of chaos; fatal educational principle; receive an undifferentiated pass or fail; obtain high grades; evaluation of faculty; provide with a liberal education; achieve without effort; make special arrangements; require necessary self-discipline; indiscriminately award A's to virtually everyone; detour to the dead end of ignorance; intense physical training; source of pleasure and delight; pain and frustration; intense mental exertion; without toil; read intelligently; think precisely; speak fluently; write clearly; study a subject carefully; know thoroughly; foundation of a sound education; accept criticism; a mark of a mature individual; receive a prize; depend in great part upon; acquire sufficient understanding; difficult demanding enterprise; overcome genuine challenges; have one's ignorance exposed; be criticized for an inadequate performance; decay of democracy.

### **B2** Find in the text English equivalents for the following Russian collocations:

Профессорско-преподавательский и учебно-вспомогательный персонал; получить диплом; предполагать экзамен; поддаваться давлению со стороны студента; по всей стране; студентов убедили; беспечно двигаться; окольный путь в тупик невежества; принципиальный человек; предприятие, требующее больших усилий; преодолевать поистине огромные трудности; хорошая работа; понимать задачи, стоящие перед человечеством; сдавать работу по экономике, не отвечающую требованиям; способности своих граждан; фундаментальное образование; неверное направление в политике; обоснованная и конструктивная критика; отличительный признак зрелого человека; выполнять научную работу, которая ему не нравится; быть сбитым с толку интеллектуальными тонкостями; способствовать подрыву демократии.

### **B3** Consulting the Active Vocabulary:

#### *a) give Russian variants of the following collocations:*

To achieve increase in payment; highest achievement; to acquire significance; acquisition of property; to arrange words in alphabetic order; to arrange about a reception; security arrangements; to attain a desired goal; futile attempt; to challenge the rightness; a genuine challenge; a challenging job; to ignore preliminary arrangements; ignorance of the situation; to betray one's ignorance; to involve expenditures; to involve a different approach; to be involved in a heated debate; involved explanation; to be of the opinion; opinion poll; informed opinion; to realize forthcoming difficulties; to receive a lot of attention; on receipt of; further discussion is required; required reading; a legal requirement; in recognition of; to grant diplomatic recognition; to stand by the promise; to turn down the offer; to take turns; to do a good turn.

**b) complete the collocations below:**

achieve a desired ...; highest ... of the athlete; acquire...; valuable ...; arrange in ... order; security ...; challenge the ...; ... job; pose a ...; attempts ...; total ...; ignore preliminary ...; ... sb's advice; ignorance of the...; display your ...; be ... of the reasons; involve ...; get involved in a heated ...; involved ...; personal ...; ask for the ...; in my humble ...; opinion ...; a personal ...; ... preference for; a ... regarding sth; the ... reason for sth; legitimate ... for sth; receive ...; ... unemployment benefit; write out a ...; tax ...; require careful ...; ... requirement; satisfy the ...; comply with the ...; recognize your ...; win ...; desired ...; ... result; produce a ...; stand ...; previous ...; What does this acronym ... for? turn to ...; turn against ...; ... down the offer; turn in a poor ...; ... out to be true; do a good ...

**c) give English equivalents of the following collocations:**

Достичь рекордного уровня; выдающееся достижение; приобретать значимость; вновь приобретенный; слияния и поглощения; располагать в обратном порядке; договориться о встрече; меры безопасности; отменять договоренности; достигнуть договоренности; в соответствии с договоренностью; оспаривать утверждение; столкнуться с реальной трудностью; попытка провалилась; компания разорилась; окончательный провал; политический крах; игнорировать совет; не знать о причинах; повлечь значительные расходы; быть втянутым в конфликт; заниматься разработкой нового программного продукта; сложное объяснение; высказывать собственное мнение; быть невысокого мнения о ком-либо; опрос общественного мнения; явно предпочитать; заметное предпочтение; предпочтение в отношении чего-либо; единственно реальная причина; удостоиться внимания; заслужить популярность; выписать чек; банковские поступления; требовать немедленного решения; подчиняться требованиям; всемирно признанный; привести к финансовому краху; явиться результатом кризиса; добиться желаемого результата; Это разумно; обратиться к друзьям; превратить инцидент в конфликт; оказаться фальшивым.

## **B4 Review of prepositions**

### **Translate into English fast.**

**Text:** на грани хаоса; беспокоиться по поводу высоких оценок; поддаваться давлению студентов; по всей стране; в обоих случаях; извлечь из этого уроки; зависеть в основном от способностей; способствовать упадку демократии.

**Core vocabulary:** располагать в алфавитном порядке; выстроить по степени важности; договориться о консультации; прийти к согласию; согласно договоренности; сталкиваться с серьезной проблемой; быть невысокого мнения о ком-либо; высказывать предпочтение к английским романам; реальная причина инцидента; по получении разрешения; подчиняться требованиям; излагать требования; в знак признания нашей победы; привести к провалу; явиться результатом упадка демократии; эта аббревиатура означает Европейский Союз; отклонить предложение; сдать лабораторную работу; этот код оказался верным; на рубеже десятилетий.

## **B5 Translate into English.**

1. **[Achieve]** Чтобы добиться своей цели, ему пришлось выучить и английский, и немецкий. К концу года компания добилась повышения производительности труда. В результате переговоров им, наконец, удалось добиться полного взаимопонимания. Это, несомненно, одно из самых значительных достижений в области телекоммуникаций за последнее десятилетие.



2. **[Acquire]** С новой работой у него появилась привычка работать допоздна. Используя этот метод, вы получите прочные знания. Эти явления приобретают всё большую значимость. Этот регион приобрел статус свободной экономической зоны. На выставке были представлены ценные приобретения музея за последние 20 лет. Приобретение таких навыков совершенно необходимо в современных условиях. Сделки по слиянию и поглощению – один из способов развития компаний.
3. **[Arrange]** Книги расположены в алфавитном порядке. Я организовал вам встречу с Генеральным директором. На этой неделе мы должны подготовиться к приему. Мы договорились встретиться в офисе. Он организовал ему консультацию у лучшего кардиолога. Нам еще надо договориться, где встретиться. Он отвечает (to be in charge of) за меры безопасности во время визита. По особой договоренности с банком мы можем взять кредит еще на 25 тысяч. Я уверен, мы можем достигнуть договоренности.
4. **[Challenge]** Трудности в осуществлении наших идей побудили нас искать новый метод. Традиционные подходы постоянно оспариваются авангардными художниками. Вы не можете оспаривать законность решения суда. Эта задача представляет собой истинную трудность для ученых. Важнейшая задача правительства - это создание новых рабочих мест. Я бы предпочла более интересную, пусть и трудную работу. Молодые ученые бросили вызов своим именитым коллегам, применив инновационный метод решения технических задач.
5. **[Ignore]** Нельзя игнорировать законы природы. Если вы собираетесь игнорировать предварительные договоренности, переговоры зайдут в тупик. Он продемонстрировал свое полное незнание ситуации. Они пребывают в полном неведении относительно причин катастрофы. Это приведет нас в тупик невежества. Мой совет полностью проигнорировали. Боюсь, что я ничего не знаю об этой компьютерной программе. Он ехал очень быстро, потому что не знал, что там было ограничение скорости (speed limit). Он не обращал внимания на ограничение скорости.
6. **[Involve]** Эта программа повлечет не только огромные расходы, но и значительные изменения в жизненном уровне (living standards). Этот курс предполагает не экзамен, а дифференцированный зачет. Такой проект привлечет и квалифицированный персонал, и фонды инвесторов. Им не удалось втянуть его в дискуссию. Очень скоро они оказались втянутыми в этот пограничный конфликт. В настоящее время он занимается разработкой нового программного продукта. Это сложное объяснение не позволило нам понять его теорию.
7. **[Receive]** Вы должны будете заплатить налог с дополнительного дохода, который получите к концу года. Он не получает пособие по безработице, потому что не работает уже больше года. Его последняя работа удостоилась значительного внимания. В нашем центре вы можете получить квалифицированное лечение бесплатно (free of charge). Не могли бы вы выписать мне чек? При получении аккредитива (letter of credit) товар будет отгружен (shipped) немедленно. За последний квартал банковские поступления значительно сократились.
8. **[Require]** Этот вопрос требует не комментариев, а тщательного рассмотрения. Его поведение требует объяснения. Совет Безопасности ООН (The UN Security Council) потребовал немедленного решения этого вопроса. Дальнейшее рассмотрение не требуется. Совет директоров пришел к мнению, что требуется детальный анализ расходов компании. Основные требования забастовщиков были удовлетворены. Трудно найти работу, которая удовлетворяла бы всем этим требованиям. Знание английского языка является необходимым требованием для получения этой работы.
9. **[Recognize]** Мы должны признать тот факт, что положение дел всё еще остается неудовлетворительным. Они вынуждены были признать трудное положение учителей. Симптомы этой болезни трудно распознать в первые месяцы. На рубеже веков работы этого философа получили мировое признание. В знак признания его достижений в области

экономики М. Фридман (Milton Friedman) в 1976 году получил Нобелевскую премию. Многие современные компьютерные программы имеют функцию распознавания речи.

10. **[Stand]** Он вынужден был сдержать обещание. Спикер заявил, что он будет придерживаться сказанного ранее. Совершенно очевидно, что решение этого вопроса потребует многих месяцев, если не лет. Что обозначает аббревиатура МВФ? В реализации этого масштабного (large-scale) проекта принимали участие четыре крупных компании.

11. **[Turn]** Не забудьте обратить внимание и на другие проблемы высшего образования. Почему она не обратилась к друзьям за помощью? В своих исследованиях вы должны будете обращаться к литературе в оригинале. К счастью, им не удалось превратить инцидент в конфликт. Он часто выступал против своих политических оппонентов в очень резкой форме. Предложение было отклонено. К концу второго квартала их завод получил рекордную прибыль. Я не могу поверить, что вы сдали такую слабую работу. В конечном итоге этот эксперимент оказался очень успешным. Как оказалось, она не поняла ни слова из того, что он говорил. Эта теория была особенно популярна на рубеже веков. Такие высказывания могут оказать ему плохую услугу.

## **B6** Complete the sentences.

1. *It has been decided that...*

- они договорятся о встрече во вторник утром.
- она получит диплом через год.
- всестороннее исследование этого метода будет проведено в следующем квартале.
- их предложение следует отклонить.

2. *It has often been questioned whether...*

- осознаёт ли она предстоящие трудности.
- удовлетворит ли правительство их требования.

3. *It is widely assumed that...*

- получение высшего образования – необходимое условие успеха.
- опросы общественного мнения приобретают все большее значение.
- добиться признания может только очень трудолюбивый человек.
- проблемы окружающей среды (environmental issues) требуют немедленного решения.

4. *It was taken for granted that...*

- для этого проекта необходимо разработать новый программный продукт.
- счета будут оплачиваться по получении.
- будут приняты особые меры безопасности.

5. *As is well known...*

- незнание ситуации (ignorance of the situation) может повлечь проблемы.
- чтобы добиться цели, нужно прежде всего верить в себя.
- получить разрешение на строительство в этом месте довольно трудно.

## **B7** Using the Active Vocabulary, translate the following participial constructions.

Достигнутый уровень; достигнутое взаимопонимание; приобретая опыт; полученные знания; приобретенные навыки; прекрасно организованная встреча; договариваясь об условиях; диплом, полученный в Лондоне; достигнутый уровень; игнорируя договоренности; полученные результаты; получая соответствующую информацию; осознавая предстоящие трудности;

реализованный проект; полученный дополнительный доход; получая пособие по безработице; признанный факт; признавая трудное положение.

**B8** a) *Match the two halves of the sentences paying special attention to passive constructions. Provide their Russian variant in writing.*

1. A student...	a. ...cannot be experienced without toil.
2. Without studying any science, history or literature, he...	b. ...must be taught to recognize that not every piece of work is a good piece of work.
3. Throughout the country the attempt...	c. ...should not be criticized for an inadequate performance.
4. The joy...	d. ...is given greater and greater weight in the evaluation of faculty.
5. If a student is to learn intellectual responsibility, he...	e. ... should not be required to do any academic work that displeases him.
6. That he means well is no reason why he...	f. ...is allowed to attain his degree.
7. Student opinion...	g. ...is advertised as a liberal education without requiring of them the necessary self-discipline and hard work.
8. Students are provided with what...	h. ...have been led to believe they can achieve without effort.
9. Students ...	i. ...is being made to provide students with liberal education

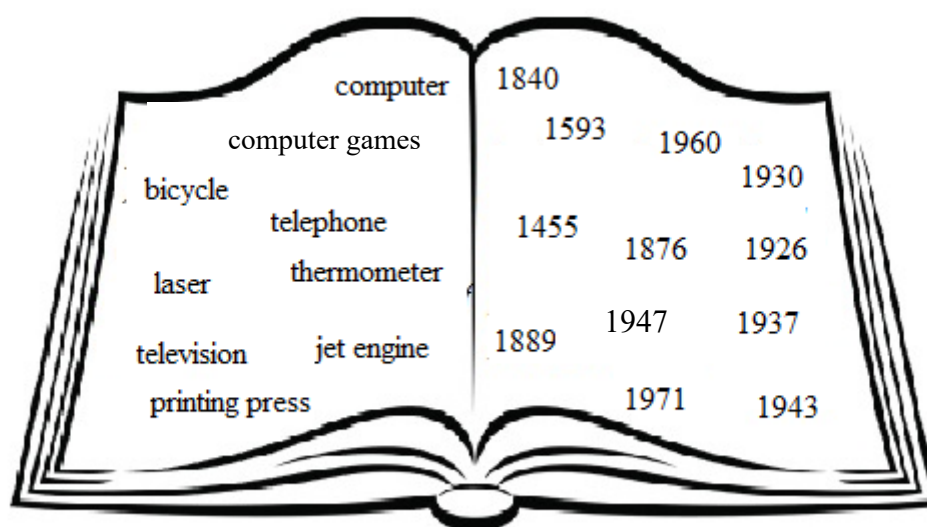
**B9** *In the proverbs below, match the beginnings of the sentences with the endings. Think of corresponding Russian proverbs and provide the situations where they may be appropriately used.*

1. A bird...	a....is never known till needed.
2. A friend...	b. ...cannot be recalled.
3. A good name...	c.....is never blamed.
4. A man...	d. ...is sooner lost than won.

5. A liar...	e. ...is known by its song.
6. Ask no questions and you...	f. ...are made in heaven.
7. He ...	g. ...was not built in a day.
8. Marriages...	h. ...is known by the company he keeps.
9. Rome...	i. ...is not believed when he speaks the truth.
10. Self done...	j. ...is not laughed at that laughs at himself first.
11. Success...	k. ... is lost is lost.
12. Things past...	l. ... is half done.
13. Well begun...	m. ...is born a fool is never cured.
14. What...	n. ...is soon and well done.
15. He who...	o. ...will be told no lies.

**B10** *Discuss with your partner when these inventions or discoveries were made.*

*Follow the model below.*



**Model:** *As far as I know/ remember the thermometer was invented in 1593.*

**B11** *In small groups discuss:*

- *what inventions or discoveries may soon be made*
  - *what triggers an invention*
- А. Эйнштейн: Интуиция – священный дар, разум – покорный слуга.*

**B12** *Give the corresponding passive constructions. The word underlined is the subject of a new sentence. Keep the tense form unchanged.*

1. The dean has just signed the papers.
2. When they came in the doctor was examining the child.
3. Somebody has switched off the lights.
4. They will return the books in due time.
5. By the time you come she will have read the paper.
6. She said she would write the letter first thing in the morning.
7. Every decade people invent new ways of passing on information.
8. Last year they published only one of his books.
9. Now they are discussing the results of the exam.
10. They equipped the new school with cutting-edge technology.

**C. TEXT ORGANISATION**

1. Identify the thesis statement of the essay.
2. Underline the topic sentence of each paragraph. If there is no topic sentence in the paragraph, explain why.
3. In each topic sentence identify the controlling idea and develop it.
4. Find parallel structures in paragraphs 2, 3, 5, 6 and 9. What is the function of this stylistic device in each case?
5. How is each paragraph connected with the previous one?
6. How does the author achieve unity in paragraph 8?
7. Identify and explain the frame structure in paragraph 10.
8. Trace its connection with the beginning of the text. Explain the effect of it.

**D. LISTENING, DISCUSSING AND WRITING.**

**D1** *Draw a mind map covering the main points brought up in the Text. Compare and contrast the approaches to education in Russia and the United States along these points.*

**D2** *Make up a list of your majors and electives. Prepare a 2-minute speech on your likes and dislikes.*

**D3** *Before listening to Steve Jobs on his experience in education, make sure you know the following collocations.*

Commencement address; to connect the dots; to drop out of college; to put somebody for adoption; college tuition; required classes; to turn out to be priceless; to follow one's curiosity and intuition; to take a calligraphy class; wonderful typography; to let somebody down; to release one's finest creation; visions of the future begin to diverge; previous generation of entrepreneurs; a public failure; the heaviness of being successful; the lightness of being a beginner; computer animated feature film; a remarkable turn of events; awful-tasting medicine; to make an impression on somebody; external expectations; fear of embarrassment; to avoid the trap; to be diagnosed with cancer; to be curable; to get one's affairs in order; to have a surgery; to be trapped by dogma; one's inner voice; to have the courage to follow one's heart.

**D4** *Listen to the Commencement address by Steve Jobs, the cofounder, chairman, and CEO of Apple Inc., delivered on 12 June, 2005 at Stanford University.*

*Answer the questions below.*

*(<http://www.youtube.com/watch?v=DIR-jKKp3NA>)*

1. Which of the three stories told by Steve Jobs impressed you most? Why?
2. Does the fact that Steve Jobs had no formal higher education suggest that it is not necessary to have one to achieve success in your career?
3. Do you think dramatic childhood has influenced Steve Jobs' future life and work?
4. What can we infer from the first story?
5. How did 'public failure' help Steve Jobs 'enter one of the most creative periods' of his life?
6. What does he mean when he warns us not to 'be trapped by dogma'?
7. Write a brief of the address in several sentences.

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**D5** *While reading the text below, signpost facts (F) and opinion s (O).*

***To Know More about Less or Less about More***

With the emergence of the technological age, it has become increasingly difficult to be a knowledgeable person: there is just too much information to know something about everything. So what should an educated person be in the twenty-first century? It isn't always clear whether one should try to become a specialist or a generalist in today's world. Some people have focused their education, developing skills in one area; specialists now flourish in every field of life. Inversely, others continue to believe that a well-rounded education offers the most in life; generalists typically follow a liberal arts education but may never become a specialist in any field.

The Greek poet, Archilochus, had already described this difference between generalists and specialists with the metaphor, "The fox knows many things, but the hedgehog knows one big tiling." It's not clear whether there were more foxes or hedgehogs in ancient Greece, but today there appear to be an inordinate number of hedgehogs, people who know very little about the world, save their field of expertise. This, in

fact, has been a criticism of today's American colleges and universities, that they are producing too many hedgehogs.

In the 1960s most American colleges and universities offered a generalist approach to education. In response to student protests, universities began offering many innovative courses. For example, they added Asian Studies and African Studies to their curricula in an effort to extend education beyond the mores of Western society. Students began 'doing their own thing' taking courses in just about every subject imaginable, from Transcendental Meditation to Swahili storytelling. Students believed these courses enriched their minds. But as university students began to focus more and more on these less common subject areas, critics began to abound. They believed that much of education had become useless. Employers began to make derisive comments about the quality of college graduates. As 'jacks-of-all-trades' they could 'function' in most areas of life but might never 'excel' in any. The college degree of the 1960s was viewed by many as rot. Too many subjects, too general an approach to education may have resulted in too little too much.

In the 1970s and 1980s with new technologies creating new job opportunities, an emphasis on specialization appeared in American education. Many vocation courses were offered in colleges and universities, especially in computer programming; jobs became available; Business schools flourished; more and more graduate students could enter fields that offered specialized jobs with high salaries, such as investment banking and stock trading. But with the media coverage of junk bond trading and the crimes committed by insider information scoundrels on Wall Street, even the reputation of the MBA (Master's in Business Administration) degree was sullied. The more narrowly focused approach to professional education also seemed to fail.

The one of the dilemmas of this decade was whether to approach modern education in terms of the generalist or the specialist. Some universities require all students to take a common core of courses from a broad range of disciplines, appealing to the generalist approach to education. Yet, choosing the core courses in light of today's explosion in information and diverse multicultural student populations has not been an easy task. How does one select what it is that everyone should know? Other universities continue to tailor their courses to the more immediate professional needs of their students, appealing to the specialist approach to education. But without a core curriculum, students often lack the shared knowledge necessary to participate effectively in an integrated society.

A coherent vision of an educated person in the twenty-first century has yet to be defined.

**D6** *Comment on the statements below. Give your reasoning.*

1. There is just too much information to know something about everything.
2. Specialists now flourish in every field of life.
3. A well-rounded education offers the most in life.
4. Generalists typically follow a liberal arts education but may never become a specialist in any field.
5. Generalists could 'function' in most areas of life but might never 'excel' in any.
6. Other universities continue to tailor their courses to the more immediate professional needs of their students, appealing to the specialist approach to education.
6. Without a core curriculum, students often lack the shared knowledge necessary to participate effectively in an integrated society.

**D7** *Draw a time line of developments in US education system and give a brief description of each period.*



## *All Hail the Generalist*

We have become a society of specialists. Business thinkers point to “domain expertise” as an enduring source of advantage in today’s competitive environment. The logic is straightforward: learn more about your function, acquire “expert” status, and you’ll go further in your career.

But what if this approach is no longer valid? Corporations around the world have come to value expertise, and in so doing, have created a collection of individuals studying bark. There are many who have deeply studied its nooks, grooves, coloration, and texture. Few have developed the understanding that the bark is merely the outermost layer of a tree. Fewer still understand the tree is embedded in a forest.

Approximately 2,700 years ago, the Greek poet Archilochus wrote that “The fox knows many things, but the hedgehog knows one big thing.” Isaiah Berlin’s 1953 essay “The Fox and the Hedgehog” contrasts hedgehogs that “relate everything to a single, central vision” with foxes who “pursue many ends connected, if at all, only in some de facto way.” It’s really a story of specialists vs. generalists.

In the six decades since Berlin’s essay was published, hedgehogs have come to dominate academia, medicine, finance, law, and many other professional domains. Specialists with deep expertise have ruled the roost, climbing to higher and higher positions. To advance in one’s career, it was most efficient to specialize. For various reasons, though, the specialist era is waning. The future may belong to the generalist. Why’s that? To begin, our highly interconnected and global economy means that seemingly unrelated developments can affect each other. Consider the Miami condo market, which has rebounded quite nicely since 2008 on the back of strong demand from Latin American buyers. But perhaps a slowdown in China, which can take away the ‘bid’ for certain industrial commodities, might adversely affect many of the Latin American extraction-based companies, countries, and economies. How many real estate professionals in Miami are closely watching Chinese economic developments?

Secondly, specialists toil within a singular tradition and apply formulaic solutions to situations that are rarely well-defined. This often results in intellectual acrobatics to justify one’s perspective in the face of conflicting data. Finally, there appears to be reasonable and robust data suggesting that generalists are better at navigating uncertainty. Professor Phillip Tetlock conducted a 20+ year study of 284 professional forecasters. He asked them to predict the probability of various occurrences both within and outside of their areas of expertise. Analysis of the 80,000+ forecasts found that experts are less accurate predictors than non-experts in their area of expertise. Tetlock’s conclusion: when seeking accuracy of predictions, it is better to turn to those like “Berlin’s prototypical fox, those who know many little things, draw from an eclectic array of traditions, and accept ambiguity and contradictions.”

The future has always been uncertain, but our ability to navigate it has been impaired by an increasing focus on studying bark. The closer you are to the material, the more likely you are to believe it. In psychology jargon, you anchor on your own beliefs and insufficiently adjust from them. In more straightforward language, a man with a hammer is more likely to see nails than one without a hammer. Expertise means being closer to the bark, and less likely to see ways in which your perspective may warrant adjustment. In today’s uncertain environment, breadth of perspective trumps depth of knowledge.

The declining returns to expertise have implications at the national, company, and even individual level. A collection of specialists creates a less flexible labor force, one that requires “retraining” with technological developments creating constantly shifting human resource needs. In this regard, the recent emphasis in American education on ‘job-specific’ skills is disturbing. Within a company, employees skilled in numerous functions are more valuable as management can dynamically adjust their roles. Many forward-looking companies are specifically mandating multi-functional experience as a requirement for career progress. Finally, individuals should manage their careers around obtaining a diversity of geographic and functional experiences. Professionals armed with the analytical capabilities (e.g. basic statistical skills, critical reasoning, etc.) developed via these experiences will fare particularly well when competing against others more focused



on domain-specific skill development.

The time has come to acknowledge expertise as overvalued. There is no question that expertise and hedgehog logic are appropriate in certain domains (i.e. hard sciences), but they certainly appear less fitting for domains plagued with uncertainty, ambiguity, and poorly-defined dynamics (i.e. social sciences, business, etc.). The time has come for leaders to embrace the power of foxy thinking.

(Vikram Mansharamani, a Yale University lecturer)

**D9** *Comment on the underlined sentences.*

**D10** *Discuss the following issues:*

1. Do you share Mansharamani's opinion that the specialist era is waning?
2. What is your attitude to the dilemma – the generalist or the specialist?
3. What is the current trend in our country?
4. What is your vision of an educated person in the XXI century?
5. Does your university tailor its courses to the more immediate professional needs of students?

**D11** *In small groups, discuss pluses and minuses of generalist and specialist approaches both in education and economy. Write down a thesis statement covering the major points.*

**D12** *Arrange a round-table discussion on the above mentioned problem.*

**D13** *The text below is crammed with proper names. Say if you know them all.*

### *Intelligence is a Classless Commodity*

IQ girls are emerging everywhere. In the fashion world, grey matter is the new black: Christy Turlington has gone to read philosophy at Columbia University; the current face of Lancome is Ines Sastre, who has a degree from the Sorbonne and speaks four languages fluently. In Hollywood, Geena Devis has become a member of Mensa, and Sharon Stone is considering it. You cannot even scratch a screen bimbo without finding a bookworm underneath; Mira Sorvino, who played the dim porn actress in *Mighty Aphrodite*, went to Harvard and speaks Mandarin Chinese.

To what do we owe the new intellectual climate? 'The cold war between the sexes is more or less over, and men no longer feel as threatened by intelligent and assertive women', argues Julie Baxter, the chairwoman of Mensa. While the war lasted, intellectualism was considered a masculine quality. Nothing was less glamorous than being thought of as a bluestocking.

Of course, the idea that women cannot be both sexy and bright is famously a myth. There have always been women who have combined looks and brains to devastating effect: take Madame de Pompadour, or Georgiana Duchess of Devonshire. Indeed, in both the seventeenth and eighteenth centuries, it was extremely fashionable to have both. Only in the Victorian era was female intelligence corseted and the idea of the dumb blonde born. It was fostered not only by men – who didn't like the idea of their braininess being threatened – but also by ambitious mamas who, knowing that a good marriage was the only career open to a girl, muttered to their lovely daughters, 'The wisest of our sex do not aspire to be clever.'

Today, a formidable intelligence is a girl's best asset – something to flaunt rather than conceal. 'Grey Matter Chic is a social phenomenon, a dinner-party thing,' says Simon Davis, editor of the *Daily Telegraph's* Peterborough column.

(from *Harpers & Queen*)

**D15** Write out all instances of metaphors and metonymies from the Text. Explain their meaning in this context.

## Metaphor

*is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison.*

## Metonymy

*is a figure of speech in which a thing or concept is referred to by the name of something closely associated with that thing or concept.*

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**D16** Give your comments on the statements below. Support them with examples.

1. IQ girls are emerging everywhere.
2. Men no longer feel threatened by intelligent and assertive women.
3. Intellectualism was considered a masculine quality.
4. The idea that women cannot be both sexy and bright is a myth.
5. There have always been women who have combined looks and brain.
6. A formidable intelligence is a girl's best asset.

**D17** *In the following statements underline the controlling idea/s and develop it/them into a 2-minute speech. Use logical opening phrases and connectors.*

1. The roots of education are bitter, but the fruit is sweet (Aristotle).
2. A rigorous education is a great asset in life.
3. Education is useless without wit.
4. Examinations are formidable even for the best prepared, for the greatest fool can ask more than the wisest man can answer.
5. As knowledge increases wonder deepens (Ch. Morgan).
6. Arrogance, pedantry, and dogmatism are the occupational diseases of those who spend their lives directing the intelligence of the young (H.S. Canby).
7. A learned fool is one who reads everything and remembers it (J. Billings ).
8. God sells knowledge for labour and risk (Chinese proverb).
9. It is the great art of the teacher to awaken joy in creative expression and knowledge (A. Einstein).
10. Классическое образование и понимание римского права - это крепости против грядущего хама (Ф.Н. Плевако).

### Major types of an academic essay:

- explaining a concept
- taking a position
- proposing a solution
- making evaluations
- speculating about causes

### Explanatory Essays: Basic Features

- a well-focused subject, a thesis statement
- a logical plan
- clear definitions
- careful use of sources

The primary purpose for explaining a concept is to inform readers, but writers cannot possibly say everything about a concept. Instead they make choices about:

- what to include

- what to emphasize
- what to omit.

Most writers focus on one aspect of the concept.

**D18** *Continue the list of concepts which you may encounter in this Unit.*

- liberal education
- rigorous education

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**D19** *Choose a concept that interests you most and that you want to study further. Give a definition of the concept. Consider carefully the thesis focusing on certain aspects of the concept. Write an essay of 150 -200 words.*

**D20** *Write a paragraph of 100 - 200 words on any of the statements listed in D16 and D17. Formulate your thesis statement at the top of the paragraph.*

**D21** *Write a five - paragraph essay on one of the following topics:*

1. Modern economy requires more specialists/generalists.
2. Sound education provides solid ground for a successful career.
3. Rigorous/ liberal education is necessary for a democratic society.
4. Russian education differs greatly from that in the U.S.
5. Scoring system vs. examination system.
6. University education is similar to physical training.
7. Student mobility: for and against.
8. Give your understanding of Steve Jobs' message "Stay hungry. Stay foolish."

## Audio script

*Commencement address by Steve Jobs, CEO of Apple Computer and Pixar Animation Studios, delivered on 12 June 2005.*

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she

decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce

and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalog, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

**Stanford Report**