

The Universities and Their Function

By Group 2.

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Types of University

Comprehensive University 综合性大学

University of Liberal Arts 文科大学

University of Science and Technology 理工科大学

Normal University 师范大学

Polytechnic University 工业大学

Agricultural University 农业大学

Medical University 医科大学

Foreign Studies University 外国语大学

Conservatory of music 音乐学院

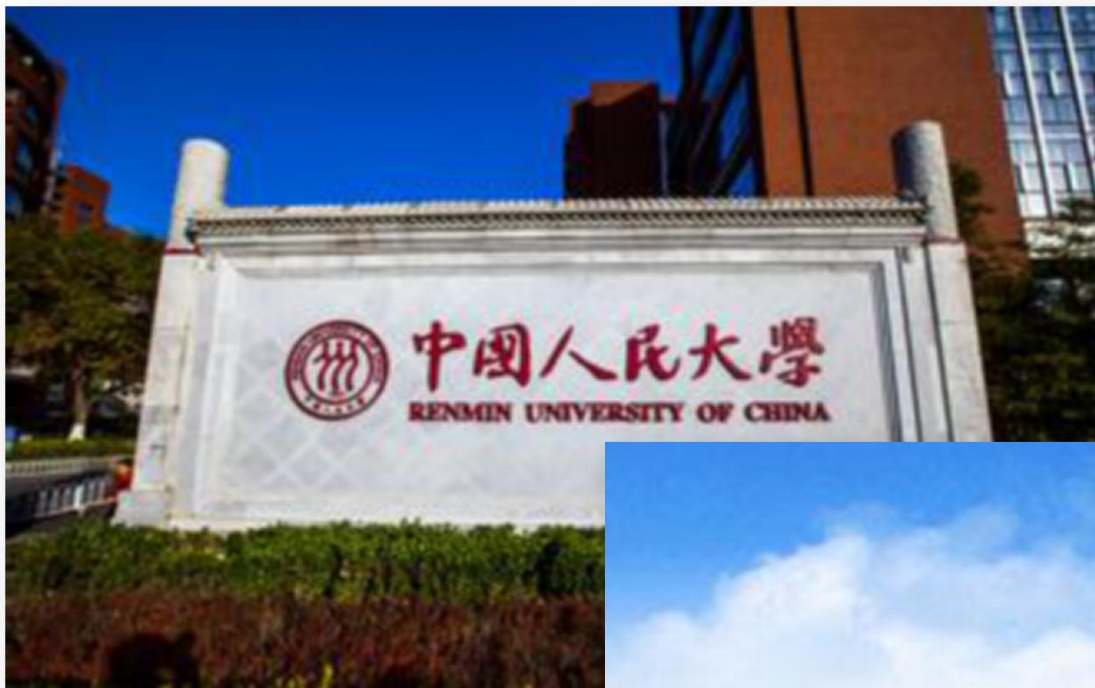
Academy of Fine Arts 美术学院

Physical Culture Institute 体育学院

Comprehensive University 综合性大学



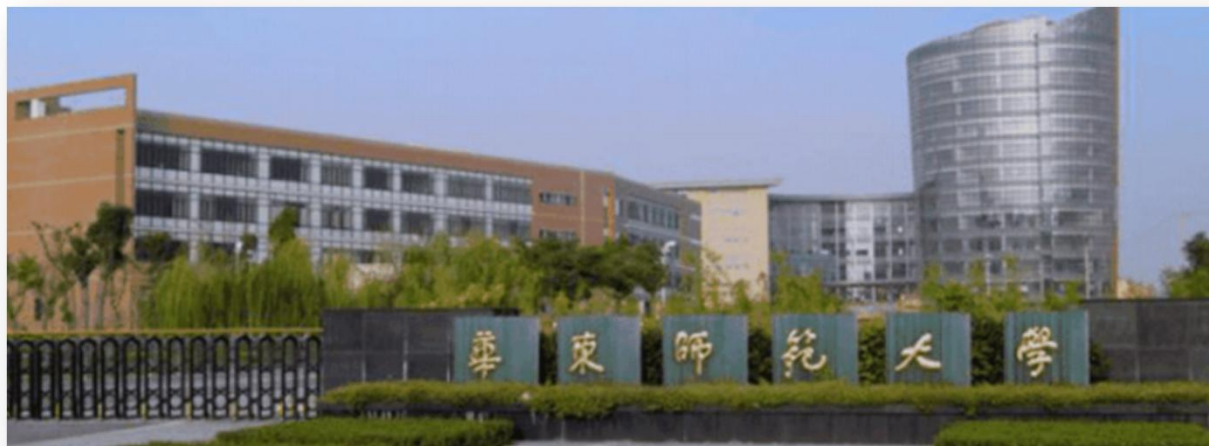
University of Liberal Arts 文科大學



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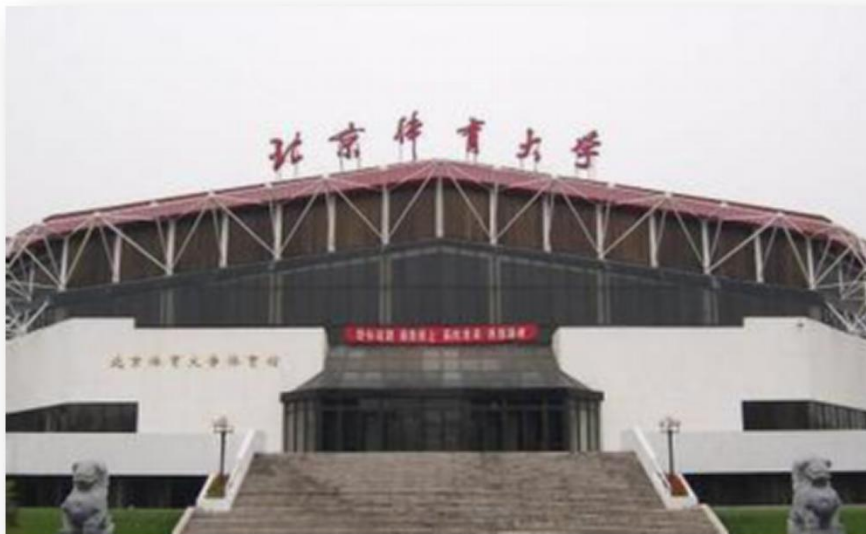
Medical University 医科大学



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Academy of Fine Arts 美术学院



Physical Culture Institute 体育学院

- **Part1. line1 – line15**
- **Part2. line16 – line30**
- **Part3. line31 – line43**
- **Part4. line44 – line54**

Part1. line1 – line15

Reading & Summary(Nigi)

As schools of education and schools of research, the primary reason for the university's existence is not only the knowledge conveyed to students or mere opportunities for research, but its preserving the connection between knowledge and zest of life.

Question(Summer)

Line9” university”后是不是应该加 “existence” ？

Translation(Jeremy)

Line:9

The justification for a university is that it preserves the connection between knowledge and the zest of life, by uniting the young and the old in the imaginative consideration of learning.

大学存在的理由在于，它通过结合青年人和老年人共同对学问进行富有想象的研究，保持了知识与生活热情之间的联系。

Line:14

A fact is no longer a bare fact: it is invested with all its possibilities. It is no longer a burden on the memory; it is energizing as the poet of our dreams, and as the architect of our purposes.

事实不仅仅是事实：它具有了所有潜在的可能性。它不再是记忆的累赘，而是充满了活力，犹如能描绘我们美梦的诗人和能实现我们心愿的建筑师。

Connection(Sunny)

line 7 impetus

G20 provides the main impetus for part of roads and buildings overhaul in Hangzhou, which causes inconvenience to citizens.



Comments(Starcy)

(Line 11~12)“The university imparts information, but it imparts it imaginatively. At least, this is the function which it should perform for society.”

I agree with it. Undoubtedly university is responsible to society, partly because of its unique role in the popularization of education and research, partly because of its acceptance of government's financial assistance, which mainly ascribe to the taxpayers of this country.

However, in today's society, an inner-directed pioneering personnel is in great demands. To cater to this trend, how to popularize the imaginative consideration would gradually become every college's compulsory course. Thus, I think university should take responsibility for society mainly by its imaginative education.

Part2. line16 – line30

Reading & Summary(Starcy)

Imagination always goes with facts.
The task of the university is to help youth
strengthen the imagination and connect
it with experience.

Question(Nigi)

Line17 “as they exist” What does “they” refer to?

Line19 What’s the meaning of “by the suggestion of satisfying purposes”?

Line22-23 In author opinion, “experience”=“knowledge”?

Line26-28 “the habit ofconcrete organization” 翻译一下

Line29 最后一句话应该放到下一段的开头?

Translation(Summer)

Paragraph 5. line20~line24

青年是富有想象力的。如果想象通过训练得以加强，那么这种想象力就能在生活中获得极大的保持。这个世界最大的悲剧就在于那些富有想象力的人却缺乏实践，那些有实践经验的人却缺乏想象。没有知识的傻瓜全凭想象行事，没有想象力的学究全凭知识行事。大学的任务就是使想象力和经验紧密结合。

Connection(Jeremy)

Line17:elicit

Line24:weld

Line29:peril

Last week, I went to the cinema and watched the *Captain America 3*. After watching it, I think, well, it is a movie **well-welded** the imagination and the obstacles. We will encounter in our real life, and it describes a choice that the heroes have to choose when they are in **peril**.

Whether they are going to stick to their own belief or compromise due to a lot of considerations? And I considered it a good movie because it **elicited** a side that we have to choose.



Comments(Sunny)

Line21 "The tragedyFools act on imagination without knowledge; pedants act on knowledge without imagination."

I disagree with it. It is too absolute. It's impossible that all people in the world are either fools or pedants. There are still other types of people who are both imaginative and experienced, such as Leonardo da Vinci(15 April 1452 – 2 May 1519).

He was an Italian polymath whose areas of interest included invention, painting, sculpting, architecture, science, music, mathematics, engineering, literature, anatomy, geology, astronomy, botany, writing, history, poetry, and cartography.



Part3. line31 – line43

Reading & Summary(Sunny)

Prolonged routine work dulls the imagination which is essential at a later stage of a career.

Question(Starcy)

1、 (Line 31) In modern times this difficulty has even increased in its possibilities for evil.

Please translate this sentence.

2、 (Line 32) “the younger men”
(Line 35)”the young men”

Translation(Nigi)

Line36-39 Such work is a great discipline.....prolonged routine work dulls the imagination.

这样的工作是一种最好的训练。它传授了知识，使人产生可靠的品格；它对于处在新手阶段的年轻人来说也是唯一适合的工作；年轻人因此被雇佣去做这份工作。这种管理无可厚非，但这可能产生不好的影响—日常工作（时间）被延长使（人的）想象力变得迟钝。

Line41-43 This is only an instance of a more general fact,which should direct the technical skill.

这只是一个极其普遍的事实中的一个例子。那些必需的技术优势只能通过训练来获得，而训练会破坏那些本可以为科学技术指明（发展）方向的内心能量。

Connection(Summer)

Line 32. novice

As the saying goes, practice makes perfect. In the PE class of this term, I chose volleyball class. At the beginning of playing volleyball, I was a complete **novice** at volleyball. But, I mastered the skills of playing volleyball by the teacher's patient guidance and keeping practicing. In fact, learning is also like this: a right way and constantly practicing, which can make anyone become a master from **novice**.

Comments(Jeremy)

I quiet agree with the author's idea that prolonged routine work may indeed dull the imagination and it is also true that necessary technical excellence can only be acquired by training which is apt to destroy imagination. But we can think in another perspective. Routine work can train a man into a well-organized, considerable man. And then when they promoted to a higher position, they can audaciously use their imagination to help develop their company. Only the people who are not lost their thinking mind during tedious routine are the elites.

Part4. line44 – line54

Reading & Summary(Jeremy)

The main idea of this part is that the proper function of a university is the imaginative acquisition of knowledge, without which the university is of no use.

Question(Sunny)

Line49 How could I understand “issuing”?

Line53 What does “their facts” refer to?

Line 52 “this importance of imagination...” 中
“this” 应该怎么理解?

Translation(Starcy)

Line 46-50

是以当学生们步入专业实习，他们训练有素的创造力便能将具体情况同普遍原则联系到一起。于是，这种日常工作便有了存在的意义，而赋予其新生的那条原则也由此更添光彩。因此，面对一些单调乏味的苦差，那些受过良好训练的人不会仅凭经验直觉盲目行事，而是希望能以创造力取而代之——这种创造力，正是从具体实际与必要习惯中锤炼出来的。

Connection(Nigi)

Line51 acquisition

Line53 bit by bit

Line46 underlie

Some people around us are always seeking for ways to improve their English quickly in a short period. They may attend some training courses asserting that one's English level will be raised sharply within several weeks as long as they take their class. However, improving English is a long process, actually. Learn grammar bit by bit and enlarge vocabulary day by day. Enough acquisition of vocabulary and grammar underlies a good command of English.

Comments(Summer)

Line53~54. A university is imaginative or it is nothing- or at least nothing useful.大学要么给人以想象力，要么没有任何价值——至少毫无用处

I don't agree with this author's point of view. I think the author's view is too absolute. In my opinion, university has not only this function- making students be imaginative to learn, but also some another functions. For example:

- university education could give man a clear, conscious view of his own opinions and judgments, a truth in developing them, an eloquence(雄辩) in expressing them, and a force in urging them.

- University education could make college students prepare to master any subject with facility, and fill any post with credit.

- University could teach students how to accommodate themselves to others, how to throw themselves into their state of mind, how to come to an understanding with others.

Etc.

Thank you!

