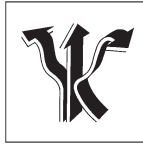


МІЖРЕГІОНАЛЬНА  
АКАДЕМІЯ УПРАВЛІННЯ ПЕРСОНАЛОМ



МАУП

**І. С. Бахов**

# **KEEP UP YOUR ENGLISH**

**Focus on reading and speaking**

*Навчально-методичний посібник*

*Рекомендовано Міністерством освіти і науки України  
як навчальний посібник для студентів  
вищих навчальних закладів*

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*М. В. Гамзюк, д-р філол. наук*

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**Бахов І. С.**

**Б30**      **Keep up Your English. Focus on Reading and Speaking:**  
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Посібник містить текстовий матеріал з англomовних видань і завдання для розвитку та вдосконалення навичок роботи з автентичними іншомовними джерелами. Завдання дискусійного характеру та лексичні вправи спрямовані на активізацію комунікативних вмінь студентів. Для роботи на практичних заняттях з англійської мови та індивідуально.

Для учнів спеціалізованих шкіл з поглибленим вивченням англійської мови, студентів, аспірантів, викладачів англійської мови.

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## Передмова

Навчально-методичний посібник призначається для студентів, які мають середній та високий рівень знань з англійської мови. Структура посібника побудована таким чином, що можна використовувати кожну главу окремо, відповідно до тематики навчального плану з вивченням дисципліни “Англійська мова”. Кожна глава містить об’ємний текстовий матеріал, який можна застосовувати в модульному навчанні, у методиці проєктів та інших сучасних методиках навчання іноземної мови.

Посібник складається з таких тематичних глав, як “Education”, “Society relations”, “Family relations”, “Environmental problems”, “Terrorism in the modern world” та ін.

Матеріал, вміщений у посібнику, має пізнавальний і навчальний характер, сприятиме формуванню та розвитку світогляду студентів, їх особистого ставлення з конкретної тематики, розвитку навичок вести розмову на запропоновану тему.

З лінгвістичного боку посібник має на меті ознайомлення з автентичними англомовними матеріалами, з особливостями сучасної мови, збагачення словникового запасу тих, хто вивчає англійську мову.

Посібник можна використовувати як додатковий матеріал до базових підручників, для групових та індивідуальних занять.

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# COMMUNICATION IN OUR LIFE

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## Say it Right: How to Talk in Any Social Situation

*by Lillian Glass*

### ANTICIPATION ACTIVITY

What way do you understand the title of the story? Could you suggest another title? If yes, explain why.

Before reading the whole story, skim the first two paragraphs and discuss with your fellow-students the questions below:

- Have you ever wished you were better at making conversation?
- Have you heard of any communication teaching methods?
- What icebreaker do you prefer to use starting a conversation?

### READING FOR MAIN IDEAS

The text can be divided into three main ideas. What does the reading say about each idea? Underline in each part the sentence that gives the best summary.

1. A great conversationalist is someone who connects with people and makes them feel important. When they talk to you, they make you feel like you're the only person in the room.

Becoming a good conversationalist requires knowing three things: first, how to start a conversation; second, how to keep it going; and third, how to end it.

Starting a conversation usually means coming up with an opening line or icebreaker. The best kind of icebreaker is one that's positive. The last thing people want to hear from a stranger is how noisy the party is, how awful the food is, or how ugly the people are dressed.

A compliment is always a good icebreaker and will usually be appreciated. Any news event is a good icebreaker. I encourage all of my clients to read the newspaper because it's so important to know what's going on in the world. The fact is, any opening line will do, as long as it's not negative, and as long as it's not a line. The best way to entice a person to have a conversation with you is by being sincere and respectful, and letting them know that you are interested in talking to them.

2. Once you've got a conversation going, the best way to keep it going is by asking the other person questions that don't require just a yes or no answer or questions that show genuine interest on your part. For example, if someone says, "I'm from Miami", you may respond with, "Oh, I've been to Miami!" and continue with, "How long have you lived there?" Then, "I was born there and I've lived there all my life". You might say, "I've never met anyone who is a native Floridian. Is your family from Miami as well?"

Keep asking questions based on the last thing a person says. This is called the "elaboration technique". Choose questions that will get the other person to elaborate on what they're saying. Ask questions similar to those a reporter might ask to draw a person out: who, what, when, where, and why questions.

Once you hit on something you find interesting, keep asking questions in order to get the person to elaborate on the topic as much as possible. A good conversationalist elaborates on the experiences they've had. Instead of saying the party was fun, tell why it was fun. Describe why you had a good time—who was there, what happened, where it was, and how people arranged the party. Go into detail. Description is the best form of communication because it keeps people's interest up and stimulates them. Use words to create images and paint pictures so that the other person can get a visual as well as an auditory image of what you're describing to them. If you use the description effectively, you can make the person feel as though they were actually there, in order to keep a conversation going, there are seven tips that can help you be an excellent communicator:

- 1) Be aware of your own body and facial language. Make good facial contact when you speak, and be physically expressive without being excessive.
- 2) Don't gossip. You run the risk of offending the person you're talking to. It also makes you look small.

- 3) Cultivate a wide range of topics.
- 4) Have a sense of humor. Everyone enjoys a humorous story or joke. Sexual and ethnic humor, however, are not worth the effect that the jokes may have on your total image. People may be offended, which may in turn reflect poor judgment on your part and may encourage them to think less of you.
- 5) Don't interrupt. People hate being interrupted. Fight the impulse to interrupt and give the person you're talking to the time they need to complete what they're saying to you.
- 6) Be enthusiastic and upbeat. Don't be afraid to show enthusiasm. It allows the other person to feel that you're interested in what they're saying to you.
- 7) Be flexible in your point of view. Try to be as open as possible, and try to see things from the other person's point of view.

3. If you started a conversation with another person, and you're having difficulty ending it, there are several signals you can send to the other person that will bring the conversation to its close without hurting anyone's feelings. Breaking eye contact is a discreet signal that the conversation is about to end. Another way to signal is to use transition words like well or at any rate. You may want to recap all that was said. Whatever you do, don't lie to the other person. If you're not interested in talking to them again, don't mention the possibility of a future meeting just to be polite. That's hypocritical. Instead, you may want to say, "Nice meeting you" and then leave.

Finally, be sure to give the other person a good, firm handshake. The final impression you make can be just as important as the initial one you made.

From *Say it Right: How to Talk in Any Social Situation*

by Lillian Glass

## **LEARNING STRATEGY. GROUP WORK**

*IMAGINE THAT YOUR CLASSROOM IS THE SCENE OF A PARTY. EVERYONE SHOULD GET UP AND START A CONVERSATION (USING AN ICE BREAKER) WITH A PERSON STANDING NEAR THEM. THEN, THE SPEAKERS SHOULD TRY TO KEEP THE CONVERSATION GOING BY ASKING "WH" — QUESTIONS AND USING THE "ELABORATION TECHNIQUE" DESCRIBED BY GLASS. THOSE ANSWERING THE QUESTIONS SHOULD TRY TO GIVE DETAILED RESPONSES.*

When your teacher signals you (by clapping hands or ringing a bell), stay with your partner, but find a polite and natural way to end the conversation. Then walk over to another student and use an ice breaker to start another conversation. Continue this procedure for as long as your class wishes.

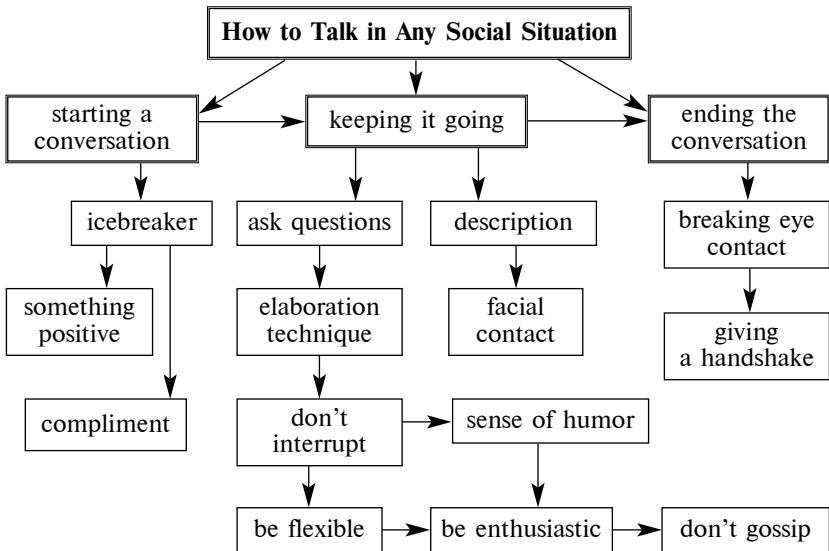
Once everyone sits down again, form small groups and discuss how you felt. Explain what was easy for you and what produced the most tension.

**Mnemonic technique**

Look at the chart below. This is one of the mnemonic techniques to help you memorize pieces of information. The text is divided into several logical parts; each of them is given a title. Then a logical chain of boxes is built. Each box is filled with a key word/phrase from the part of the story. This will serve you a flashlight while reproducing the whole story.

Build the chart yourself, and then compare it with your student-mates' charts. Or you may build it in small groups and then have a big sharing in the group.

This one has been done for you as an example. Practice this work with different texts.



---

## Expressing Opinion

In order to communicate with other people successfully we should be able to express our opinion properly. Quite often we try to argue our opponents into or out of this or that opinion. But an argument is not a quarrel, though J. Swift said that argument was the worst sort of conversation. Originally to argue meant to make clear, thus to show, to prove, to give evidence. To win an argument properly, one should have both knowledge that gives evidence and good powers of reasoning.

One must remember that mere assertion has no value in argument. People disagree on a great many questions, but often they disagree because they have not thought enough about these questions.

In Britain, there are certain rules and manners of expressing opinion. One thing you must learn is that you must never really learn anything. You may hold opinions — as long as you are not too dogmatic about them — but it is just bad form to know something. You may think that two and two make four, you may rather suspect it, but you must not go further than that. “Yes” and “no” are about the two rudest words in the language.

When someone tells you some good or bad news one should say, “Oh, really?” It is quite all right if the piece of news doesn’t affect you. But if you just say “Oh, really?” when a friend tells you she has just got married it doesn’t sound very enthusiastic. If someone tells you good news or bad news, it can be embarrassing if you can’t make a quick or suitable reply.

If it is something important, like marriage, a birth, a success like passing an exam, “Congratulations!” is the phrase to use. But if the news isn’t so important, it sounds too formal. What do you say, for example, in case someone has been clever enough to make a broken tape recorder work or work out a difficult mathematical problem? Probably “Good for you!” or “Well done!” is what you need. What if someone tells you something that makes you feel envious, for instance, that he has found money in the street? Your reply would be “Lucky you!” or “Some people have all the luck!”

But when someone announces you anything that is too serious to laugh about “I’m sorry!”, or “I’m sorry to hear that!” is the usual response. Being really shocked you will say “How terrible (sad, awful)!” If it is serious, for instance, when someone has slipped on a banana skin and fallen on the pavement, the reaction is “Poor you!” or “Bad (hard) luck!” But if you are not sympathetic when someone tells you his bad news, you can say “It serves you right!”

**EXPRESSING OPINION**

*Essential Vocabulary*

**Asking someone’s opinion**

What do (did) you think of / (about)...?	formal /
What do you feel about...?	informal
What’s your opinion of / about...?	
How do you find...?	

**General ways of expressing opinion**

I think (thought) / believe / feel / consider (that)...	formal /
In my opinion / view...	informal
If you ask me...	colloquial

**AGREEMENT**

Yes, I (quite / fully / entirely) agree (with you).	formal /
So do I. ( <i>In response to “I think / believe”, etc.</i> )	informal
I think so too.	
You know, that’s exactly what I think.	
What you say is perfectly true	
That’s my way of looking at it too.	
That’s true / just what I think / exactly my opinion.	
I am of the same opinion.	
It goes without saying that.	
It really looks like that.	

**Partial Agreement**

I agree with you up to a point / in a sense/ in a way (but...)	formal /
I see what you mean, but ...	informal
That may be true, but (on the other hand)...	
If you say so.	

That's one way of looking at it, but...

Well, possibly, but ...

There may be something in what you say, but ...

### DISAGREEMENT

I don't agree / disagree (with you) there / think so. formal /

I'm afraid, I can't agree (with you) (there). informal

I think you're mistaken.

I've got some reasons to disagree.

I wouldn't say that (exactly).

Not at all. / Not in the least. / Nothing of the kind.

I disagree entirely.

Nonsense. / Rubbish. / (That's) ridiculous (*direct and abrupt*). colloquial

### Ways of Softening Disagreement

Well,...

Personally,

As a matter of fact,

Oh, I don't know.

Do you really think so?

### Expressing approval / disapproval

(What a) good idea! formal /

That's an excellent idea! informal

Good! / Wonderful! /Excellent! / Splendid! / Fine!

I'm sure you did right / that was the right thing to do.

How sensible / wise / thoughtful (of you)!

(That's) very clever / wise, etc. (of you)!

Good for you!

Well done!

That's not a very good idea / a very nice thing to say. formal /

You shouldn't do / have done that. informal

What for? / Whatever for?

That's silly / thoughtless / selfish (of you)!

How could you!

You should / ought to be ashamed (of yourself)!

It's (all) your fault.../ You're (the one) to blame (for...)

Expressing indifference



It doesn't matter (to me).	formal/
I don't (really) care (when / where / who, etc.)	informal
It makes no difference (to me).	
What difference does it make?	
I'm not really interested ...	
(Oh,) really?	
Is that so?	

---

READING 3

**Managing Your Learning: Highlighting what you find interesting in a reading later helps you focus your discussion.**

**Read the following newspaper article.**

Don't worry about understanding every word. Just try to get the main points. Highlight any ideas you would like to discuss by (1) underlining, (2) using a colored pen, or (3) adding a star bracket in the margin.

## **In Social Interactions, Small Talk Has a Big Role**

*by Craig Tomashoff*

Hi there. How's it going? Oh, fine. Fine. How about this weather, huh? Well, I guess we can always use the rain. What's that? This story? Oh, just a little look at **small talk**. You know, **those seemingly meaningless conversations you have dozens of times a day**. Maybe you're waiting for the elevator. Or in a line at the bank. Or in a hallway or at a party.

Yeah, I know. It all seems pretty trivial. Idle chatter about traffic doesn't do much more than fill the air with empty words that are quickly forgotten. But you should know that small talk actually has a big place in our lives.

"We need it", says Dana Gould, a Los Angeles-based comedian. "We need to seize any form of communication with each other because we have so few left".

Then there's Small Talk Gone Bad.

Pat Oliver, assistant professor and chair of the communication arts department at Loyola Marymount University, says that, left unchecked, small talk can be “an invasion. It’s so powerful. It does something to you”.

Almost without exception, small talk is done right, according to the pros.

“I come into my office every morning and start the day with small talk with my secretary”, Oliver says. “I come in after spending an hour and a half on the freeway raring to do business, but that doesn’t always happen. **If I don’t make that small connection with another person, I can’t work. I need that bonding that will carry me through the day**”.

What causes it?

**As a rule, you’re either trying to yank somebody into your life, or you’re using conversation as an invisible force field to keep them out.**

“You can be wanting to connect with another person, and small talk is your entree to more meaningful conversation. Each approach is probably used with the same frequency”.

**The way people use small talk is usually determined by where they happen to be at the time. Take the elevator, for instance. Now there’s prime territory. Nobody knows anyone and there’s no reason to start a conversation, but invariably, someone does.**

Making conversation in such peaceful social settings, according to Oliver, “Can confirm your territory. It’s a way of feeling liked and accepted”.

Or it can be a geographical thing.

“Being a Southerner, that’s the hardest thing for me”, explains actress Park Overall, co-star of the NBC sit-com “Empty Nest”. **“I just can’t stand those embarrassing silences...** When I’m at a Beverly Hills party, I’ll ask the wives of powerful men what it’s like to be married to those men”.

“I actually hate to hear silence”, says Mark K. Smith, who works as an administrative assistant in the personnel department for the May Co. “If I’m in a car and it’s quiet, I always have to start a conversation”.

The topics of small talk don’t matter. In fact, you don’t want anything more taxing than weather or traffic. It’s non-threatening talk in a threatening situation. However, the rules change quickly when you’re with lots of people doing lots of talking.

Let's say you're at a party. Or perhaps you've gone to a bar with friends. There's no way to avoid social interaction. Now it's time to use small talk as a way of making others feel more comfortable around you, so you don't look silly standing by the food table alone all night.

Kenny Green hears it all the time. He's a bartender for the Red Onion, a restaurant and nightclub in Huntington Beach, and he knows exactly what it takes to make successful small talk.

"The guys talk about themselves—their jobs, their finances, whatever. Girls talk about everything but the guy and themselves", he explains. "Talking about the music that's playing is usually a pretty good call. That's easy small talk. And things like, "Come here often?" That gives you some security".

This verbal mating ritual can go on for as long as 20 minutes, according to Green's unscientific observations. If the talk remains small, it's probably time to move on.

"It varies a little from person to person, but I think most people intuitively know how long small talk should go on", says Oliver.

From *San Francisco Chronicle*, May 10, 1993

## Commentary

according to the pros = professionals

freeway = highway

raring to do = very eager to do (start)

to yank sb into your life = get sb in, let sb in your life

prime territory = most important

## Speaking activity

Now, **comment on the following sentences** that are taken from the article. If no comment occurs to you right away, then do one of the following:

- Express your feelings — fear, dread, enjoyment, etc.
- Say whether or not you identify with what has been said. If you identify, then give a personal example.
- Explain why you agree or disagree with what has been said.
- Talk about cultural and male-female differences that relate to what has been said.

- a. “Small talk. Those seemingly meaningless conversations you have dozens of times a day”.
- b. “If I don’t make that small connection with another person, I can’t work. I need that bonding that will carry me through the day”.
- c. “As a rule, you’re either trying to yank somebody into your life, or you’re using conversation as an invisible force field to keep them out”.
- d. “The way people use small talk is usually determined by where they happen to be at the time. Take the elevator, for instance. Now there’s prime territory. Nobody knows anyone and there’s no reason to start a conversation, but invariably, someone does”.
- e. “I just can’t stand those embarrassing silences... I actually hate to hear silence”.
- f. “It’s (small talk) non-threatening talk in a threatening situation”.
- g. “The guys talk about themselves — their jobs, their finances, whatever. Girls talk about everything but the guy and themselves”.

## Opinion Study and Discussion

**Read and discuss analyses made by Dr. Deborah Tannen, a world-famous sociolinguist, after she has studied communication styles:**

A [About business & small talk] “American men’s information-focused approach to talk has shaped the American way of doing business. Most Americans think it’s best to “get down to brass tacks\*” as soon as possible, and not “waste time” in small talk, (social talk) or “beating (around the bush)”. But this doesn’t work very well — well in business dealings with Greek, Japanese, or Arab counterparts for whom “small talk” is necessary to establish the social relationship that must provide the foundation for conducting business”.

From *That’s Not What I Meant*, 1986.

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\*come to the core of the issue; make the point clear.

**B** [About male perceptions of small talk] “In response to an article I had written, a journalist remarked that my claim that many men have little use for small talk, since they believe talk is designed to convey information, rang a bell with him. He deplores chit-chat and believes that talk should have significant content, be interesting and meaningful. This is fine so long as there is a business meeting with lots of substance to discuss. But he finds himself verbally hamstrung when the meeting breaks up, and he has to embark on the long walk down the hall with a stranger. Opposed in principle to, and simply unpracticed in, making small talk, he is at a loss when there is no “big talk” available”.

From *You Just Don't Understand*, 1990

**C** [About female perceptions of small talk] “Small talk is crucial to maintain a sense of camaraderie when there is nothing special to say. Women friends and relatives keep the conversational mechanisms in working order by talking about small things as well as large. Knowing they will have such conversations later makes women feel they are not alone in life. If they do not have someone to tell their thoughts and impressions to, they do feel alone”.

From *You Just Don't Understand*, 1990

**Decide whether you want to discuss excerpts A, B, or C above. Then get into a group with others who have chosen the same topic, and do the following activities:**

- Help each other with the vocabulary, referring to your dictionaries when necessary.
- Have each member of your group write one or two discussion questions related to the paragraph.
- Go around the group and respond to everyone's questions.
- Have the group recorder report on the most interesting aspects of your discussion.

If there is time, do the same with another one of the three paragraphs.

## **EXPERT'S VIEWPOINT**

According to Dr. Leonard Zunin in his book *Contact: The First Four Minutes*, “In our culture it is apparent that a rule of social

courtesy and congeniality has evolved when two strangers are introduced. Following the introduction, if neither party wishes to be rude, the two will converse for three to five minutes, or an average of four. This is the first courteous breaking-off point”.

Dr. Zunin came to this conclusion after observing “hundreds of people at parties, offices, schools, homes and in recreational settings”. His point is that during the first four minutes of conversation, the speakers decide whether or not they want to get to know each other better. Ending a conversation too soon would be considered impolite.

From *Contact: The First Four Minutes*, 1972

## Discussion

Think about people at a gathering in your native country. Imagine that two strangers are introduced and start a conversation. Would Dr. Zunin’s theory about four minutes apply? Why or why not?

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READING 5

## EXPERT’S VIEWPOINT

**You are going to read an interview with Dr Crew, an expert in non-verbal communication. Before reading answer the following questions, compare your answers with your students mates’ answers.**

## Non-verbal Communication

### PREDICTING

- What way do you understand the title of the story?
- Could you suggest another title? If yes, explain why.
- What do you think “Non-verbal communication” refer to?

– Doctor Crew, you have been studying non-verbal communication, or body language for some time now. First of all would you explain what body language is?

– Well, body language refers to the ways that people communicate non-verbally, or without words, using means like gesture, facial expression or even tone of voice. It also refers to things like the way people feel about territories and their personal space. That's the area around you that you claim as your own — like a personal air bubble that each person carries around with him or her. If other people, particularly strangers, enter that space, then you begin to feel very uncomfortable.

Each person's personal space isn't the same. In fact, personal space differs from culture to culture. In smaller countries, like Japan, the space is relatively small, about 25 cm, but in less crowded countries, like America, the space is much larger — it's about 46 cm.

– Are people aware of body language?

– Well, people like actors, salesmen, politicians, have been reading and using body language for some time. But it's a language that most ordinary people are not aware of. People don't realize it but only 7 % of a message comes from the actual words we use. The rest, 93 % of a message, comes from our tone of voice and body language. So if people don't understand body language that can lead to misunderstandings.

– That's very interesting.

– Let me give you an example. Well, as I suggested, people with smaller personal space, like Japanese, will stand or sit closer to one another than people with larger personal space, like an American. I attended a conference recently in America and I noticed that when a Japanese was speaking to an American, the two actually began to move around the room. The American was moving backwards and the Japanese gradually moving towards him. Because when the Japanese, with his smaller personal space, moved forward, he entered the American's larger personal space. This made the American uncomfortable, so he moved back. The Japanese in turn move forward, the American moved back, and so on. In fact, video recordings played at high speed, give the expression that both men are dancing around the conference room, with the Japanese leading.

– Aha...

– In the example I just gave you, this could lead to misunderstanding: the Japanese could think that the American was cold and unfriendly, because he kept moving away from him. On the other hand, the American could think the Japanese was too aggressive.

Not understanding another culture's body language can lead to all sorts of misunderstandings.

- Thank you very much for joining us.

## **CRITICAL READING**

1. In what ways is this article what you expected? Was there anything in the article that you did not expect? Are there statements in the article that you do not believe either because you do not have enough information or because of your personal experience?

2. For what kind of a magazine do you think this article was written? Who is the audience? Find parts of the article to support your opinion.

### **Discuss the following questions on the text.**

1. What is your impression of the story? Would you describe the tone of the story as serious or humorous, harmonious or incongruous? Give your reasons for that.

2. Do you like or dislike the way it is presented in the story? Why?

3. Judging by the beginning of the story, could you presuppose what the story will be about? In what way does the setting seem appropriate for what happens?

4. How do the details make the story more enjoyable?

5. What features of human nature are discussed in the story? Are they presented in a funny, biting way?

### **Discuss the following questions. Ground your choice.**

1. When men shake hands, do they touch any part of the body?

- they touch the arm
- they touch the shoulder
- they pat the back
- none of the above

2. Do acquaintances touch each other when they're talking?  
never            sometimes            always            hardly ever            often

3. Where do they touch each other?

- |            |                        |             |
|------------|------------------------|-------------|
| nowhere    | on the shoulder        | on the hand |
| on the arm | an arm around the back | on the head |



4. You're crossing a busy road with an acquaintance (not a child or an elderly person). Do you touch them?

- |                  |                   |
|------------------|-------------------|
| no               | I hold their hand |
| I hold their arm | we link our arms  |

**Vocabulary exercise. Touching words.**

People touch each other in many ways. A touch can express numerous feelings and emotions. Look up definitions of the following verbs and see the difference and intensity they express.

- |       |        |        |      |       |
|-------|--------|--------|------|-------|
| pat   | stroke | smack  | slap | punch |
| pinch | tickle | cuddle | hug  | nudge |

**Look at the following words that can be used while speaking about a person, expression of his face and his eyes. Divide them in three groups. Some words can go in two or more groups.**

- |               |            |             |           |            |
|---------------|------------|-------------|-----------|------------|
| sincere       | confident  | shy         | nervous   | relaxed    |
| honest        | angry      | embarrassed | bored     | interested |
| uncooperative | unfriendly | happy       | surprised | serious    |
| sad           | worried    | scared      | depressed | tired      |
| wise          | shifty     | shy         | strong    | dishonest  |
| determined    | cold       | sly         | sexy      | hard       |
| modest        | aggressive |             |           |            |

person	face	eyes (expression)

A look can say a lot. Read the following statements and agree or disagree to them. Pay attention to **look** derivatives.

- If you're honest with someone, you look someone straight in the eye.
- If you respect or admire someone, you look up to someone.
- If you agree with someone you see eye to eye with somebody.
- When you feel that you are superior to someone, you look down on someone.
- If you want to inspect someone or to judge someone by their appearance look someone up and down.

## BEFORE YOU BEGIN

There is a saying in the United States: “Your actions speak louder than words”.

1. What do you think this saying means? Can you give examples where actions speak louder than words?
2. When traveling or living in a foreign culture, have you ever been misunderstood because of your actions?

This article originally appeared in a Peace Corps publication\*. It was written to familiarize people who would live abroad with elements of nonverbal communication. Read the article in order to get a general idea of the categories of nonverbal communication. Then do the exercises that follow.

## Your Actions Speak Louder...

*Melvin Schnapper*

A Peace Corps staff member is hurriedly called to a town in Ethiopia to deal with reports that one of the volunteers is treating Ethiopians like dogs. What could the volunteer be doing to communicate that?

A volunteer in Nigeria has great trouble getting any discipline in his class, and it is known that the students have no respect for him because he has shown no self-respect. How has he shown that?

Neither volunteer offended his hosts with words. But both of them were unaware of what they had communicated through their nonverbal behavior.

In the first case, the volunteer working at a health center would go into the waiting room and call for the next patient. She did this as she would in America — by pointing with her finger to the next patient and beckoning him to come. Acceptable in the States, but in Ethiopia her pointing gesture is for children and her beckoning sig-

\*Adapted from Peace Corps: The Volunteer.

nal is for dogs. In Ethiopia one points to a person by extending the arm and hand and beckons by holding the hand out, palm down, and closing it repeatedly.

In the second case, the volunteer insisted that students look him in the eye to show attentiveness, in a country where prolonged eye contact is considered disrespectful.

While the most innocent American-English gesture may have insulting, embarrassing, or at least confusing connotations in another culture, the converse is also true. If foreign visitors were to bang on the table and hiss at the waiter for service in a New York restaurant, they would be fortunate if they were only thrown out. Americans might find foreign students overly polite if they bow.

It seems easier to accept the arbitrariness of language — that dog is *chien* in French or *aja* in Yoruba — than the differences in the emotionally laden behavior of nonverbal communication, which in many ways is just as arbitrary as language.

We assume that our way of talking and gesturing is “natural” and that those who do things differently are somehow playing with nature. This assumption leads to a blindness about intercultural behavior. And individuals are likely to remain blind and unaware of what they are communicating nonverbally, because the hosts will seldom tell them that they have committed a social blunder. It is rude to tell people they are rude; thus the hosts grant visitors a “foreigner’s license”, allowing them to make mistakes of social etiquette, and they never know until too late which ones prove disastrous.

An additional handicap is that the visitors have not entered the new setting as free agents, able to detect and adopt new ways of communicating without words. They are prisoners of their own culture and interact within their own framework. Yet the fact remains that for maximum understanding the visitor using the words of another language also must learn to use the tools of nonverbal communication of that culture.

Nonverbal communication — teaching it and measuring effect — is more difficult than formal language instruction. But now that language has achieved its proper recognition as being essential for success, the area of nonverbal behavior should be taught to people who will live in another country in a systematic way, giving them actual experiences, awareness, sensitivity. Indeed, it is the rise in linguistic fluency which now makes nonverbal fluency even more critical. A

linguistically fluent visitor may tend to offend even more than those who don't speak as well if that visitor shows ignorance about interface etiquette; the national may perceive this disparity between linguistic and nonlinguistic performance as a disregard for the more subtle aspects of intercultural communication. Because nonverbal cues reflect emotional states, both visitor and host national might not be able to articulate what's going on.

While it would be difficult to map out all the nonverbal details for every language that Peace Corps teaches, one can hope to make visitors aware of the existence and emotional importance of nonverbal channels. I have identified five such channels: kinesic, proxemic, chronemic, oculusic, and haptic.

***Kinesics*** — movement of the body (head, arms, legs, etc.). The initial example from the health center in Ethiopia was a problem caused by a kinesic sign being used which had different meaning cross-culturally. Another example, the American gesture of slitting one's throat implying "I've had it" or "I'm in trouble", conveys quite a different message in Swaziland. It means "I love you".

Americans make no distinction between gesturing for silence to an adult or to a child. An American will put one finger to the lips for both, while an Ethiopian will use only one finger to a child and four fingers for an adult. To use only one finger for an adult is disrespectful. On the other hand, Ethiopians make no distinction in gesturing to indicate emphatic negation. They shake their index finger from side to side to an adult as well as to a child, whereas this gesture is used only for children by Americans. Thus, if visitors are not conscious of the meaning of such behavior, they not only will offend their hosts but they will be offended by them.

Drawing in the cheeks and holding the arms rigidly by the side of the body means "thin" in Amharic. Diet-conscious Americans feel complimented if they are told that they are slim and so may naturally assume that to tell an Ethiopian friend this is also complimentary. Yet in Ethiopia and a number of other countries, this is taken pejoratively, as it is thought better to be heavy-set, indicating health and status and enough wealth to ensure the two.

***Proxemics*** — the use of interpersonal space. South Americans, Greeks, and others find comfort in standing, sitting, or talking to people at a distance which Americans find intolerably close. We give their unusual closeness the social interpretation of aggressiveness and

intimacy, causing us to have feelings of hostility, discomfort, or intimidation. If we back away to our greater distance of comfort, we are perceived as being cold, unfriendly, and distrustful. Somalis would see us as we see South Americans, since their interface distance is greater still than ours.

***Chronemics*** — the timing of verbal exchanges during conversation. As Americans, we expect our partner to respond to our statement immediately. In some other cultures, people time their exchanges to leave silence between each statement. For Americans this silence is unsettling. To us it may mean that the person is shy, inattentive, bored, or nervous. It causes us to repeat, paraphrase, talk louder, and “correct” our speech to accommodate our partner. In the intercultural situation, it might be best for the visitor to tolerate the silence and wait for a response.

***Oculesics*** — eye-to-eye contact or avoidance. Americans are dependent upon eye contact as a sign of listening behavior. We do not feel that there is human contact without eye contact. In many countries there are elaborate patterns of eye avoidance which we regard as inappropriate.

***Haptics*** — the tactile form of communication. Where, how, and how often people can touch each other while conversing are culturally defined patterns. We need not go beyond the borders of our own country to see groups (Italians and black Americans, for example) which touch each other more often than Anglo-Americans do. Overseas, Americans often feel crowded and pushed around by people who have much higher toleration for public physical contact and even need it as part of their communication process. A visitor may feel embarrassed when a host national friend continues to hold his or her hand long after the formal greetings are over.

These five channels of nonverbal communication exist in every culture. The patterns and forms are completely arbitrary, and it is arguable as to what is universal and what is culturally defined.

Of course, there is no guarantee that heightened awareness will change behavior. Indeed, there may be situations where visitors should not alter their behavior, depending on the status, personalities, and values in the social context. But the approach seeks to make people aware of an area of interpersonal activity which for too long has been left to chance or to the assumption that visitors to other countries will be sensitive to it because they are surrounded by it.

## Discussion / Composition

1. From your experience, give examples from each of the five channels of nonverbal communication. Which of the five do you think is the most important? Why?

2. Demonstrate for the class gestures you find strange in other cultures or gestures of your own that have caused misunderstanding. What nonverbal behaviors tell you that someone is a stranger to your culture? Demonstrate nonverbal behavior that you think characterizes people from the United States.

3. Can nonverbal communication be taught? Give examples to support your point of view.

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READING 7

**Letters used to be and still are means of communication, which is not easy to learn and is still more difficult to be super in writing perfect letters. Read the magazine article and discuss it with your classmates.**

## Our Family Therapy

**The Great Communicator was shy up close, but on paper he opened his heart**

What would my father say, if he could, about the just published volume of his letters? You first notice its heft — almost 900 pages, if you count notes and acknowledgments. He might shrug, smile mischievously and say something like, “Gee, these editors must have had too much time on their hands to spend so much of it collecting my letters”. Lifting the book, I thought about the weight of a life. We leave imprints of ourselves on this earth: memories, relationships, accomplishments as well as mistakes. All have weight. So do letters; they mark the paths between human beings.

I can so easily walk through a door of memory into long-ago afternoons when I came home from school to find my father at his desk in my parents’ bedroom. Sitting in front of a small atrium filled with ferns and tropical plants, he would be writing, soft green light

falling around him. He wrote speeches on white note cards, letters on cream-colored stationery. He wrote letters that said more than he could say in person. It's odd to think that the man who has been called the Great Communicator was often shy with others, yet it's true. As I grew older and went away to school, I knew the thick letters from my father were outpourings from his heart and head, and could only have happened when he picked up his fountain pen and began writing.

Historians and political scholars will peruse and analyze his letters on policy, ideology, the cold war and the Middle East. I want you to see the man who wrote to friends, to his children, his brother — as well as to people he had never met, simply because they had written to him. Notice how many times he opened a letter with an apology for having taken a while to respond. He came from humble beginnings — an eager, determined, dream-filled boy in the flat endless miles of the Midwest. He was taught to be polite, and he never forgot that.

In some of the letters to old friends or to strangers inquiring about his childhood, I discovered things I didn't know about him. "Fire engines were horse-drawn then", he wrote about his early years, "and the sight of them made me decide I wanted to be a fireman". I also didn't know how, on a Saturday night in Tampico, Ill., a 9-year-old Dutch Reagan, along with a friend, found a shotgun belonging to the boy's father and blew a hole in the family's ceiling. We pore over our parents' childhoods when we are past our own and have grown old enough to be curious.

I vividly remember my father's letter to me in 1968 when I had turned myself in for smoking at my boarding school. He praised my honesty while not shirking his parental duty to admonish the crime. A group of us had been huddled in a closet smoking cigarettes. I had actually just exited the closet when the teacher came and busted everyone else. I'd got away with it, but my classmates' glaring looks shamed me into confessing my sin. Of course, I didn't tell my father those details. I made myself out to be a budding George Washington, whose crime was a Marlboro Light instead of a cherry tree. His letter made me feel I'd snatched victory from the jaws of juvenile delinquency.

His letter to my brother when Ron was a teenager fascinated me. Within families, each individual relationship has its own fingerprint

and, like a fingerprint, is unique. I got to see in this letter how my father spoke to his son, a male-to-male moment. He used words like uptight and cop out, which he never used with me. It's as if he were looking ahead, past the need to be a disciplinarian, to a future when he and Ron could have the camaraderie of two guys hanging out.

In a letter to friends, when Ron and I were in our 20s, my father wrote casually about my songwriting and occasional television roles, and about Ron's decision to become a ballet dancer. He kept to the smooth surface — a parent passing along news of his kids. He didn't divulge that our relationship was strained because I was living with my boyfriend, or that Ron's career choice had caused some bewilderment (it wasn't prejudice on my father's part, just that Midwestern boy showing through — guys in his town never wore tights). Like the accomplished swimmer he was, he knew that the calm surface of the water is easy on the eyes and soothing to the soul. It's the turbulence beneath that's risky. He gave his friends the soothing view of our family, sparing them the rough currents below.

The weight of my father's life in letters is heavy, but the lightness of his spirit and the easy way of his heart are evident throughout. In a letter addressed to me when I was still a baby, he wrote, "There were no "Northern Lights" last night but there was a big moon and a sky full of stars shining down on the glaciers and snow covered peaks. It was a beautiful night with a constant breeze that seems to come from out among the stars and it seems at times that if you listen very carefully it will whisper secrets as old as time". The letters we leave behind whisper with secrets of their own.

*From the Sep. 29, 2003 issue of TIME magazine*

## SECTION 2

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### TELEPHONING

#### Discussion

The following discussion questions deal with different aspects of modern telephone technology. Choose the topic or topics you would like to discuss. Feel free to add related questions of your own that



are asked here. And as always, you should focus on using new vocabulary and conversation skills.

When appropriate for the activity, work in small groups. Assign one person to act as discussion leader and another person to act as recorder. The discussion leader will make sure that everyone talks and stays on the subject. The recorder will take notes and later report briefly to the class on the main points of your group's discussion.

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READING 1

Now that we have answering machines and voice mail, it is possible for people to avoid talking to each other directly. This phenomenon has led to a new expression in English: “*telephone tag*”. It occurs when one person leaves a message on a machine, and the person who receives the message responds with another recorded message. The machines convey the messages, but the two people just can't seem to make personal contact.

Writer **Ellen Goodman** discusses this in her article

## **“Telephone Tag of the “90-s”**

**1. Read the following quotes from her article.**

**Highlight whatever you would like to discuss:**

a. “A hundred years ago, the telephone was invented to allow people to talk to each other. Now it's being used to help people avoid talk”.

b. “A growing number of Americans have come to prefer voice mail to voices. Have you ever prayed for an answering machine when you called up to break a date? Have you ever deliberately phoned people you knew were out so you could just leave a message? Have you ever RSVPed, apologized, lied, by voice mail? Ever wished you could? Have you ever turned on the answering machine when you were in and then monitored the calls?”

c. “Communication... implied that words went two ways, back and forth. Communication was a people skill. Information, on the other hand, is a sequence of facts to be delivered and received. I dump information on you; you dump it on me. It’s a game you can play by machine or by those other telephone toys of the information era, the fax and the modem”.

d. “In the much vaunted time-crunch of the ’90s, it is faster to leave a message on a machine. You don’t have to ask the machine whether it had had a nice weekend. Voice mail doesn’t want to know why you can’t have lunch. Telephone technology doesn’t have opinions or feelings. It can’t correct you, argue, or engage in what we once thought of as social discourse”.

e. “So it is that haste has become the new status symbol. Talking is considered wasteful. The powerful are those who eliminate that messy, time-consuming and unpredictable business liability: people”.

2. **Write some questions** to ask about Goodman’s points. Three questions are started for you; make up the last one.

- What does Goodman think \_\_\_\_\_?
- Do you agree with \_\_\_\_\_?
- Have you ever \_\_\_\_\_?
- \_\_\_\_\_?

Working in a small group, answer everyone’s questions. After your discussion, choose one person to report the most interesting points to the entire class.

3. **Answer the following questions**, and then have a student at the board compile a master list of your class’s experience with technology.

Have you ever:	<b>Yes</b>	<b>No</b>
• used a computer?	—	—
• used E-mail?	—	—
• set a VCR to record a television show?	—	—
• programmed your favorite stations on a car radio?	—	—
• set a digital alarm clock?	—	—
• used a fax machine?	—	—
• bought an answering machine?	—	—

Do you have “technophobia” (a fear of technology)? Read the following newspaper article.

## Most Americans Suffer From Fear of Technology, Study Says

Fear of technology afflicts most Americans, and one-fourth of the nation’s adults would not use a computer unless they were forced to, according to a survey released yesterday. A quarter of U.S. adults have never used a computer, set a VCR to record a television show or programmed favorite stations on their car radio, the survey by Dell Computer Corp. showed.

The survey was conducted of 1,000 adults and 500 teens across the country, Dell said.

Teenagers are more technically literate than adults, with 92 percent of the younger set more comfortable using a variety of technical devices, compared with 74 percent of adults.

Computers produced the most anxiety among adults, with 23 percent saying they were not comfortable using a computer on their own. Thirty-two percent of the adults were intimidated by computers and afraid they might damage the machine if they used it without help. Of that group, 22 percent were uncomfortable setting a digital alarm clock, the survey said.

Teenagers were more comfortable using a computer than an answering machine.

Other survey findings:

Women are more inclined to suffer from technophobia than men, 55 percent vs. 45 percent, with technophobia showing up in 55 percent of the survey’s respondents overall.

From *San Francisco Chronicle*

**Answer the questions** in the lettered list below, and as you are speaking, make a point to use some of the phrases from the previous article in your discussion. A checklist is provided for you.

## Vocabulary Use Checklist

- \_\_\_ 1. fear of technology
- \_\_\_ 2. set a VCR
- \_\_\_ 3. technical devices
- \_\_\_ 4. not comfortable using a computer
- \_\_\_ 5. uncomfortable setting a digital alarm clock
- \_\_\_ 6. other: \_\_\_\_\_

- (a) What do you think “technophobia” means?
- (b) Do any of the results of this survey surprise you?
- (c) Why do you think teenagers were more comfortable using a computer than an answering machine?
- (d) Would you expect the same survey results in your native country? Explain.
- (e) What do you think can be done to decrease “technophobia”, especially among adults, in the United States and elsewhere?

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READING 3

In the modern world, people move about so much that multicultural societies are becoming more and more common. One of the first barriers that immigrants (and travelers in general) face is the telephone. The difficulty arises not only because of language differences, but also because of a lack of information about how to use the phone, as can be seen from this article about immigrants in the United States:

## Phones Can Perplex Recent Immigrants

A new nationwide survey shows that recent immigrants from Asia and Latin America often fall victim to phone **scams** and probably pay for more telephone services in general because they do not fully understand the American phone system.

The survey shows that 14 percent of Chinese, Korean, and Latino immigrants were victims of telephone **fraud** and that 50 percent did not know they could dial 411 for **directory assistance**,

said Ken McEldowney, director of Consumer Action in San Francisco.

Sprint, an international telecommunications company, commissioned the survey, which **queried** Chinese, Korean, and Latino consumers in San Francisco, Los Angeles, New York, Miami, Chicago, and the Brownsville, Texas, area. Consumer Action, with the help of the U.S. Office of Consumer Affairs, will conduct a one-year educational campaign in those cities beginning in June.

“This is a multicultural society, and to do business in the United States — certainly in California — you have to recognize that reality”, said McEldowney, whose group has worked on consumer telephone and banking issues for several years.

The telecommunications industry has become increasingly sophisticated, and many new immigrants — particularly from countries where telephone systems are significantly different — are at a disadvantage because of language barriers.

The study also showed that:

- 20 percent did not know to call 911 for emergencies.
- 28 percent did not know operator-assisted international calls were more expensive than **direct-dial calls**.
- 67 percent did not use the phone for personal business.
- 40 percent felt someone might be **listening in on** phone conversations without their knowledge.
- 28 percent did not know the difference between a local company and the plethora of long-distance companies.

The results indicate that recent immigrants may have trouble during medical emergencies, and many might not be receiving reduced-rate service even if they are **eligible**, said McEldowney.

“This is a big concern for us”, said Sylvia Ramirez, executive director of Latino Information Center, who added that her help is often needed when newly arrived immigrants need phones installed. “A lot of our clients are from countries where these kind of services are not even available”.

## Commentary

**scams:** dishonest tricks

**fraud:** deception/dishonesty

**directory assistance:** help in finding a phone number

**queried:** asked

**direct-dial calls:** calls made without an operator

**listening in on:** eavesdropping; listening when others aren't aware

**plethora:** superabundance; great number of

**eligible:** qualified/able

## DISCUSSION CLUB

After reading the preceding article, the class should divide into groups of three. In each group, one student will be called the “*speaker*”, another student will be called the “*listener*”, and the third student will be called the “*observer*”.

The *speaker* should talk about one of the following subjects:

- Specific difficulties in using the telephone when he or she first arrived in a foreign country
- What a newcomer to the speaker's native country should know about the telephone system (the number for emergencies and for directory assistance, the cheapest way to make local and long-distance calls, whether or not anyone might be listening in on a call, etc.)
- Advice for newcomers to the United States about using the telephone.

While speaking, the speaker should make eye contact with the listener and check his or her comprehension occasionally by asking, “Do you know what I mean?”

The *listener* should listen actively to show interest in what the speaker is saying. To do this, the listener should do all of the following:

- Nod, smile, make eye contact
- Say uh-huh, um-hm, “I know what you mean” to show understanding
- Ask questions for clarification, such as: “What do you mean by...?” or “Could you give me an example of that?” and so on
- Restate or rephrase what the speaker says, in order to confirm understanding, such as “So you're saying that...?”

The *observer* should be a silent participant and take notes in the chart below. After the discussion, the observer should give a report

and then ask the speaker and listener how they felt during their discussion.

	SPEAKER	LISTENER
used eye contact		
showed comprehension (said um-hm, nodded, smiled, spoke)		
checked comprehension		
asked for clarification		
restated or rephrases		

## Etiquette Guidelines for the Cellular Set

### Pre-reading activity

Today it is not unusual to see people talking on cellular phones in their cars or in restaurants. The use of cellular phones has brought up the question of *etiquette*, meaning manners and behavior. Imagine that you are in a restaurant and someone at the next table is making and receiving phone calls. Would it bother you?

### Agree or disagree on the following citation.

*Fifty-four percent of cellular phone users say that their phone has improved their marriage.*

*Harper's Magazine*

**READ** these “**Etiquette Guidelines for the Cellular Set**” by writer Alice Kahn, and then give your reaction to each of the guidelines. If you’ve had any experience with cellular phones, let your classmates know.

## **ETIQUETTE GUIDELINES FOR THE CELLULAR SET**

1. Don't listen in on other people's calls. The Electronic Privacy Act of 1986 made it a crime. Last year Congress passed another law that prohibits the manufacture or importation of scanners to help you listen to cellular calls.

2. Don't force other people to listen in on your calls by phoning in public places.

Miss Manners says, "It is rude to annoy other people with the sounds you make doing business". In Japan managers and waiters will ask you not to use your phone in fine restaurants. "Use of portable telephones at your seat may be a disturbance to other passengers, so please use the vestibule even if it is inconvenient", says a sign on the Japanese Bullet Train.

3. If you know people who carry a cellular phone for emergencies, don't call them unless it's an emergency. "Interruptions are interruptions", says Miss Manners, and they are rude.

4. Phone unto others, as you would have them phone unto you. Use the same good manners in cellular phoning that you expect in any situation. "Users imagine themselves to be in an etiquette-free zone", says Miss Manners.

5. Don't drive under the influence of an absorbing phone call. If you can't get two hands on the wheel and your undivided attention on the road, you shouldn't be operating a moving vehicle.

*Alice Kahn*

### **Discussion**

Have a group discussion on the issue of the guidelines. Share your experience of using your cellular phone. Display advantages and disadvantages of this telephone technology.



**Pre-reading activity**

**Vocabulary preparation for reading**

## **"Voice Mail May Cost Company's Business"**

Try to guess the meanings of the **boldfaced** words and phrases.

1. An automated phone system aimed at saving companies money may be **turning off** their customers.

*HINT:* Many customers don't like this system.

---

2. Five years ago, when voice mail was first introduced, many companies were **wary of** the technology.

*HINT:* Today, in contrast, many companies use voice mail a lot.

---

3. TakeCare, a large **health maintenance** organization (HMO) **lampooned** the **disembodied** voices with their menu options....

*HINT:* These words are all contained in the reading passage that you just read.

---

4. President Jud Jessup says the **spoof** on voice mail has been a huge success.

*HINT:* When they lampooned or made fun of voice mail, they did a "spoof".

---

5. The majority felt frustration, even **fury**, over their **run-ins** with voice mail.

*HINT:* "Run-ins" are experiences, but not good ones. So how did people feel?

---

6. **Flawed** systems easily can be fixed.

*HINT:* If something needs to be fixed, it's "flawed".

---

7. Many voice-mail systems could use an **overhaul**, but that technology is here to stay.

*HINT:* Many voice-mail systems aren't perfect, so what do they need?

---

8. He sees a growing **backlash** against voice mail.

*HINT:* Some people don't like voice mail. They reject it. A "backlash", then, is a

---

## "VOICE MAIL MAY COST COMPANY'S BUSINESS"

An automated phone system aimed at saving companies money may be turning off their customers. The system is voice mail in which callers are instructed to punch buttons to reach the desired party or to have a question answered. It's used by more than one third of major U.S. companies. Consultants are warning that this system has hidden costs that could result in lost business. In the San Francisco area, one company's biggest selling point is that it does not use voice mail. NPR's Elaine Korry reports.

Five years ago when voice mail was first introduced many companies were **wary of** the technology. Now it seems voice mail has taken over both business and government phone services. In a recent ad campaign, TakeCare, a large health maintenance organization, **lamponed** the disembodied voices with their menu options: Hello. Welcome to Fidelity HMO. If you have a question, press 1 now. If you would like that question answered, press 2 now. If you would like to be on hold for ten minutes, press 3 now. If you would like to hear **bland** orchestrated pop songs... In the ad, TakeCare boasts its customers have an old-fashioned alternative to voice mail. And the patient's first name? And how can I help you?

In the TakeCare service department, ten live operators answer more than a thousand customer phone calls each day. President Jud Jessup says the **spoof** on voice mail has been a huge success in promoting his company's distinctive image.

We strive to deliver personalized service and we've always positioned our company as what we call a "high service" HMO. And we don't think that getting a recording is high service. It may be efficient, and it may be cost effective, but it's not high service.

According to many consumers, voice mail is no service at all, but rather a way for companies to hide from their customers. Complaints

about automated phone systems are definitely on the rise. Plogue Research in Los Angeles recently surveyed businesspeople across the country. According to Stanley Plogue, the majority felt frustration, even fury, over their **run-ins** with voice mail.

A lot of irritation, and a kind of common phrase right now is it's "voice jail" — you **get trapped** in it, and you can't get out.

Plogue says that a time-consuming or confusing voice-mail system can actually cost a company business.

About a fourth of the people said they have not **let out a contractor** supplier because they didn't like their voice mail system. And others have just given up with trying to deal with certain companies. It sounds to me in that kind of a situation that (there) was not an option to reach a live person immediately, which there always should be. Sandy Hale is with Pacific Bell which manages 300,000 voice mailboxes in California. She says, "Don't blame the technology for customer complaints". According to Hale, those groans of frustration arise because companies don't do a good job designing their voice mail menus. People want to get the information they called in for. They want it quickly, they want it simply. If you don't give them an option to find the information they need, they're going to be frustrated — they're going to go away.

Some companies, including banks, airlines, and insurance agencies, have dropped voice-mail because of complaints, but according to Hale, **flawed** systems can be fixed easily. Pacific Bell has published an "Etiquette Guide" for its voice-mail customers. The booklet stresses that callers should always have the option of talking to a human being when they need help. Sandy Hale, admits, many voicemail systems could use an **overhaul**, but she says that technology is here to stay.

As companies are, you know, watching what's happening to their **bottom line**, and see what's happening with their costs, they're looking for ways to become more efficient at what they do, including in their customer service operations, and voice mail is certainly a valuable tool.

HMO president Jud Jessup says his company does use voice mail for internal communications, and he admits it's been useful in cutting down on **telephone tag** among his employees. But, says Jessup, calls from the public are entirely different.

People have individual problems. I think there'll always be a place for personalized service.

TakeCare president Jud Jessup, who foresees growing **backlash** against voice mail. In San Francisco, I'm Elaine Korry.

If you still want a membership card, please punch in Beethoven's 5th.

Da Da Da Da Da Da Now — in D minor.  
(*dial tone*)

## Commentary

**to be wary:** careful, suspicious

**to lampoon:** laugh at

**bland:** tender

**spoof:** gentle satirical imitation; a light parody

**run-in:** row, clash with sb

**get trapped:** get caught in a trap

**let out a contractor:** sack an employee

**flawed:** not correct; faulty

**overhaul:** act of dismantling in order to make repairs

**bottom line:** the final result or statement; upshot

**telephone tag:** expenses on telephone talks

**backlash:** 1. a sudden or violent backward whipping motion. 2. an antagonistic reaction to an earlier action.

## WORDPOWER

All the words that follow are synonyms and antonyms of a word from the text. Try to guess this word. Look up examples of usage of these synonyms in an English-English dictionary.

- |                           |              |                     |
|---------------------------|--------------|---------------------|
| — incorrect               | — amiss      | — defective         |
| — erroneous               | — imperfect  | — inaccurate        |
| — mistaken                | — botched up | — balled up (slang) |
| — bollixed up (US, slang) | — off        | — wrong             |

- |                      |                        |
|----------------------|------------------------|
| — correct (antonym)  | — error-free (antonym) |
| — unflawed (antonym) | — flawless (antonym)   |
| — perfect (antonym)  |                        |

## Voice Mail: Not the Answer?

by John Flinn

It's a **long shot**, but if this revolt ever succeeds, grateful telephone users may someday erect a statue to Ed Crutchfield, the man who fired the shot heard 'round the world against **voice mail**.

Joyful employees stood and applauded last month when Crutchfield, chairman of First Union Bank in Charlotte, N.C., sent out a memo ordering the bank to "*press 1 to disconnect now*" from its hated voice-mail system.

"The next time I call and get an answering machine, we're going to be minus one telephone answering machine operator", warned Crutchfield's memo.

His' memo has become a rallying point of voice-mail haters, who say the computerized phone answering systems symbolize the contempt some businesses display for their customers and that government agencies show for the taxpayers....

One reason we **chafe at** voice mail may be buried deep within the human psyche, according to new research conducted at Stanford University. The technology violates basic rules of human communication that have existed since the first cavemen grunted at each other, according to Clifford Nass, an assistant professor of communication at Stanford.

"When people hear a human voice, it sets off strong **clues** within their brain, and it sets up certain expectations", Nass said. "This is a very hard-wired, **visceral** response".

One Bay Area business is even capitalizing on our **loathing** of voice mail in its advertising campaign.

TakeCare Health Plan, the Concord-based **health maintenance** plan that covers 230,000 members in California, doesn't advertise that it has the most liberal coverage or doctors with the warmest bedside manner.

It advertises that its members don't have to suffer through voice mail when they call.

*"If you have a question, press 1, now. If you would like it answered,*

*press 2, now. If you would like to be put on hold for 10 minutes, press 3, now*”, the ads say, **lamprooning** their competitors’ **impenetrable** voice-mail systems. “*If you want a membership card, please punch in Beethoven’s Fifth, now, in D minor*”.

Instead of using a computer, TakeCare employs 12 human operators to handle calls from its customers on its toll-free line. On an average day, they handle 1,170 inquiries.

“Voice mail erects a wall between service industries and their customers”, said Mike Massaro of Goldberg Moser O’Neill, the agency that created the campaign.

The people who make voice mail say none of this is the fault of the technology. The problem, they insist, lies with users who do a **shoddy** job of programming their systems.

“People will love it eventually”, predicts Maria DeMarco, marketing director for Pacific Bell Voice Mail.

Most of the **acrimony** toward voice mail could be eliminated, says DeMarco, if system users made sure callers always had an easy way to punch out of the system and talk to a live human being.

And voice-mail supporters point out that pushing buttons or talking to a recording can’t be any more irritating than listening to a busy signal or a phone ringing endlessly without being answered.

There’s one person who never gets tired of hearing that **disembodied** voice say, “...or, press 1, for more options”. That’s because Joan Kenley of Oakland loves hearing her own voice.

Kenley, a former singer who has performed with Ethel Merman, is the voice of voice mail. Northern Telecom, Pacific Bell and other major system suppliers have hired her because **oscilloscope** tests show her intonations retain warmth and “smile” on a computer chip. “I’m everywhere”, she says. “I’m **ubiquitous**”.

From *San Francisco Examiner*

## Commentary

Some people use *voice mail* and *phone mail* as synonyms.

**a long shot**: not a likely possibility

**voice mail**: computerized phone-answering system

**contempt**: feeling that someone is worthless

**chafe at:** become very irritated at  
**cues:** signals  
**grunted at:** made deep, wordless sounds at  
**visceral:** instinctive  
**loathing:** extreme hate  
**health maintenance:** health insurance  
**lampooning:** making fun of  
**impenetrable:** unable to be entered  
**shoddy:** poorly done  
**acrimony:** bitterness  
**disembodied:** without a body  
**oscilloscope:** electronic device that shows voice patterns  
**ubiquitous:** everywhere

Now, complete the following chart.

NAME	OCCUPATION	OPINION OF VOICE MAIL
1.Ed Crutchfield		
2.Maria De Marco		
3.Loan Kenley		

### Topic for discussion and essay writing

Telephone technology — a curse or a blessing?





# EDUCATION

## Contents

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  12. Travel Tips For Students
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## Training for Real Jobs

Schools used to teach many subjects (for example, Latin and Greek) that, although interesting, were not really necessary for success in the real world. These days, many schools are developing programs that teach practical subjects and prepare students for jobs in the real world. In these programs, children go on trips to learn about different kinds of work and adults come to schools to speak about their jobs. This new approach is called “career education”.

1. A new effort to help America’s young people find and hold jobs is being made in the nation’s schools. Faced with a generation of youngsters who have an increasingly difficult time getting hired, educators are testing new methods of preparing students for employment. Involved in what is known as career education is a wide variety of courses designed to show students how to find work and satisfy an employer. Computers, on-the-job visits, and acting out work situations in class are used to teach people skills from simple book-keeping to taking job interviews. The method is midway between general school studies and vocational education, which provides training for a particular job. Much of the career education is included in normal classes that are taken by students starting with elementary school.

2. “Vocational and back-to-basics courses are also growing rapidly, and that’s fine with us”, says Kenneth Hoyt, director of career education for the U.S. Office of Education in Washington, B.C. He observes, “What we’re trying to do is show students how the three R’s and everything else they learn are useful in the big world outside of class. This approach is interesting for a lot of kids who used to see no point in school”.

3. To plan for an increased effort, 6,000 educators, business executives, and labor leaders met in Houston to discuss future changes in career education. Showing the urgency of the situation was a report that 19 percent of teenagers are unemployed at a time when more than 25 a million jobs are unfilled. Another finding at the conference: more than half of a group of seventeen-year-olds studied were unable to write a job application satisfactorily.

4. Among the most important projects going on in career education:

– Thousands of workers are going into schools, explaining what they do and how students can get into their fields.

– Employers are giving schools up-to-date information on job opportunities and qualifications to help young people prepare for careers.

– High schools and colleges are sending large numbers of pupils to work part time in offices, shops, garages, and community centers as paid employees or volunteers.

5. Some projects are planned to make use of the real-life interests of young people. Animal-loving elementary school students, for example, in addition to learning about animals, are learning about selling by taking trips to pet stores. Elsewhere, children interested in machines are visited by a motorcycle mechanic who explains how he had to spend \$400 for a bookkeeper to keep his accounts because he didn't learn enough mathematics in school. In some schools students are acting out working conditions. Classes from North Little Rock, Arkansas, to Scio, New York, practice economics and mathematics by operating small stores and banks in school, using play or even real money.

6. These and other projects are being organized by career-education specialists in 9,200 of the nation's 16,700 school districts — often with help from teachers, business people, and local leaders. Says Mr. Hoyt, "This way of teaching is getting more and more popular with everyone — parents, kids, and teachers. It shows them the real-life purpose behind the things that are taught in school".

*Adapted from US. News & World Report*

## Common Expressions

**Choose the correct expression for each blank space.**

back-to-basics

acting out

going on

getting hired

no point

interested in

being made

up-to-date

much of

make use of

involved in

taking trips

1. Faced with youngsters who have a difficult time \_\_\_\_\_, educators are testing new methods of preparing students for employment.

2. \_\_\_\_\_ what is known as career education is a wide variety of courses designed to show students how to find work.

3. On-the-job visits and \_\_\_\_\_ work situations are used to teach young people skills.

4. \_\_\_\_\_ the career education is included in normal classes.

5. Vocational and \_\_\_\_\_ courses are also growing rapidly.

6. This approach is interesting for a lot of kids who used to see \_\_\_\_\_ in school.

7. Among the most important projects \_\_\_\_\_ in career education, thousands of workers are going into schools, explaining how students can get into their fields.

8. Employers are giving schools \_\_\_\_\_ information on job opportunities.

9. Some projects are planned to \_\_\_\_\_ the real-life interests of young people.

10. Children \_\_\_\_\_ machines are visited by a motorcycle mechanic.

**Read the following statements about education. Agree or disagree with them. Put a tick (v) in the column on the right showing the degree to which you agree or disagree. Reason out your viewpoint.**

strongly agree	agree	not agree	disagree	strongly disagree

1. Education in school should be compulsory up to the age of 18 for everybody.

2. Education should be free for everybody.

3. There is no need for private schools.

4. All schools should be co-educational.

5. Girls and boys should be taught the same subjects.

6. Students should be allowed to take part in the running of the school.

7. School education should help you develop your personality and character.

8. The aim of school should be to keep pupils occupied.

9. Schools should teach you skills you can use to get as good a job as possible.

10. At school pupils should be taught how to get on with other people.

11. School education should help with things pupils will need to know when they leave school (for example, about running a home and managing money).

12. The aim of education is to teach you how to read and write well.

13. The aim of education is to teach you about right and wrong.

14. Every pupil should be taught to speak at least one foreign language.

15. Exams are the only way of checking learning.

16. Exams should take place at the end of each school year; fail and you repeat the year.

17. Homework should be given every day.

18. Punishment for misbehaviour in school is the responsibility of the parent, not the school.

19. Schools should be a pleasant place to be in.

20. School uniforms should be worn by all pupils.

## **Learning to Combine the World of Work and Study**

Most university students have traditionally taken jobs in their holidays, particularly summer. But working your way through college was seen very much as a US tradition. However, it is now becoming widespread in Britain.

According to a survey by the National Union of Students (NUS), 42 per cent of UK undergraduates are having to combine full-time studies with paid work during term-time. Clearly this figure must hide big variations because London Guildhall University announced that 80 per cent of its students work for between five and 25 hours a week during term.

The NUS survey found that students give two main reasons for working during term-time: to pay their basic living and study costs

(68 per cent) and to fund their social life (65 per cent). It is clear that most work out of sheer necessity. In 1994 David Blunkett, then shadow Secretary of State for Education and Employment, described student hardship as a “national disgrace” and a “badge of shame”.

But there is one silver lining to this particular cloud. Working during your course not only provides you with much needed cash but can equip you with some additional skills not normally to be had from holiday work. Combining earning with learning may be one-roun, but these extra skills do make you even more attractive to recruiters when you graduate and start a career.

There are basically three types of student work.

- there are formal placements, which may be a mandatory or optional part of your degree;

- there are part-time or vacation jobs, which are relevant either to your degree or to the career you eventually hope to follow;

- and there is casual work with little or no relevance to your course or your intended career.

Finding part-time jobs, which are relevant to either your degree or future career, can be difficult. Although the Government, the Association of Graduate Recruiters and others want every undergraduate to have “quality work experience” as part of their learning, at present only about half of all students find such work.

Casual work in university towns, particularly with the flexible hours needed to accommodate your studies, is soon snapped up. Working on the campus is particularly popular, and students unions and many universities do make efforts to employ as many students as possible. But obviously they can satisfy only a minority of students.

Increasing numbers of universities and colleges recognize the need for students to have access to part-time and vacation work, and offer a variety of job-search schemes.

One of the most interesting initiatives has been taken by Warwick University. Concerned at the growing debt burden of students, Warwick created its own employment agency in 1996 — Unitemps. This is now self-funding and provides work for students both on and off-campus.

The agency employs the students itself rather than acting as a clearing house for vacancies. The agency pays students on the standard university pay scales for clerical work, which starts at £4.45 an hour, according to skills.

The service is web-based, and details of vacancies are e-mailed to students. The service can be used by students from any university, although all the work is in the Warwick area. The agency can be found at [www.unitemps.co.uk](http://www.unitemps.co.uk).

Does working during term-time harm your studies? It depends. In the NUS survey, 48 per cent said they would have got higher grades if they were not employed. But only 15 per cent of the same sample said employment had affected their studies badly. The majority (58 per cent) said it had affected their study “slightly”. Much seems to depend on the number of hours worked.

If you do have to work in term-time to support yourself, apply early if you want the best jobs. Try not to have to work more than 15 hours a week. And reflect on what skills you are gaining from this work experience — your future employers will really want to know.

From “*The Independent*”

### Vocabulary

**sheer necessity** — нагальна потреба

**Secretary of State** — міністр (в Англії)

**silver lining (to the cloud)** — *перен.* світлий бік (“Every cloud has its silver lining”)

**onerous** — обтяжливий

**mandatory** — обов’язковий

**optional** — необов’язковий

**intended** — передбачуваний

**snap up** — перехоплювати

**clearing house** — *ком.* розрахункова палата

**pay scale** — шкала розцінок (зарплати)

**web-based** — занесений у комп’ютер

**sample** — *тут* категорія

**reflect** — поміркувати

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Read a magazine article on the financial problems with students and one of the ways to solve them.

## Bridging the Aid Gap

**Congrats, your student's in!**

**Now here's how to get more financial help for college**

Many of the country's high school seniors are learning their academic fates — and their parents' financial ones — as colleges send out acceptance letters. Most families have until May 1 to pick their school, and for the half of students who get some form of financial assistance, the aid package a school offers will play a big role in that choice.

The offer a student receives is determined by two factors: the school's financial-aid formula and how badly the school wants the student. So how do you sort out hard-to-compare offers? Is it possible to persuade a school to offer more? Where do you come up with the dough if you fall short?

**COMPARE APPLES TO APPLES.** The raw size of each financial-aid package doesn't really matter, especially considering that student loans are generally thrown in and counted with other aid. What matters is how much the family is expected to pay (after out-right grants and scholarships) and how much the student is expected to borrow.

**TRY AN APPEAL.** If your top school choice doesn't offer enough aid to make attending feasible — or if it offers you much less than other schools do — it's O.K. to appeal. (Don't say "negotiate". Aid officers think it makes them seem like used-car dealers.) Seamus Harreys, Northeastern University's dean of student financial services, says he has seen many cases in which a parent's income has been hit by the slow economy. The key is documentation: unemployment paperwork, a letter from a former employer, a letter from your accountant if you're self-employed. If you have paid high medical bills, don't just say so; show the bills.

But what if yours is not a hardship case? What if an aid package is just not attractive compared with those from other schools? It's



still a good idea to present new information, says Kalman Chany, author of *Paying for College Without Going Broke*. You might make the case that you face a higher-than-average cost of living in your area, then send the numbers and a budget to the school along with copies of more generous offers from schools of similar quality. Don't delay. You have the most leverage after being accepted but before committing to attend.

**BORROW THE REST [EM] WISELY.** If you're still having trouble affording your favorite college, don't panic. Withdrawing retirement assets can inflate your income and hurt your future aid eligibility. Even working overtime to earn more can hurt you. Borrowing is often smarter, especially today. A PLUS (Parent Loans for Undergraduate Students) loan charges 4.86 % interest, and that could fall (even on existing loans) with the annual rate review in July. For more on the loans, see [finaid.org](http://finaid.org).

Home-equity borrowing also makes sense; rates are low, and the interest is usually deductible. If you think interest rates will rise, and your school will allow it, consider a fixed-rate loan (rather than a variable-rate line of credit) big enough to prepay more than one year's tuition. That can save you the rate of tuition inflation, currently about 5 %.

Don't forget that if your household income is less than \$103,001, you can get a Hope Education Credit of up to \$1,500 per student for the first two years of school. You take this credit on your tax return. And that's one thing you don't have to negotiate.

*From the Apr. 14, 2003 issue of TIME magazine*

## **ROLEPLAYING**

**Choose one of the following situations to act out.**

1. A career education specialist is explaining to a group of school principals and parents the importance of career education. The audience (which can be the whole class) will ask questions after a short (5 minute) talk.
2. A teacher who believes in career education is arguing with one who does not.
3. A student is telling a teacher or a school principal what he or she doesn't like about school.

4. A teacher who thinks the education system in his or her school is good is arguing with one who thinks it is bad.

5. A person who has a particular job (doctor, lawyer, policeman, fireman, for example) is telling a class of students (which can be the whole class) about his or her work. The students will then ask questions.

6. A student is talking to a counselor about what kind of work he or she wants to do in the future. (The student is not sure.)

7. An employer is interviewing someone for a particular job (decide what kind of job — a computer programmer, salesperson, mechanic, secretary) and asks about the person's education, interests, reasons for wanting the job, and so on.

8. A group of students is acting out a job situation in class (pretending to be in a bank, a small clothing store, a pet store, for example).

9. A person from your native country is talking with a person from the United States about whose education system is better.

## **Gain a wealth of experience**

### **Degrees are no longer enough — employers are looking for skills in the workplace**

A good degree used to set you on the fast track to fame, fortune and a desirable partner. Well almost. It certainly put you in the top 5 per cent of the population and you were considered one of the elite — destined for one of the professions, senior management or a top post in the civil service.

Today, one in three young people enters higher education and a degree is fast becoming the minimum qualification for any white-collar job. This is not to suggest that the value of a degree has diminished. We now live in an far more complex world and most jobs today require a much higher level of intellectual skills than ever before. Graduates not only continue to enjoy higher pay and lower

unemployment than non-graduates, but most employers will tell you that there is still a shortage of good graduates.

So what do employers look for in graduate recruits? Certainly, they want intellectual skills acquired in taking a degree. These include the ability to collect and analyze information, to acquire specialist knowledge, to solve problems, and to communicate clearly. In the past this was enough. When graduates were a small elite, employers could afford to invest in extended training programs lasting between one and two years.

Although small numbers of graduates of exceptional potential are still recruited as future high flyers into such training schemes, they are a tiny minority. Most graduate recruits today are expected to make an immediate contribution to the organization. This means that they need more than their academic qualifications. Employers look for a range of generic vocational skills which are useful in almost all types of work; they are usually known as “key skills”.

Employers have produced long lists of desirable skills, which they would like their new graduate recruits to possess.

Six key skills are approved by the Qualifications and Curriculum Authority (QCA) for incorporation into many vocational education and training programs. These key skills are communication, using and presenting numerical data, information technology, team-working, improving your own learning and performance, and problem solving. Graduate employers certainly hope to find all of these, but they also look for some additional qualities such as adaptability and commercial awareness. Above all, they want recruits to have already had some practical experience of applying them.

One of the strongest single messages received from employers was the value of work experience. In fact most students do now get work experience of one kind or another. What is less certain is whether they use all the learning opportunities this provides. Many still see it only as a necessary way to get some money.

Recent government policy says that all students should have what it described as “quality work experience” before they complete their full-time education. However, not enough employers offer suitable vacancies to provide this. Ideally, you would get vacation or part-time work relevant to your area of study so that you could start to apply theory to the world of work. But many students end up serving in retail shops, bars and fast-food outlets, or waiting in restaurants. The

money is certainly useful, but does menial work provide opportunities for useful learning and help your careers prospects? It does.

Even in the most menial jobs you can analyze everything you see and do and what your colleagues at all levels are doing. You can try and work out why things are organized in the way they are and why people act in the way they do. What do you find motivates the customers of your business — and annoys them? Are there health and safety implications in the way things are done? The job can be used as a learning opportunity so you can tell future recruiters what skills and understanding you have gained.

Few people will find a lifetime employer. They will move between employers to gain greater expertise and experience. Many will be offered short-term contracts; others will be offered work as consultants on a self-employed basis. Graduates face more flexible though less certain futures. In going to university it is important to recognize that the future will be very different from the past, that you must learn to adapt and that you can and should learn from every experience of student life.

From “*The Independent*”.

**Read the following texts, extracts and newspaper articles. Agree or disagree to what is written. Discuss them.**

**A.** Long before the year 2000, the entire antiquated structure of degrees, exams and credits will be discarded. No two students will be taught in exactly the same way.

In the educational world of tomorrow the centralized work place will also become less important. Just as economic mass production required large numbers of workers to be assembled in factories, educational mass production required large numbers of students to be assembled in schools. This itself with its demands for uniform, discipline, regular hours, attendance checks and the like, was a standardizing force. In future a good deal of education will be conducted in the student’s own room at home or in a dorm, at hours of his own choosing. Vast libraries of data will be used by students through a computerized information retrieval system. With his own tapes and video units, his own language laboratory and his own electronically equipped study room he will be freed, for much of the time, from the unpleasantness of the classroom.

*After Alvin Toffler*

**B.** The average learner often fails to make the right start. Time was not so long ago, that education was assumed to consist of memorizing a textbook: a series of facts, figures, rules, and formulas. Memorize this and one might be considered a learned person.

Such an education neglects to train the thinking faculties or to operate the learner to utilize in any practical way what he has acquired.

From *Webster's New American Dictionary*

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READING 5

## **Adult Students Give New Life to Education**

**Schools used to be considered places to prepare young people for life. After their education was finished, they were supposed to be ready to go out into the real world. But many adults these days are coming back to “schools of continuing education” and “centers of lifelong learning”, They feel that one’s education is never really ended, because one is never too old to learn.**

1. A fast-growing number of older students are helping schools that once ignored their needs. Filling empty seats in classrooms from Maine to Hawaii, students who are twenty-five and older are having a great effect on all fields of higher education. In all, there are 17 million of them. Programs include courses offered by high schools, local governments, federal agencies, and private groups. But it is at the college level where effects are the greatest. Educators say the registration of older students is caused by a growing feeling of Americans that education is a lifelong effort. It has provided new variety as well as needed dollars to schools traditionally intended for students in their teens and early twenties.

2. As the number of younger students has stopped growing, the enrollment of older ones has quickly increased — more than doubling since 1970. About a third of the nation’s college students are

twenty-five or over, mostly enrolled in part-time programs that schools can offer profitably. By 1990, these older students are expected to include 40 percent of the campus population, according to Census Bureau estimates. Olin Cook, director of higher education for the state of Arkansas, says: "Adult education will keep the classes filled and the bills paid".

3. Teachers say that there has been a definite effect on classrooms and course work. Older students are described as more serious and mature, frequently more demanding of instructors, and more willing to contribute personal experiences to discussions. "Older people make very good students", says L. Jay Oliva, vice president for academic planning and services at New York University. "They realize that they are here to do X, Y, Z, and they want the professor to teach them that. They are very attentive and concerned". A Michigan educator, Elinor P. Waters, believes that the presence of older students on campus "will take us a step closer to the real world; there will be fewer irrelevant courses and more practical ones".

4. Why do adults want to reenter academic life? School administrators say high unemployment is one of the biggest reasons, forcing many Americans to develop new skills. In addition a large number of 35 women who left school to raise families or who want jobs that require a college diploma are going back to school. College graduates are returning for second degrees to start new careers. And there are thousands of retired persons who are seeking good use of their free time.

5. Many students feel that they are better prepared for learning than they were when they were younger. For example, Jane Pircwzolo, who will soon receive a degree in English from Boston University, graduated from junior college in 1967 and has worked as a secretary since then. Explaining her decision to return to school, she says: "I felt overqualified for the jobs I was doing, and they were becoming increasingly boring". Now I feel I can understand what the professor wants, and I can study and read better than I could ten years ago. I feel like I'm one step ahead of the younger students".

6. Courses popular among adults are federal income tax trends, law, business English, and principles of real estate. Self-improvement studies go from such classes as European cooking and the study of wines to tennis, backpacking, belly dancing, plant care, and meditation for relaxation. More traditional courses leading to

college degrees may include philosophy, psychology, history, economics, and science. Most college catalogues list at least 200 separate courses.

7. A few schools have made little effort to compete for older students. “Many older faculty members feel very comfortable with the ways of the past”, says J. Christopher Gemmell, an official of the American Association of State Colleges and Universities. He adds that some 60 teachers are frightened by this rush of people their own age who have been out in the real world suddenly moving into their territory. Sometimes their classroom theories are questioned by adults who are used to practicality and results.

8. Despite these objections, most educators are convinced that the growth of adult learning is an important change in American education. Proof of the great interest in adult education is the action being taken to attract adult students:

– San Francisco’s Golden Gate University, located near the city’s financial district, has doubled its enrollment to 9,000 in five years by 70 offering classes in business, public service, and law, that interest professionals.

– Adelphi University on New York’s Long Island offers courses to commuters on four railroad lines during rush hours. Lectures and course work take place in train cars, where about 125 students have 75 earned master’s degrees in business administration since the program started in 1971.

– The College of Lifelong Learning at Wayne State University in Detroit runs a “Week-end College” for about 3,000 adult undergraduates. The students watch lectures on television and attend one class in their neighborhood during the week, and then study at the downtown college campus on Saturday and Sunday.

9. In the future, says Allan W. Ostar, executive director of the American Association of State Colleges and Universities, schools will change their programs and create new ones for their adult students. He believes that schools will have to “work much harder in all they do because they are dealing with a different consumer, a far more demanding consumer. When you’re paying for your education yourself, your level of expectation rises significantly”.

10. Also, both young and old students seem to be enjoying the appearance of older and more experienced classmates. “It’s good for the adults to find out that college students are not bad kids or nuts

and are probably more mature than they were at that age”, says Fritz McCameron, dean of continuing education at Louisiana State University. “And it has shown the kids that adults are not over the hill, that there is hope for you if you’re over 35”.

**Choose the correct expression for each blank space.**

in the future	made little effort	part-time
real world	as well as	dealing with
having a great effect	at least	personal experiences
find out	college diploma	over the hill

1. Students who are twenty-five and older are \_\_\_\_\_ on all fields of higher education.

2. It has provided new variety \_\_\_\_\_ needed dollars to schools traditionally intended for students in their teens and early twenties.

3. The older students are mostly enrolled in \_\_\_\_\_ programs that schools can offer profitably.

4. Older students are more willing to contribute \_\_\_\_\_ to discussions.

5. The presence of older students on campus will take us a step closer to the \_\_\_\_\_.

6. Most college catalogues list \_\_\_\_\_ 200 separate courses.

7. A few schools have \_\_\_\_\_ to compete for older students.

8. \_\_\_\_\_, schools will change their programs and create new ones for their adult students.

9. Schools will have to work much harder because they are \_\_\_\_\_ a different consumer.

10. It’s good for the adults to \_\_\_\_\_ that college students are not bad kids or nuts.

**For Discussion and Composition**

**Choose one of the following to discuss or write about.**

1. Explain why adults are going back to school.

2. Why is it important to get a good education?

3. Compared to younger people, is it easier or more difficult for adults to be in school? Why?



4. Do you think it is easier to teach adults or young people? Why?
5. Is it good to have both adults and younger people in the same class? Why?
6. What are some specific courses that could be useful to adults? Why?
7. Discuss how the presence of older students affects a class.
8. As a younger person, how would you feel about having adults in your class?
9. As an adult, how would you feel about being in a class with younger students?
10. Discuss the good and bad parts of your own education.
11. Discuss the advantages of learning English.
12. What have you liked and/or disliked about the English classes you have taken?

## The au-pair in Britain

One of the ways open to a girl student of the English language to improve her linguistic knowledge is to come to Britain for a year as an au-pair girl. It certainly seems to be a very popular method, for every year sees more and more girls entering English homes as au-pair girls.

Forty years ago it was generally understood in Britain that the terra “au pair” was only used to describe a girl who came here to perfect her linguistic or professional knowledge; lived as a member of an English family, and the family provided her with “pocket money”. She was not paid a salary.

As a member of the family she helped with the housework and, if there were any, helped look after the children; but she was not asked to do more than would normally be expected of a teenage daughter of an average middle-class — particularly professional-class — English family.

Au-pair girls come mainly from Europe, although increasing numbers are arriving from Asia and South America.

In the 1960s it was reckoned there were 9,000 au-pair girls in Britain; today an estimated number is 30,000 in London alone.

The concept of the relationship between an au-pair and the English family with whom she is staying still exists in the advisory booklet which the Home Office first published in the 1960s. But conditions for the girls vary greatly. They are treated as cheap labour, many of them placed by agencies with no interest in their future welfare.

An article entitled “Law sought to protect au pair girls’ interests” was published in one of the British newspapers recently. The author wrote: “Au pair girls in Britain need a legally binding agreement to protect them against exploitation. Little notice is taken of Home Office recommendations: not more than five hours a day domestic work, at least one free day a week, sufficient pocket money (£7.50 is considered about right), time to study and meet people.

The girls cannot go on strike; that sort of action goes against the spirit of the system, which is intended to be one of fellowship, hospitality and a good relationship between the girl and the family”.

He emphasized the lack of real protection from families who overworked the girls or agencies who place them, collect a fee and forget about them.

From “*BBC English*”

**Read the following texts, extracts and newspaper articles.  
Agree or disagree to what is written. Discuss them.**

**A.** From the outside, reading textbooks, writing papers and essays, doing homework, engaging in classroom recitations and discussions, may have all the appearance of work that is good for the mind. But a closer look shows how little thinking is really going on. This is child labor, that both keeps the child off the streets and trains him in the carrying out of prescribed tasks.

After *Ch. Reich*

**B.** There is still, I think, not enough recognition by teachers of the fact that the desire to think — which is fundamentally a moral problem — must be induced before the power is developed. Most people, whether men or women, wish above all else to be comfortable, and thought is an uncomfortable process; it brings to the individual more suffering than happiness in our imperfect world.

From “*The Testament of Youth*” by *Vera Brittain*

**What personal qualities, skills and qualifications are necessary for a nursery school teacher / secondary school teacher / university lecturer / language teacher/ tutor?**

**Continue the given list if necessary. Arrange the qualities in the order reflecting their importance in each case.**

<b>PERSONAL QUALITIES</b>	<b>SKILLS AND QUALIFICATIONS</b>
ambition	organizing
flexibility	dealing with people
(mental) ability	listening to people
energy	persuading
determination	working accurately
initiative	teaching qualifications
patience	nursing qualifications
tact	good exam results in “core” subjects
imagination	working hard
pleasant appearance	working irregular hours
good speaking voice	working at weekends
getting up early	

***Express your idea of “the ideal school” (or explain why there shouldn’t be any schools at all!). Take into consideration the following points:***

- new subjects that should be introduced;
- subjects that you would like to drop;
- the way the school should be run — rules, pupil power, parents;
- age range of pupils;
- methods of teaching;
- teaching staff;
- curriculum;
- pupils’ life; etc.

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## **Bad News for Students Paying Ghostwriters to do Their Academic Work**

As essay-faking remains a problem at universities, a rising number are using anti-plagiarism software.

The pin boards in Germany's universities are full of them: bits of paper, advertising "academic support in writing thesis' and essays" and similar dubious methods of assistance in coping with the university workload. Similar advertising can be found on the net — indeed, the market for ghostwriting-websites is one of the few dotcom business still thriving.

However, one market often leads to another. The past months have seen an increasing interest in software designed to catch academic cheats. Turnitin, a leading software house, based in California has come up with an anti-plagiarism software which is being used by 20 universities across the US.

### **Digital fingerprint**

The software divides up papers submitted to scrutiny into tiny pieces of text, the "digital fingerprint". These are then scrutinized and compared with more than a billion documents, including classic literature and the firm's own archive of submitted works, as well as an overview of the current contents of the World Wide Web.

Whenever a matching pattern is found, the software makes a note. It then highlights any recurring replication or obvious paraphrasing. The submitted paper is then returned to the teacher.

It is up to him or her to then make the final decision whether the paper deserves a degree or not.

The subscriber base of Turnitin has been rising steadily in the past months. Turnitin was founded in 1996, when a group of researchers at US Berkeley created a series of computer programmes to monitor the recycling of research papers in their large undergraduate classes.

Encouraged by a high level of interest from their peers, the researchers teamed with a group of teachers, mathematicians, and

computer scientists to form plagiarism.org, the world's first Internet-based plagiarism detection service.

Around 150,000 students and their academic efforts in the US are at current under the observance of Turnitin software. It has also been tested at five colleges in Britain.

In Germany, plagiarism is a problem, which is also causing concern at universities and colleges across the country. The increasing number of faked thesis' and dissertations in Germany is closely linked to the fact that today's diplomas do not have to be published, Hans Bohrmann, Professor Journalism in Dortmund told a German daily. This way it is far easier to copy an essay which has not been read by the public.

Another booster to plagiarism is the net: Thesis' are available simply via the many websites offering access to scientific works, and therefore more liable to being copied. According to Turnitin, "from elementary schools to the highest levels of academia, the allure and ease of downloading and copying "untraceable" online information have led to a virtual epidemic of digital plagiarism".

### **Ghostwriter websites**

In Germany, students, either afraid of the workload, or too busy to take on the writing of an academic degree, can check a variety of ghostwriter websites, and simply send in an enquiry for a faked diploma via e-mail. The answer is prompt, a diploma can be written within 4 weeks, half the time spent by the average student. Costs range from 3000 Euros to 5000 Euros.

So is it worth it? Seen from the legal side, the contracts signed by client and ghostwriter are illegal. Does the essay turn out to be mediocre, and the marks bad, there are no hopes that the client will get his money back.

On the student side, clients who hand in a ghostwriter-written, or faked diploma will, in the worst case, lose their titles. So far, university copycats do not get charged.

### **A question of cooperation**

Turnitin's software may bring an end to plagiarism at universities. But it may also not — due to the question whether universities will actually adopt the thorough scouring of handed-in essays at their various institutions.

According to research, academic dishonesty often correlates with high academic achievement. The list of universities using Turnitin's software boasts some of the US' best universities, such as Cornell and Duke. However, none of America's top-notch universities are on the list, such as Harvard and Yale.

### **Setting standards**

According to Turnitin, "it is our hope that the technologies developed at *Turnitin.com* will continue to set standards for innovation and efficiency in this new era of digital education".

But whether their mission will be achieved lies very much in the hands of the academics themselves.

From *DW news*

**Read the following extract from newspaper article. Agree or disagree to what is written. Discuss it.**

### **We want a pupils' character!**

"Children at school are the most oppressive group in society". This is what representatives of Britain's secondary school pupils said at their first annual conference this year. "A long working-day with compulsory 2–3 hours homework per night; school uniforms, ridiculous discipline and punishments — if we had a proper union there'd be an immediate strike", they said.

The pupils called for a new charter for children at school — no uniforms, no punishments, no selection — a more relevant curriculum with pupils choosing the subjects, more politics and society, plus practical things like driving a car, running a horse, bringing up children, sex education...

From "*Daily News*"

### **For discussion and composition**

**Choose one of the following to discuss or write about.**

1. What is career education?
2. Why is career education being introduced into schools?
3. Did you have any kind of career education in school? If so, describe it.
4. Should schools offer career education? Why?

5. What are the advantages of “general school studies” (subjects like history or literature, for example) that are not directly related to choosing a career?

6. Are the subjects that you have studied in school practical and useful? Discuss.

7. If you could change your education, how would you like it to have been different?

8. What is wrong with education today (in the United States or in your native country)?

9. What is good about education today?

10. What job would you like to have in the future? Why?

11. If you are working, do you like your job? Why?

12. If you could have any job you wanted, what kind of work would you do? Why?

## Why More Students are Living at home

Leaving home to go to university is no longer automatic. A pilot study of 2,000 students by psychologists at Leeds University has found that those staying with their parents are far happier than those living in university halls. Students living in flats are the most dissatisfied, the survey found.

One of the problems facing thousands of students preparing to go to university is the issue of where they will live. Traditionally, taking up a place in halls, lodgings or a shared house has been regarded as one of the rites of passage for students seeking independence.

But as financial pressures on students increase, many are now considering living at home. Figures from the latest NUS (National Union of Students) survey show that the average cost of single, self-catered university accommodation is now £56,85 a week, an increase of 3,9 per cent on last year. London is the most expensive city: inner London is £77,73 and outer London £61,55 per week.

Staying at home with parents is undoubtedly cheaper and more comfortable, but do students miss out by doing so? Oliver Taylor, 20, who has completed two years at Guildhall University in the City of London, lives with his parents in Surrey. "I looked at Aberystwyth and Oxford Brookes. At first the thought of living away from home did not bother me, but as time went on I began to see the advantages of being at home", he says. "Financially it has made an incredible difference. I have to pay £45 to £50 a week travel costs because I have to go during peak times when I can't use my Young Persons Railcard. But my parents give me an allowance and I don't have any of the expenses of living in a flat or shared house.

"Some of my friends have had to take part-time jobs to see them through and they always have gas or electricity bills piling up. I think all students are fairly hard up but some have to think twice about going for a drink. Academically, living at home has been a huge advantage. I have my own space and peace and quiet to work, whereas friends in a shared house say they find it hard to concentrate. I am living free in relative luxury, in a warm house where the fridge is full of food and we never run out of coffee. The disadvantage is obviously in the social life, and I felt that particularly in my first year when everyone was settling in and making friends.

"I felt a bit alienated as I always had to catch the last train home. Now that I have made good friends my social life is better and I can crash out at their place if I want to. In London I think you have to balance independence with financial reality. When I finish my degree I would like to do an MBA, but away from home at a campus university where there is a student community feel".

Although the latest figures from the Higher Education Statistics Agency show a 40 per cent increase in the number of students living with their parents, some universities are making an effort to woo them back with better accommodation. Foremost among these is the University of East London, whose spectacular drum shaped, brightly coloured student lodgings in Docklands illustrate what can be done, even on a tight budget.

Not only can rooms with reasonable facilities be beneficial for students. If they are good enough, they may attract conference delegates, a potentially lucrative business for universities.

Tony Chapman, the head of sociology at the University of Teesside, argues that university is a place where students get three years to deve-



lop all sorts of skills apart from how to acquire knowledge. Students who stay at home do not learn “graduateness”, the confidence and competence to look after themselves.

And, according to a different survey carried out at Newcastle University, only 60 per cent of students who live with their parents say that they have someone to confide in at the university.

Thorn Leaman, 20, from Loughton, Essex, who is about to start his second year studying history at Sussex University, in Brighton, says:

“I have matured so much in my first year through living in halls. At first I was daunted by the thought of making new friends but now I know how good it is in that first year to have other people around”.

“When I first applied to university I looked at options in London with the thought of staying at home, but I knew several friends who had done that and found it restricting”.

It was not so much a desire to go away from home as a need to have some freedom, to learn to cope on my own. This year I am sharing a flat with another bloke and four girls. It is in the centre of town, so we should save money, as I shall be able to walk home from pubs and clubs. It is a bus trip to the university but I will use my bicycle”.

“There are distractions, which can be a huge disadvantage. There is always an excuse to go out for a drink or have people in your room, but I suppose learning some discipline about work is part of coping with freedom and independence”.

“I can see how it would be easier to study when you live at home but I think leaving home is part of the university experience”.

From *The Times*

### **Agree or disagree to the following statements**

1. “Schools have for too long been based on rules and restrictions. If a child is to develop he will develop best in an atmosphere of freedom”.

2. “The object of education is to prepare the young to educate themselves throughout their lives”.

3. “The job of a good parent is to pass on to his children his best ideas and moral standards. The job of the school is the same; to insist if necessary that the young generation is better than the old”.

4. "A school should not be a preparation for life. A school should be life".

### **Dramatize the following situations.**

1. Your friend believes that physical training is of no use to future journalists, lawyers, psychologists, etc. He gives a number of arguments to support his opinion. State the opposite case.

2. Your friend believes that doing a sport and taking part in competitions prevents you from studying seriously. He gives some evidence to prove his point. Argue the opposite viewpoint. Speak about your previous experience in sport.

3. Your friend studies electronic engineering. He believes that studying the humanities is very easy / useless / has no future. Argue the opposite viewpoint.

4. Your friend is going to be a literary critic. He believes that all students of sciences are narrow-minded; the subjects they study are boring and uninspiring; their future work will not be really creative. Argue the opposite viewpoint.

5. Your parents don't want you to study humanities / sciences. Persuade them that this is your real vocation.

6. Convince your friend who doesn't believe in university education that university is the best place to study law, history, philosophy, journalism, etc.

7. Interview your friend about his school / college / university experience.

8. Your friend believes that teaching will soon be done by computers. Challenge the statement that a teacher can be replaced by machines.

9. Your friend believes that lectures / seminars are useless. Argue the opposite viewpoint.

10. Your friend wants to become a university teacher. Describe the qualities he must develop in order to make a good lecturer.

11. You are a university professor. Let your friend ask you about the advantages and disadvantages of giving lectures.

12. Your friend believes that students should be allowed to take notes and books into examinations. Then they can demonstrate understanding, instead of just ability to memorize. Argue the opposite viewpoint.

## Graduation ceremony

In the United States, the high school graduation ceremony is celebrated as an important event in young people's lives. Prizes and certificates are awarded and many people give speeches. Very often a community leader or well-known politician gives a speech. It is also common for the best students in the graduating class to give speeches to their classmates and families. These speeches usually focus on accomplishments of the past and hopes for the future. Everyone feels good, and the event is a celebration of the work that the students have completed during their four years of high school. Some students will go on to college. Others will begin working, or get married, or join the army. No one wants to think about problems they have had or may have in the future.

The following newspaper story reports on an unusual graduation speech delivered by the salutatorian (the student with the second best grade-point average in the graduating class) in a small town in Montana. Unlike most speakers at graduation ceremonies, Gary Lee Christensen did not say the pleasant things that people were expecting to hear.

### Before You Begin

Following are a sampling of things that speakers at graduation ceremonies might say. Check the ones that you would expect to hear.

a. "And as you go off into the world remember that your best friends are your oldest friends, the ones you grew up with. You are always welcome here at home".

b. "This is a big day in your lives. You have done a lot, and you have a lot left to do. Make us proud of you".

c. "The world today is a complicated and dangerous place. The education you received here is a solid foundation for you to build on, but you cannot stop learning. You must always try to improve your understanding of the world".

d. “Today is an important day in your lives. You will leave the safety of your friends and family, and you will find that the world is a difficult place. You may have problems that you are not well prepared to meet”.

e. “You have spent the past four years playing around, having a good time and avoiding work. Unfortunately, high school is not the real world, and you will soon pay for your laziness”.

f. “I am pleased to be talking to you for the last time. You are not very intelligent or enjoyable people. My four years in this school have not been pleasant, and I am looking forward to going off to college”.

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READING 10

Now read the following newspaper article about the graduation speech given by Gary Lee Christensen to see what he had to say to his classmates. Your teacher may want you to do the *Vocabulary from the Contest* exercise after the article before you begin.

## **Graduation Speech Protested “Intolerance” Talk Angers Montana Town**

1. The West Yellowstone School Board may consider setting guidelines for future graduation speeches when it meets next week, but apparently it will not take any action against Gary Lee Christensen for his commencement address.

2. About 411 parents, students, and townspeople interrupted a special meeting of the board last week to complain about Christensen’s comments during his speech at commencement. Some people said that his scholarships should be revoked.

3. Christensen, 17, told his 15 classmates and several hundred townspeople that he had “survived years of intolerance” from classmates at the school, which he attended from kindergarten, because he “dared to be different”. “I was a good student when it was not popular to be a good student... an Eagle Seoul when it was not po-

pular to be a Scout”, Christensen said. He added that he had “played the piano when everyone else was playing football”.

4. He said his self-esteem was threatened by students who were intolerant, and he told the graduates, “West Yellowstone High School is not reality”, His classmates now will have to compete with the best, he said. “You can no longer cling to your friends. Know that by not following the crowd you can succeed”.

5. Parents, students and alumni complained that the remarks were criticism of Christensen’s classmates, the football team and other boys who did not become Scouts. Some people, parents and teachers, said they did not want to violate Christensen’s right of free speech, but they also objected to his making such comments because they spoiled the ceremony for his classmates.

6. Principal John Barber reviewed the speech and gave Christensen permission to deliver it. He said it was well written. “He attacked no particular person, but his classmates’ behavior in general”, the principal said. “Did I like what he said”, it doesn’t matter. Did he have the right to say it? Yes, I think he had that right.

7. Lois Klatt, a former school board member, said most scholarships are based on something besides grades: “I think we all see his behavior as not exactly scholarship materia”.

Christensen graduated with a 3.85 grade-point average (out of a possible 4,0), and received scholarships from four community organizations and Boise State University in Idaho, where he plans to attend. He was the only high school student from Montana chosen to attend a Department of Energy program on computers at the Lawrence Livermore National Laboratory at Livermore, California.

## Comprehension

Answer the following questions according to your understanding of the story. Your teacher may want you to work individually, in small groups, or in pairs. True/False items are indicated by a T / F before a statement. Some questions may have more than one answer. Others require an opinion. Choose the answer you like best; be prepared to defend your choices.

1. T / F West Yellowstone is a small town.
2. How many students were in the graduating class? \_\_\_\_\_

3. Who gave the speech that is being protested? \_\_\_\_\_
4. What did he say to make everyone so angry? \_\_\_\_\_
5. How would you describe Christensen's speech? You may check (/) more than one answer.
  - a. criticism of social problems in West Yellowstone
  - b. complaining about childhood problems
  - c. anger caused by intolerance
  - d. advice for friends and community
6. Christensen says that he "dared to be different". What are some of the things that he did that were different?
7. T / F The principal liked Christensen's speech.
8. T / F The people of West Yellowstone believe in "freedom of speech".
9. T / F The parents, students, and townspeople who complained about Christensen's speech did not understand what he was trying to say.
10. What is Lois Klatt's opinion of Christensen? What does she think "scholarship material" is?
11. T / F The principal may lose his job because of this speech.
12. Would you like to live in West Yellowstone? \_\_\_\_\_ If you had been among the graduating class would you have been more like Christensen or more like his classmates? \_\_\_\_\_

### Vocabulary from Context

Both the ideas and the vocabulary in the exercise below are taken from "Graduation Speech Protested". Use the context provided to decide on meanings for the italicized words. Write a definition, synonym, or description of these words.

1. At the end of four years, high schools hold a *commencement* ceremony. This is a celebration, a formal event, which recognizes the work students have done, and which marks the beginning of the rest of their lives. Some students will go on to college. Others will begin working, or get married or join the army. Because the graduates will be beginning their lives as adults, the ceremony is called a commencement rather than a conclusion.

2. An important part of the ceremony is the speech given by the best student in the class. This *address* is usually a hopeful message concerning the future of the graduates.

3. Many students cannot afford to pay for college expenses, but if they have good grades they can sometimes get *scholarships* from universities or community organizations to help pay their expenses.

4. Of course, if the students do not keep their grades up, or if they do something illegal, the scholarships can be *revoked*.

5. One of the things that an education is supposed to produce is *tolerance* for others. We hope that the more people know about the world, the more understanding they will be of differences. We believe that this understanding will help us tolerate ideas and behaviors that are different from ours.

6. Even when we should know better, we *cling* to ideas that are false. Sometimes holding tight to a familiar idea, even when it is false, is more comforting than trying to understand a new idea.

7. In modern societies, we tend to respect people with an advanced education. And people with an advanced education tend to have more *self-esteem*.

8. On the other hand, some people feel *threatened* by people who have an education. Apparently, some believe that they will be attacked or their ideas laughed at by those who have more formal education.

## Composition / Discussion

1. a. What is the meaning of “freedom of speech”? Do you think that Gary Lee Christensen should have been allowed to say what he said? Do you think his scholarships should have been revoked?

b. When does freedom of speech become dangerous or unhealthy? Give examples from this article or from your own experience to support your point of view.

2. Do you have similar commencement ceremonies in your community /country? What kind of advice do you think young people should be given when they graduate from high school? Do you agree with the kind of advice that Gary Lee Christensen gave?

3. Do you have opinions that are unpopular or that are not held by others? Do you ever think about telling people what you think? Write a paragraph that expresses an opinion you have that might not be popular. Give examples and details to support your point of view.

4. What is your opinion of Gary Lee Christensen? Do you think you would have been his friend if you lived in West Yellowstone?

What are the qualities about him that you like/dislike? Write a paragraph beginning with a general statement of your opinion of Christensen, then follow it with examples to support your opinion.

## **High School Honors Not Always Key to Life Success**

**The following article reports on a study of 81 students who were at the top of their high school classes ten years ago. Read the article to discover what the researchers believe is important in life, and decide if you agree with them. Then answer the Comprehension questions after the text.**

(AP)—Mike dropped out of college to support his pregnant girlfriend and now works as a manager of a trucking company. Lynn graduated with honors from Harvard University and was hired as a lawyer with a top law firm in a major city. What do these two people have in common? Ten years ago they were both 'high school valedictorians.

A University of Illinois study follows the lives of 81 valedictorians and salutatorians who graduated a decade ago from public and private high schools in the state.

### **Tales of Success and Failure**

The study found tales of success and failure. The research on 46 women and 35 men found that some were doctors and scientists, one was a drug addict, another was a waitress with emotional problems.

“There is a popular idea about people who do well in school doing well in life”, said Terry Denny, professor of education. Denny conducted the study with Karen Arnold, a former graduate student of Denny’s who is now a professor at Boston College. Denny and Arnold contacted the 81 students before graduation, and then followed up with interviews nearly every other year. They also sent them questionnaires in the mail.



## **Varied Careers**

One third of the students are doctors, lawyers, or have earned a doctorate. Nineteen are in business and 15 are engineers or computer scientists. Others include a farmer, a stockbroker, and an aerobics instructor.

Arnold says many of the students have only average positions in the work world and that “most are not headed for greatness in their careers”. Denny, however, says that it is too early to make such predictions. “Who expects someone to be on the Supreme Court at the age of 28 or to be the discoverer of an important scientific invention right after college?” he said. “These students are just getting started in life. They are just beginning to find out what life is all about”.

Adapted from “High School Honors  
Not Always Key to Life Success”  
*Denver Post*

## **Comprehension**

Answer the following questions according to your understanding of the article. Your teacher may want you to work individually, in small groups, or in pairs. True/False items are indicated by a T / F before a statement. Some questions may have more than one correct answer. Others require an opinion. Choose the answer you like best; give reasons for your answer.

1. T / F This story was written by reporters from the Associated Press news service.
2. T / F Mike and Lynn both graduated first in their high school class.
3. How many students did the professors study?
  - a. What are given as some examples of the “successes” that the professors found?
  - b. What are given as some examples of “failures”?
4. What definition of “success” are the professors using?
5. T / F In general, people believe that success in school will lead to success in life.
6. Who is the older professor, Denny or Arnold?

7. Circle the jobs that you think a successful person might hold:  
aerobics instructor    engineer    doctor    cook  
business person    lawyer    fanner    professor
8. How many of the students believe that they are failures today?
9. T / F Denny is more tolerant than Arnold.
10. T / F This study proves that success in education does not predict success in later life.

## **Discussion / Composition**

1. Do you think that high school success predicts success for people later in life? Express your opinion clearly and give reasons for your beliefs.
2. In the first paragraph of this article we are told that Mike works for a trucking company and Lynn works for a law firm. Based on this amount of information, can you say if either one of them is a success or failure? Explain your answer.

### **Answer the questions.**

1. What innate qualities does the system of education at your school / college/ university develop?
2. What would you like to change in the existing system of education at your school / college / university?
3. Which is better, to go to school or to be taught at home?
4. What modern conditions allow a person to become educated and cultured? What is meant by being educated and cultured?
5. What is more important for good education — learning power or good teaching? Why?
6. Should humanities be introduced in the curricula of the faculties of natural sciences and vice versa?
7. Were you influenced by your parents in the choice of your future profession? Do they approve or disapprove of your choice? Why?
8. What methods of education do you find too “traditional” or too “progressive”?
9. If you are over twenty (thirty), describe the differences between education then and education now.
10. Are there any age limitations for education? Do you think we can be too old to learn certain things? What? Why?

11. Should there be selection for different types of schools and higher educational institutions? What might the principles of such selection be?

12. How effective is the use of corporal punishment for enforcing discipline? What is more effective: punishment or reward?

13. What can you say about extra curricula activities of youngsters at school / higher educational institution?

14. How do you feel when you have to take an exam?

15. Do you think people do their best in exam conditions?

16. Do you think exams are fair?

17. Would you like to abolish them?

18. If you didn't have exams, do you think you would work harder, or not? How would your study habits change?

19. What advice would you give a friend before an important exam?

20. How do you think people should be selected for universities, jobs, etc.?

21. What kind of tests do people have to face in life outside of school? Is it true that people who pass exams successfully succeed in later life? If so, why?

22. What are some of the alternatives to traditional examinations?

23. Do you think school uniforms are a good idea?

24. What are the advantages and disadvantages of single sex schools?

### **Speak about**

1. The role of education in modern society.

2. New trends in education.

3. An ideal student / teacher.

4. The main principles on which teaching should be based.

5. Advantages and disadvantages of university education.

6. Subjects that will be taught at higher educational institutions in the 21st century.

7. The main disadvantages of the present system of all-round education. Possible ways of improving it.

8. Computer versus teacher in the education of the 21st century.

9. Education and the most popular professions of the future.

10. Education and mass media.

11. Foreign languages in the system of education.

12. Youth clubs in Britain and in your country. Activities to be encouraged in a youth club.

13. Extra curricula activities of students at your school / college/ university.

14. The benefits of learning one's own language / foreign language.

## **ORGANIZE A ROUND TABLE DISCUSSION**

The round table is a form of group discussion in which the participants exchange views around the table (not necessary round!) under the leadership of a chairman. The number of participants usually doesn't exceed a dozen. Mind the duties of participants in a group discussion.

### **The chairman should:**

- know the subject thoroughly;
- make a brief introduction statement;
- introduce the speakers to the audience;
- ask questions to stimulate discussion;
- see that everybody has a chance to speak;
- summarize the discussion;
- thank the audience and the speakers.

### **A speaker in a group discussion should:**

- know the subject thoroughly;
- listen intelligently: when you agree with another speaker, listen to increase your information on the subject; when you disagree, listen to accept a different viewpoint if it is supported by sufficient evidence;
- speak so that everyone can hear;
- recognize and acknowledge the truth of what others say;
- always be polite: sarcasm is out of place, self-control is a mark of maturity, disagree reasonably — and with factual evidence.

## **Topics for discussion**

1. Knowledge acquisition: is it passive memorizing or active learning.

2. Humanities versus science in education.

3. Compulsory school / college / attendance should not be abolished.
4. Punishment versus reward in teaching.
5. Teaching and learning as cooperation of teachers and students.
6. Mixed ability grouping versus streaming.
7. Examinations are a necessary evil.
8. No number of letters after your name can teach you about life.
9. University education teaches you to think for yourself.

## Travel Tips For Students

### Foreword

*This pamphlet was prepared by the Department of State's Bureau of Consular Affairs to provide students, who are planning to travel or study abroad, with a few reminders about safety.*

\* \* \*

*Although most trips abroad are trouble free, being prepared will go a long way to avoiding the possibility of serious trouble.*

\* \* \*

*Become familiar with the basic laws and customs of the country you plan to visit before you travel.*

\* \* \*

**Remember: Reckless behavior while in another country can do more than ruin your vacation; it can land you in a foreign jail or worse! To have a safe trip, avoid risky behavior and plan ahead.**

### PREPARING FOR YOUR TRIP ABROAD

**Apply early for your passport and, if necessary, any visas:** Passports are required to enter and/or depart most countries around the world. Apply for a passport as soon as possible. Some countries also require U.S. citizens to obtain visas before entering. Most countries require visitors who are planning to study or work abroad to

obtain visas before entering. Check with the embassy of the foreign country that you are planning to visit for up-to-date visa and other entry requirements. (Passport and visa information is available on the Internet at <http://travel.state.gov>.)

**Learn about the countries that you plan to visit.** Before departing, take the time to do some research about the people and their culture, and any problems that the country is experiencing that may affect your travel plans. The Department of State publishes Background Notes on about 170 countries. These brief, factual pamphlets contain information on each country's culture, history, geography, economy, government, and current political situation. Background Notes are available at [www.state.gov](http://www.state.gov).

**Read the Consular Information Sheet.** Consular Information Sheets provide up-to-date travel information on any country in the world that you plan to visit. They cover topics such as entry regulations, the crime and security situation, drug penalties, road conditions, and the location of the U.S. embassy, consulates, and consular agencies.

**Check for Travel Warnings and Public Announcements.** Travel Warnings recommend U.S. citizens defer travel to a country because of dangerous conditions. Public Announcements provide fast-breaking information about relatively short-term conditions that may pose risks to the security of travelers.

**Find out the location of the nearest U.S. embassy or consulate.** If you are traveling to a remote area or one that is experiencing civil unrest, find out the location of the nearest U.S. embassy or consulate and register with the Consular Section when you arrive. (U.S. embassy and consulate locations can be found in the country's Consular Information Sheet.) If your family needs to reach you because of an emergency, they can pass a message to you through the Office of Overseas Citizens Services at 202-647-5225. This office will contact the embassy or consulate in the country where you are traveling and pass a message from your family to you. Remember consular officers cannot cash checks, lend money or serve as your attorney. They can, however, if the need arises, assist you in obtaining emergency funds from your family, help you find an attorney, help you find medical assistance, and replace your lost or stolen passport.

**Find out what information your school offers.** Find out whether your school offers additional information for students who are planning to study, travel, or work abroad. Many student advisors

can provide you with information about studying or working abroad. They may also be able to provide you with information on any travel benefits for students (e.g. how to save money on transportation and accommodations, and other resources.)

**Before committing yourself or your finances, find out about the organization and what it offers.** The majority of private programs for vacation, study or work abroad are reputable and financially sound. However, some charge exorbitant fees, use deliberately false “educational” claims, and provide working conditions far different from those advertised. Even programs of legitimate organizations can be poorly administered.

How to Access Consular Information Sheets, Travel Warnings, and Public Announcements

There are four ways to obtain *Consular Information Sheets*, *Travel Warnings*, and *Public Announcements*:

**Internet:** <http://travel.state.gov>

**Telephone:** Dial the Office of Overseas Citizens Services at 202-647-5225.

**Fax-on-demand:** From your fax machine dial 202/647-3000, using the handset as you would a regular phone. The system prompts you on how to proceed.

**Mail:** Send a self-addressed, stamped business-size envelope to: Overseas Citizens Services, Room 4811, Department of State, Washington, DC 20520-4818. On the outside envelope, write the name of the country or countries needed in the lower left corner.

Also available at <http://travel.state.gov>: passport applications and procedures, foreign and U.S. visa information, travel publications (including the pamphlet *Travel Warning on Drugs Abroad*), links to several U.S. embassy and consulate web sites worldwide, and other sources of information for students.

## TOP TEN TRAVEL TIPS FOR STUDENTS

Make sure you have a signed, valid passport and visas, if required. Also, before you go, fill in the emergency information page of your passport!

Read the Consular Information Sheets (and Public Announcements or Travel Warnings, if applicable) for the countries you plan to visit.

Leave copies of your itinerary, passport data page and visas with family or friends at home, so that you can be contacted in case of an emergency. Keep your host program informed of your whereabouts.

Make sure you have insurance that will cover your emergency medical needs (including medical evacuation) while you are overseas.

Familiarize yourself with local laws and customs of the countries to which you are traveling. Remember, while in a foreign country, you are subject to its laws!

Do not leave your luggage unattended in public areas and never accept packages from strangers.

While abroad, avoid using illicit drugs or drinking excessive amounts of alcoholic beverages, and associating with people who do.

Do not become a target for thieves by wearing conspicuous clothing and expensive jewelry and do not carry excessive amounts of cash or unnecessary credit cards.

Deal only with authorized agents when you exchange money to avoid violating local laws.

When overseas, avoid demonstrations and other situations that may become unruly or where anti-American sentiments may be expressed.

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Bureau of Consular Affairs

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## **TIPS FOR STUDENTS**

The Department of State offers the following information for student advisors and for their students who plan to travel and/or study abroad.

This is an official U.S. Government source. Inclusion of non-U.S. Government links does not imply endorsement of contents.

### **ENCOURAGE STUDENTS TO LEARN AS MUCH AS POSSIBLE ABOUT THE COUNTRIES IN WHICH THEY PLAN TO TRAVEL OR STUDY**

- Students should read the State Department's Consular Information Sheet for the country in which they plan to study or visit, and check any Public Announcements or Travel Warnings that may pertain to that particular country. A Consular Information Sheet is available for every country in the world and provides an overview of conditions pertaining to travel in each country.



- Encourage students to learn about the history, culture, politics and customs of the country/countries in which they travel and study, and to respect the country's customs, manners, rules and laws. For instance, various countries and cultures respect certain manners and dress codes. American students should also abide by these manners and dress codes as much as possible.

- It is a good idea for students to learn as much as they can of the language of the country in which they plan to travel or study. Learning basic phrases of the language can be helpful, and it indicates a willingness on the part of students to make an effort to communicate in the language of the country.

- The Department of State publishes *Background Notes* on countries worldwide. These are brief, factual pamphlets with information on each country's culture, history, geography, economy, government and current political situation. *Background Notes* are available for approximately 170 countries. They often include a reading list, travel notes and maps.

- It is important that students learn about the local laws abroad and obey them. **Remember, while in a foreign country, you are subject to its laws!** This year, the State Department has issued two press releases: a press release for college newspapers on travel safety abroad for students and a press release on spring break in Cancun, reminding students about drug laws and drunk and disorderly conduct during spring and summer breaks.

## **WHAT STUDENTS NEED TO KNOW ABOUT OBTAINING PASSPORTS AND VISAS TO TRAVEL, STUDY AND OR WORK ABROAD**

- Students must have a signed, valid passport and visas, if required. Students studying abroad must be sure that they have the proper visa to study there. A visitors visa or entry without a visa may not allow one to study. Refer to our *Foreign Entry Requirements* brochure for information on foreign visas and to *Your Trip Abroad* for U.S. passport information.

- Students should remember to fill in the emergency information page of their passport.

- It is a good idea for relatives of students abroad to obtain and maintain a valid passport as well, in case of an emergency requiring them to travel.

- Students who wish to work part-time in conjunction with their studies or when their studies are finished, should make sure that they understand the laws that apply and comply with them.
- The United States requires student visas for study in the United States.
- Students should make copies of their passport's data page and any visas. They should keep a copy separately from the originals while traveling and leave one at home with their family and with their student advisor. This will help to obtain a replacement passport in the event that a passport is lost or stolen. Refer to our brochure *Your Trip Abroad* for more information on U.S. passports.
- Students are encouraged to travel with extra photos, in case they need to get a new passport quickly. Refer to our brochures *Passports-Applying for Them the Easy Way* and *Your Trip Abroad* for more information.

#### STUDENTS SHOULD LEARN ABOUT MEDICAL INSURANCE AND EVACUATION INSURANCE IN CASE OF A MEDICAL EMERGENCY ABROAD

Every year, hundreds of students become ill or suffer injuries overseas. It is essential that students have medical insurance and medical evacuation insurance that would cover a medical emergency abroad. For further information, see our flyer on *Medical Information for Americans Traveling Abroad, Your Trip Abroad* and visit the Centers for Disease Control and Prevention's web site at <http://www.cdc.gov/>.

#### STUDENTS ARE ENCOURAGED TO KNOW THE LOCATION OF THE NEAREST U.S. EMBASSY OR CONSULATE AND TO REGISTER

If students are going to be in a country for more than a couple of weeks, they should register at the American Embassy or Consulate. This is helpful to students and their families, if there is need to locate family members in the event of an emergency. See our [links to U.S. embassies and consulates worldwide](#).

#### WHAT U.S. CONSULAR OFFICERS CAN AND CAN NOT DO TO HELP U.S. CITIZENS ABROAD

If students find themselves in trouble overseas, the Consular Officer at the nearest U.S. embassy or consulate can provide certain

assistance and advice. Consular Officers can also help in the event of illness, injury, natural catastrophe, evacuations, destitution, or death. See our brochures *Crisis Abroad*, *U.S. Consuls Help Americans Abroad* and *Overseas Citizens Services* for more information.

In the United States, the Office of Overseas Citizens Services can also assist American students abroad and their families in the USA in emergency cases. There is a 24 hour number to call (202) 647–5225.

There are certain things that consular officers at American embassies CAN NOT for American citizens abroad. For example, they can not cash checks, lend money or serve as your attorney. See our brochure *U.S. Consuls Help Americans Abroad*

### GENERAL PRECAUTIONS THAT STUDENTS SHOULD TAKE WHILE TRAVELING OR STUDYING ABROAD

Remember not to leave luggage unattended and not to carry packages for anyone. The packages could contain drugs or other illegal items. Refer to our brochure *Travel Warning on Drugs Abroad*.

Do not become a target for thieves by wearing conspicuous clothing and expensive looking jewelry. — There are restrictions on photography in certain countries. Students should check the Consular Information Sheet for the countries where they plan to visit or travel. — Students should avoid demonstrations or civil disturbances, which could turn violent. Demonstrations could also turn anti-American.

The Department of State is engaged in outreach efforts to education-related organizations to publicize road safety risks in other countries. Students, who may chose less expensive, often less reliable methods of local travel while in foreign countries, should be aware of the potential danger.

*For more information, read our Travel Tips for Students brochure.  
Read the statement to the Subcommittee on Oversight and Investigations, Committee on Education and the Workforce on the safety of study abroad programs.*

### TRAVEL BENEFITS FOR STUDENTS

Travel benefits are available for students.

### OTHER SOURCES OF INFORMATION FOR STUDENTS

U.S. Department of State  
Important Telephone Numbers

Services and Information for American Citizens Abroad

How Consular Officers Can Help In An Emergency

Centers for Disease Control and Prevention

NAFSA Home Page

Center for Global Education

National Partnership for Reinvention's Access America for Students Home Page

Department of Education's USNEI-U.S. Study Abroad Programs

USNEI-Foreign Students Visiting the United States

Council on International Educational Exchange for information on international study programs, international student ID cards, etc.

International Youth Hostel

International Student ID Card

Peace Corps

The University of Southern California (USC) has information on Personal Safety and Adjustment Abroad, Crisis and Risk Management and Crime and Violence Abroad.

# MARITAL RELATIONS

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## Throwaway Marriages: a Threat to the American Family?

*Changes are occurring in the roles of men and women in our society. Partly as a result of these changes, a great deal of stress is placed on modern marriages. When a married couple is unable to deal with this stress, the result is divorce.*

The United States divorce rate, arriving at its new height in 1994, shows this fact: divorce and remarriage — what some people call “serial marriages” and others describe as “throwaway marriages” — have become part of American society and are spreading fast. Today, 21 percent of all married couples in the United States have divorce somewhere in the background of one partner or another or both. Divorces are becoming so common that Paul C. Click, who works in the Census Bureau’s population department, said that among today’s thirty-year-old wives, about one out of every three marriages has been or will be ended by divorce. In fact, unless, something is done to stop divorce, says Mr. Click, more than 40 percent of all marriages may end in this way. This spread of divorce is bringing great economic and social change to the United States.

For the man, divorce can mean months, even years, of alimony and child-support payments — although most men, after a while, stop making the payments regularly. For the woman, divorce may mean finding a job, perhaps for the first time in her life, and learning to live on the income — which for women is usually only three-fifths of male income. More than ten million children are now living with only one parent, and two out of three of these are the product of divorce or separation.

Many Americans are worried about the divorce rate, just as they are about the tendency for people to live together without getting married. These traditional people — including many younger Americans — feel that marriage should keep people together “till death do us part”. But others accept divorce as an inevitable product of many things — including the women’s rights

movement, new attitudes about sex, the difficulties of urban living, and the weakening of religion as a controlling force. Furthermore, it is pointed out that the high rate of remarriage after divorce might be a sign of the continuing strength of marriage and family.

To avoid divorce, more and more couples are looking for help from ministers, doctors, marriage counselors, and sex therapists. Often, however, couples put off seeking help until it is too late to save the marriage. It will be a long time, say social scientists, before Americans find a way to reduce divorce rates — or to deal satisfactorily with the problems that divorce represents in family life.

## Values Discussion

**Answer the following questions. Then discuss your answers with your classmates.**

1. *What, in your opinion, is the most important advantage of marriage?*
  - a. companionship (not being alone);
  - b. being able to have children;
  - c. sharing work and money;
  - d. other.
  
2. *What is the greatest disadvantage of marriage?*
  - a. Not being able to make friends of the opposite sex.
  - b. You fight with your husband or wife.
  - c. You don't have much free time.
  - d. Other.
  
3. *What do you think is the most common reason for marriage?*
  - a. Young people don't want to live with their parents.
  - b. Everybody else is doing it.
  - c. People want to have sexual relations.
  - d. other.
  
4. *In your opinion, what percentage of married people are happily married?*
  - a. 25 percent;

- b. 50 percent;
  - c. 75 percent;
  - d. other.
5. *What do you think is the most common reason for divorce?*
- a. A man is having a love affair with another woman.
  - b. A woman is having a love affair with another man.
  - c. The couple were too young when they got married.
  - d. Other.
6. *What is the worst disadvantage of getting divorced?*
- a. Society disapproves of you.
  - b. Your parents are upset.
  - c. You feel like you have failed.
  - d. Other.
7. *How do you feel about the rising divorce rate?*
- a. I think it's a good thing;
  - b. I think it's a bad thing;
  - c. I don't care;
  - d. Other.
8. *How do you feel about unmarried people living together?*
- a. It's a good idea.
  - b. It's a bad idea.
  - c. Sometimes it's good.
  - d. Other.
9. *What should a married couple do to avoid divorce?*
- a. They should go to a minister.
  - b. They should go to a marriage counselor.
  - c. They should speak to their parents.
  - d. Other.
10. *How does divorce affect children?*
- a. It is bad for children.
  - b. It is good for children.
  - c. It doesn't affect them much.
  - d. Other.



## **ROLEPLAYING**

**Choose one of the following situations to act out.**

1. A person is explaining to a minister or marriage counselor why he or she wants to get divorced.
2. A person is explaining to one or both parents why he or she wants to get divorced.
3. A person is telling a friend why he or she wants to get divorced.
4. A young person is talking to a friend and explaining why he or she wants to get married.
5. A married man or woman is telling the advantages and disadvantages of marriage to a young friend who is thinking about getting married.
6. Both parents are discussing with their child whether he or she is ready to get married.
7. A recently divorced person is telling a friend about the difficulties of being divorced.
8. A group of divorced people are discussing what they like and dislike about being divorced.
9. A group of married people are discussing what they like and dislike about being married.
10. A social scientist is explaining to an audience (which can be the whole class) why the divorce rate is rising. The audience can then ask questions.

## **For discussion and composition**

**Choose one of the following to discuss or write about.**

1. Explain why people get married.
2. Explain why people get divorced.
3. Is getting married a good idea? Why?
4. Is getting divorced a good idea? Why?
5. If you plan to get married, describe the kind of marriage you will want to have. (If you are married, describe the marriage you have.)
6. Describe the marriage of a couple that you know. Is it a good marriage? Why?
7. Do you know anyone who has gotten divorced? If so, explain why.

8. Describe an “ideal” (perfect) marriage.
9. Discuss how attitudes about marriage have changed in the last twenty years.
10. Discuss how attitudes about divorce have changed in the last twenty years.
11. Compare marriage in two different places (for example, in the United States and in your native country, or in the city and in the country areas of your nation).
12. What can a married couple do if they are having problems and are thinking about getting a divorce?

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READING 2

## The Rules for Modern Weddings

### **What to do if the guests have to include Dad, an ex-stepdad and Mom’s new boyfriend**

Many a bride and groom have decided to elope rather than put their feuding relatives or their families’ latest love interests in the same room. A wedding lasts an average of six hours but seems longer when Mom has locked herself in the ladies’ room and won’t come out “as long as that tramp your father married is here”.

The typical 21st century wedding can now feature a supporting cast of stepparents, half-siblings, Dad’s new girlfriend and her kids, the bride’s first stepfather and his new wife, and sometimes even the bride and groom’s ex-spouses. The old rules of wedding etiquette don’t stretch far enough to cover the shape of these families. A new crop of creative solutions can help.

Margorie Engel, author of *Weddings: A Family Affair* (Wilshire Publications), says that couples need to establish who their primary parents are, who will walk the bride down the aisle, who will be seated where during the ceremony, and who will pay — before they announce their engagement. Engel suggests that the primary parents should be those the bride lived with the longest and feels closest to, whether they are biological parents or stepparents. Some brides choose

to walk down the aisle with stepfathers, while birth fathers are seated in the second or third row of the church, along with other family. Another bride might choose to honor a birth father and stepfather by having both walk her down the aisle. Or a bride can sidestep the issue by having the groom walk with her or join her midway.

Engel points out that the structure of weddings — a ceremony followed by a reception — actually lends itself well to complicated families. If the mother and stepfather of the bride play hosts at the ceremony, the father and stepmother can be hosts at the reception. (Whoever pays for the reception is the host, that person’s name along with his or her spouse’s appears at the top of the invitation.) At the reception, each parent should be host at a table. Siblings of the bride and groom should also be hosts of their own tables, so they don’t have to be torn over which parent to sit with at dinner. Brides should enlist favorite family members or friends to step in and “baby-sit” a potentially fractious family member or to act as a buffer if there is tension between parents.

Sasha Souza, an event planner in Napa Valley, Calif., says that «the couple sets the tone. If your mother refuses to be in the same room with your stepmother, you just have to say, “Mom, I’m sorry you feel that way, but it’s your choice to not come if you don’t want.”» Etiquette dictates that invited family members be allowed to bring a spouse or guest of their choosing to the wedding, whether or not others in the family — including the bride — approve of that person. All of these decisions have to be handled calmly and well by the couple because the first rule of marriage is this: If you can set the right precedents on your wedding day, then it will be possible to celebrate life’s other important events and keep the peace.

## Japanese Marriage

### Before You Begin

Below is an article describing how people find marriage partners in Japan. Before you read, consider what you already know about

Japanese marriage customs. In what ways do you expect them to be similar to the customs you have read about in India? In what ways might they be different?

As you read “Japanese Marriage”, consider the ways it is similar to your predictions and those in which it is different. Your teacher may want you to do the Vocabulary from Context exercise before you begin.

## **JAPANESE MARRIAGE**

When Mitsuko Shimomura, Japan’s most famous female journalist, was sent to report from New York City for two years (the first Japanese woman reporter sent to live abroad), she came without Koiehiro, her husband of eighteen years. Her U.S. colleagues thought Mitsuko must be very Westernized, “But I’m very Japanese”, she laughs. “People in the U.S. just don’t understand the way Japanese men and women relate. The physical separation wasn’t a problem for our marriage. For us, marriage is a serious lifetime project”.

“Our wedding speeches don’t mention happiness. We say, “Don’t expect too much. Things are difficult, and marriage is really a partnership in problem solving”. We work toward thoughtfulness, patience, and sacrifice, which are much deeper than romance”.

The traditional belief is that romantic love weakens a man. Although Asian literature is rich in great love stories, they usually end tragically instead of happily ever after; so many Japanese men don’t trust romantic love.

Kiyofumi is a handsome executive with a Tokyo company. At twenty-five he is ready for marriage, but he will not follow his heart. “Once in my life, when I was in college, I experienced a strong romantic feeling for a young woman. And once was enough. I don’t trust romance. I could meet someone nice at a disco and start to see her, then think I’m in love. But I can pretend to be a great guy for three months, so how do I know that this person isn’t doing that to me”? I have no confidence in my judgement. That’s what my parents are for. Marriage is too important a step to take on the basis of romance”.

A wedding in Japan is viewed as an expected social step, which 98 percent of the population takes. Because marriage is seen as something of a family merger, many families still follow the ancient custom of consulting a matchmaker. Frequently, however, they use

the most modern of marriage brokers: the computer. Many large corporations, such as Mitsubishi and Fuji Banks, put their computers to work for their employees. Just enter preferences for looks, job, salary, hobbies, the ever-important family background, and out come as many as 130 possibilities, which, with the help of a counselor, are reduced to 3 candidates — all for a small fee. A larger fee is charged if marriage results.

Parents who are more traditional ask a friend, work mate, or neighbor to be the matchmaker and help find a suitable spouse for their son or daughter. A photograph and a report on family background are given, and the process begins. If everything seems okay, an arranged meeting (*omiai*) takes place.

“I was very nervous for my *omiai*”, remembers Mihoko, a twenty-nine year old. “A woman in my Chinese cooking class knew Kiyoshi. I took one look at his photograph and was sure things would never work out. But I’d never had an *omiai* before and my parents thought I should go. We met at a hotel restaurant — his family, mine, and the matchmaker. It was very uncomfortable. Everyone talked but us. Then, after coffee, he and I took a walk through the hotel gardens and had a really boring conversation. I didn’t like him at all, and I could tell he thought I was only so-so.

“A second meeting would indicate serious interest, so I was going to call the matchmaker and refuse another *omiai*, but she called me first and said Kiyoshi wanted to see me again. I talked with my family for a long time. They liked him very much. My mother especially liked the way he treated his mother. Somehow, their opinion seemed more important to me than just mine. That surprised me because I’d been working at *Newsweek*’s Tokyo offices for several years and thought I was very Westernized. Clearly, I was much more traditional than I thought. I just didn’t trust my own feelings. My parents could see more because they had more experience of life”.

“Our second meeting was better”, says Mihoko, “and as time passed I grew to care very much about him. We were married six months later, and now it’s five years. I think I was lucky, because Kiyoshi is very kind”. (Mihoko’s use of the word *kind* is important; when a group of Japanese college women were asked what quality they most wanted in a man, nearly all of them answered, “Gentleness”.)

Even so-called love marriages do not sound the same as Western romance. When Kazuko met her husband Tetsuya, she recalls, “I

thought he'd be a good man to marry because he understood that I would want to work even after having children. Tetsuya just wrote my father directly for permission to marry. My father asked, "Do you think this is the *right* man?" — much more typically Japanese than "Is this the man you love?" We call ours a love marriage, but it wasn't like Cinderella. We Japanese don't believe in that".

## **RESTATEMENT AND INFERENCE**

Below are paragraphs from the article "Japanese Marriage". Each paragraph is followed by several statements. The statements are of four types:

1. Some of the statements are restatements of ideas in the original sentence. They give the same information in a different way.
2. Some of the statements are inferences (conclusions) that can be drawn from the information given in the sentence.
3. Some of the statements are not true based on the information given.
4. Some of the statements cannot be proved true or false based on the information given.

Put a check (v) next to those that are restatements and inferences of ideas presented in the paragraph. Remember, do not check a statement that is true of itself but cannot be inferred from the paragraph. There is not always a single correct set of answers. Be prepared to discuss your choices with your classmates.

### **Paragraph 1**

When Mitsuko Shimomura, Japan's most famous female journalist, was sent to report from New York City for two years (the first Japanese woman reporter sent to live abroad), she came without Koichiro, her husband of eighteen years. Her U.S. colleagues thought Mitsuko must be very Westernized. "But I'm very Japanese", she laughs. "People in the U.S. just don't understand the way Japanese men and women relate. The physical separation wasn't a problem for our marriage. For us, marriage is a serious lifetime project".

- a. Mitsuko Shimomura is Japan's most well-known journalist.
- b. When Shimomura came to the U.S., her husband was only 18 years old.
- c. Mitsuko is very Japanese.

d. Physical separation was not a problem for Mitsuko and Koichiro's marriage.

e. In the U.S. marriage is not a serious lifetime undertaking.

### **Paragraph 2**

“Our wedding speeches don't mention happiness. We say, “Don't expect too much. Things are difficult, and marriage is really a partnership in problem solving”. We work toward thoughtfulness, patience, and sacrifice, which are much deeper than romance”.

a. Weddings in Japan are not happy events.

b. Americans expect too much from marriage.

c. Mitsuko thinks life is difficult.

d. Mitsuko thinks marriage requires problem solving.

e. Mitsuko thinks romance is less important than thoughtfulness for a successful marriage.

### **Paragraph 3**

The traditional belief is that romantic love weakens a man. Although Asian literature is rich in great love stories, they usually end tragically instead of happily ever after, so many Japanese men don't trust romantic love.

a. Japanese men believe romantic love makes a man weak.

b. Japanese readers know Asian love stories.

c. In Asian literature, many love stories end unhappily.

d. When choosing a marriage partner, Japanese men are very romantic.

e. Japanese women are not romantic.

### **Paragraph 4**

Kiyoflimi is a handsome executive with a Tokyo company. At twenty-five he is ready for marriage, but he will not follow his heart. “Once in my life, when I was in college, I experienced a strong romantic feeling for a young woman. And once was enough. I don't trust romance. I could meet someone nice at a disco and start to see her, then think I'm in love. But I can pretend to be a great guy for three months, so how do I know that this person isn't doing that to me? I have no confidence in my judgment. That's what my parents are for. Marriage is too important a step to take on the basis of romance”.

- a. Kiyofumi believes in romantic love.
- b. Kiyofumi has never experienced romantic love.
- c. Kiyofumi believes that people can pretend to be what they are not.
- d. Kiyofumi has more confidence in his parents' judgment about a wife for him than he has in his own judgement.
- e. Kiyofumi believes that marriage is too important a step to take.

### **Paragraph 5**

A wedding in Japan is viewed as an expected social step, which 98 percent of the population takes. Because marriage is seen as something of a family merger, many families still follow the ancient custom of consulting a matchmaker. Frequently, however, they use the most modern of marriage brokers: the computer. Many large corporations, such as Mitsubishi and Fuji Banks, put their computers to work for their employees. Just enter preferences for looks, job, salary, hobbies, the ever-important family background, and out come as many as 130 possibilities, which, with the help of a counselor, are reduced to 3 candidates — all for a small fee. A larger fee is charged if marriage results.

- a. Most people in Japan merge.
- b. When individuals marry in Japan, in a sense the families also marry.
- c. Some people use a computer as a matchmaker.
- d. Employees must pay to use company computers to find marriage partners.
- e. The company computer produces three possible partners.
- f. One of the most important qualities for a marriage partner is family background.

### **Paragraph 6**

Parents who are more traditional ask a friend, work mate, or neighbor to be the matchmaker and help find a suitable spouse for their son or daughter. A photograph and a report on family background are given, and the process begins. If everything seems okay, an arranged meeting (*omiai*) takes place.

- a. Only traditional families use matchmakers.
- b. Apparently, any trusted person can act as a matchmaker in Japan.
- c. A couple always agrees to meet once they have exchanged photographs.



d. It is unusual for a detective to be used to check on a potential spouse's family.

e. An arranged marriage includes an arranged meeting.

### Paragraph 7

"I was very nervous for my *omiai*", remembers Mihoko, a twenty-nine year old. "A woman in my Chinese cooking class knew Kiyoshi. I took one look at his photograph and was sure things would never work out. But I'd never had an *omiai* before and my parents thought I should go. We met at a hotel restaurant — his family, mine, and the matchmaker. It was very uncomfortable. Everyone talked hut us. Then, after coffee, he and I took a walk through the hotel gardens and had a really boring conversation. I didn't like him at all, and I could tell he thought I was only so-so".

a. Apparently, a woman in Mihoko's Chinese cooking class acted as a matchmaker,

b. Because Mihoko didn't like Kiyoshi's photograph, she didn't want to meet him.

c. Mihoko's parents made her have the *omiai*.

d. Several people went to the restaurant with Mihoko and Kiyoshi.

e. Mihoko didn't like Kiyoshi at first.

### Paragraph 8

"A second meeting would indicate serious interest, so I was going to call the matchmaker and refuse another *omiai*, but she called me first and said Kiyoshi wanted to see me again. I talked with my family for a long time. They liked him very much. My mother especially liked the way he treated his mother. Somehow, their opinion seemed more important to me than just mine. That surprised me because I'd been working at Newsweek's Tokyo offices for several years and thought I was very Westernized. Clearly, I was much more traditional than I thought. I just didn't trust my own feelings. My parents could see more because they had more experience of life".

a. If Mihoko met Kiyoshi again, this would mean that she was interested in marriage.

b. Mihoko refused another *omiai*.

c. Mihoko's mother wanted her to meet Kiyoshi again because of the way he acted toward his mother.

d. Mihoko believes it is traditional to follow your parents' advice,

e. Mihoko trusts her parents' judgment more than she trusts her own.

### Paragraph 9

"Our second meeting was better", says Mihoko, "and as time passed I grew to care very much about him. We were married six months later, and now it's five years, I think I was lucky, because Kiyoshi is very kind". (Mihoko's use of the word *kind* is important; when a group of Japanese college women were asked what quality they most wanted in a man, nearly all of them answered. "Gentleness".)

- a. Mihoko and Kiyoshi's second meeting was romantic.
- b. At the second meeting, Mihoko came to love Kiyoshi.
- c. Kiyoshi and Mihoko have been married for five years.
- d. Mihoko married Kiyoshi because he was kind.
- e. Japanese women believe that kindness is an important quality in a man.

### Paragraph 10

Even so-called love marriages do not sound the same as Western romance. When Kazuko met her husband Tetsuya, she recalls, "I thought he'd be a good man to marry because he understood that I would want to work even after having children. Tetsuya just wrote my father directly for permission to marry. My father asked, "Do you think this is the right man?" — much more typically Japanese than "Is this the man you love?" We call ours a love marriage, but it wasn't like Cinderella. We Japanese don't believe in that.

- a. Japanese love marriages are similar to love marriages in North America.
- b. Kazuko agreed to marry Tetsuya because he was a good man.
- c. Apparently, most women work after having children in Japan.
- d. The matchmaker asked Kazuko's father for permission for Tetsuya to marry her.
- e. Apparently, the Japanese don't know about the Cinderella story.

## Critical Reading

1. In what ways is this article what you expected? Was there anything in the article that you did not expect? Are there statements in

the article that you do not believe either because you do not have enough information or because of your personal experience?

2. For what kind of a magazine do you think this article was written? Who is the audience? Find parts of the article to support your opinion.

## VOCABULARY FROM CONTEXT

Both the ideas and the vocabulary in the exercise below are taken from “Japanese Marriage”. Use the context provided to decide on meanings for the italicized words. Write a definition, synonym, or description to the word.

For many Japanese, the appropriate way to find a marriage partner is through a (1) *matchmaker*. The marriage broker arranges a meeting — and hopefully a marriage — between two people who are thought to be (2) *suitable* mates. Suitability is determined by such characteristics as family background, job, and education. But these are not the only (3) *qualities* that are important, Japanese college women say that kindness is the most important quality in a (4) *potential* marriage partner, someone they would consider a possible spouse. If they are to be chosen, marriage (5) *candidates* also have to be acceptable to the parents of young people. Some young people say that they don’t have faith in their own (6) *judgment* for such a decision. They (7) *trust* instead the opinion of their parents. They also have (8) *confidence in* the judgment of (9) *counselors* whose job it is to give advice and help people make these difficult decisions. In Japan, many men say that they don’t trust (10) *romance*, feelings based on love or emotional attraction. In fact, although there are many stories about romantic love, something quite terrible (usually death) occurs at the end. These (11) *tragic* endings don’t give people confidence in romance. Another reason people don’t trust it is because romantic feelings aren’t based on real information. Anyone can (12) *pretend* to be a nice person for a few months, but they may really be quite awful. Instead, marriage is seen as a (13) *merger* of families. People do not simply marry; their two families join together. Perhaps this helps create the feeling that matrimony is a great undertaking, a lifetime (14) *project* that involves (15) *sacrifice*. To be successful, it is thought, one

must be able to give up what one very much wants for the benefit of the marriage project.

### **Discussion / Composition**

1. In what ways is the marriage situation described in this article similar to and different from what you are familiar with? Write a similar article describing customs you are familiar with.

2. Why do you think cultures have such well-developed customs for finding marriage partners? Do you think everyone should get married? What are reasons why some people choose never to marry? Write an essay arguing that it is or is not important that everyone marry.

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READING 4

### **Magazine Article**

The articles you have just read describe meeting partners through advertisements and matchmakers. What are other methods people use around the world to find partners? What do you know about the way single people meet partners in North America?

#### **Skimming**

The following article describes different ways that people find marriage partners in the U.S. Skim the article quickly to locate at least five different ways of meeting spouses. Your teacher may want you to do this exercise in writing, orally, or by underlining parts of the text.

## **The New Mating Game**

In the United States, men and women are using new ways to find marriage partners. Some single people used to rely on “singles bars” to meet people. But these are no longer as popular because of fears of AIDS and the experience of disappointing meetings. As the single population has grown older and more sophisticated, people are looking for spouses in “relationship” classes, expensive dating

services, and singles nights at places like art museums. But while single people today admit that they want what their mothers always said they *should* want, they're having a difficult time finding it.

Hundreds of people are signing up for how-to classes with names like, "Fifty Ways to Meet Your Lover" or "Love Shopping: How to Be Married One Year From Today". Miami attorney Margaret Kent's course on "How to Marry the Man of Your Choice" costs \$295 at the beginning and another \$1,000 after the wedding. The first step is "Meet the man".

But a lot of women can't meet the man—and many men say they're having just as much trouble meeting women. As a result, we are beginning to see expensive dating services. The service Gentlepeople, with offices from San Francisco to London, costs \$950 a year and includes lawyers and doctors in its files. No computers or videotapes are used. Gentlepeople's consultants look for potential spouses, matching people with people.

Video dating is still popular, Joan Hendrickson, owner of the Georgetown Connection in Washington, DC, says men and women judge potential partners differently. "Women look at the written information; men just look at the pictures".

The search can also be found in mainstream newspapers and magazines. Once the "personal" ads were used only by a few, but now they attract a wide range of people. And they're not shy. "Beautiful and looking" is how one 40-year-old divorcee described herself in the *New York* magazine recently.

Some singles prefer something more intellectual. Singles nights at museums have become popular in several cities. At Washington's Smithsonian Institution, 150 singles — carefully selected so that there is an equal number of men and women — listen to a lecture and then sip champagne while discussing such topics as high technology in Japan and U.S. art.

When all else fails, there's always that "nice boy Aunt Elsie knows". It's the oldest method of matchmaking, but, says New York writer Faith Popcorn, "we are seeing a return to traditional values and practices".

Adapted from "The New Mating Games",  
by Barbara Kantrowitz with Deborah Witherspoon,  
Elisa Williams, and Patricia  
King, *Newsweek*

## Discussion / Composition

How are the ways people meet each other in the United States similar to and different from customs you are familiar with from other parts of the world? Give examples from your readings and personal experience.

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READING 5

### Why I Want a Wife: a Woman's View

Ms. Syfers points out that it is most convenient to have a wife. A wife will take care of your children, cook your food, clean and mend your clothes, entertain your friends, and so on. Certainly, anyone would want to have a wife. The only trouble is, who would want to be a wife?

I belong to the group of people known as wives. I am a wife. And partly as a result of that, I am a mother.

Not too long ago, a male friend of mine, who had just gotten divorced, visited me from the Midwest. He had one child, who is, of course, with his ex-wife. He was clearly looking for another wife. As I thought about him while I was iteming one evening, I suddenly realized that I, too, would like to have a wife. Why do I want a wife?

I would like to go back to school so that I can become economically independent, support myself, and, if necessary, support those who are dependent upon me. I want a wife who will work and send me to school, and, while I am going to school, take care of my children. I want a wife to remember the children's doctor's and dentist's appointments — and mine too. She must make sure my children eat properly and are kept clean, and wash and mend the children's clothes. I want a wife who cares about my children, arranges for their schooling, makes sure they have a good social life, and takes them to the park, the zoo, etc. I want a wife who takes care of the children when they are sick, and who manages to be around when the children need special care, because, of course, I cannot miss classes at school. She must arrange to stay

home from work without losing her job, even though it may mean a small decrease in her salary from time to time. Of course, my wife will arrange and pay for the care of the children while she is working.

I want a wife who will take care of my needs and keep my house clean, who will pick up after my children, and after me. I want a wife who will keep my clothes clean, ironed, mended, replaced when necessary, and will make sure that my things are kept in their proper place so that I can find what I need when I need it. She must be a good cook, plan the menus, do the necessary grocery shopping, prepare the meals, serve them well, and then clean up while I do my studying. I want a wife who will take care of me when I am sick and sympathize with my pain and loss of time from school. She must go along when our family takes a vacation so that someone can continue to take care of me and my children when I need a rest and a change of scene.

I want a wife who will take care of the details of my social life. When we are invited out by my friends, she will take care of the babysitting arrangements. When I meet people at school that I like and want to entertain, she will have the house clean, prepare a special meal, serve it to me and my friends, and not interrupt when I talk about the things that interest me and my friends. My wife will have arranged for the children to be fed and ready for bed before my guests arrive so that the children do not bother us. She will take care of the needs of my guests, making sure that they feel comfortable, that they have an ashtray, that they are passed the *hors d'oeuvres* that they are offered a second helping of the food, that their wine glasses are filled when necessary, that their coffee is served to them as they like it. And I want a wife who knows that sometimes I need a night out by myself.

If, by chance, I find another person more satisfactory as a wife than the wife I already have, I want the freedom to replace my present wife with another one. Naturally, I will expect a fresh, new life; my wife will take the children and be responsible for them so that I am left free.

My God, who wouldn't want a wife?

## **ROLEPLAYING**

**Choose one of the following situations to act out.**

1. A wife is telling a husband why she is unhappy about what she has to do in their marriage.
2. A married man is explaining to an unmarried male friend why it is good to be married.
3. A married woman is telling an unmarried female friend why she should not get married.
4. A woman is complaining to her mother about what her husband expects her to do.
5. A man is telling his wife why his life is just as hard as hers.
6. A group of married women are discussing why they are dissatisfied with being married.
7. A woman from your native country is telling an American woman about marriage in your native country.
8. A liberated woman is telling an unliberated woman what she should do to make her life better.
9. A liberated woman is talking to a group (which can be the whole class) about what women should do to improve their lives.

## **For Discussion and Composition**

**Choose one of the following to discuss or write about.**

1. Why is it pleasant to have a wife?
2. What are a wife's responsibilities?
3. What are a husband's responsibilities?
4. Does a wife have a difficult life? Why?
5. Does a husband have a difficult life? Why?
6. Who has a more difficult life, a wife or a husband? Why?
7. Describe the role of a particular wife that you know. Is she happy? Why?
8. Describe the kind of wife that your mother was. Was she happy? Why?
9. Describe the role of wives in your native country.
10. Would you rather be a wife in your native country or in the United States? Why?



11. Describe the differences between wives in the past and today (either in the United States or in your native country).

### **Writing task**

Write an essay called “Why I Want a Husband”, discussing how life can be very easy if you have a husband.

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READING 6

## **The Cost of Starting Families**

**For those who choose to have children early in life, the trade-off may involve more than just money**

Babies cost you dearly. Put aside the romantic images of first steps and bike rides and tearful college graduations, and parenthood is a series of transactions, investments and calculations of risk vs. reward. And these are not just about money. Your children will cost you thousands of dollars, sure, but also chunks of your youth, middle and old age, physical stamina and, at least for many women, career opportunities.

Of course, all this is true at any age. But to extend the financial metaphor, deciding to have her family while she’s in her 20s changes a woman’s investment horizon. A younger mother has more time in the bank: more time to conceive successfully, more time to start, restart or change careers when she’s ready. But she also has less in the real bank, and, in these days of high college costs, she may have a significant debt load. She will have clocked few years in her career, so she will either have to nurture a new life while nurturing a fledgling career or return, years later, to entry-level work after her school friends have moved on. She might find she has more energy than older moms, or less maturity; she may feel like the coolest mom at nursery school, or she may feel estranged from her unencumbered college pals. Having a family first, as Sylvia Ann Hewlett says in her book “*Creating a Life*:

*Professional Women and the Quest for Children*”, may be advisable for women who ultimately want careers and children. But that doesn’t make it easy.

*Time* talked to women across America who began their families early. Many did so by accident (about half of all pregnancies are unplanned), others on purpose. “We wanted to be young parents”, says Donna Ballard, 35, of Norwalk, Iowa, who had her first child at 25. “We didn’t want to be 60 when they got out of high school”. For all these parents, the decision required trade-offs, hard work and the recognition that having children early usually means giving up something.

## **MORTGAGES AND MACARONI**

Did we just say that money is not the only trade-off of motherhood? O.K., but don’t get us wrong: it’s the biggest. Young mothers start off with less of it, and some never catch up. Diane Lowry, 41, of Bloomingdale, Ill., had her first child at 25, having dropped out of college when she married; she and her husband split up after her second baby was born in 1989. Now an administrative assistant, Lowry envies couples who waited to become established. “They built equity in their homes, put some money aside”, she says. “We were always behind the eight ball”. She advises her 15-year-old daughter to wait until her “late 20s or early 30s” to have children.

For stay-at-home mom Jane Collyer, 33, of Cleveland Heights, Ohio, having her first of three children at 24 meant three words: mac and cheese. Besides getting by on cheap dinners, the Collyers drive a ’92 Chevy Cavalier (“There’s a lot of life left in it”) and husband Mike, an Ohio assistant attorney general, free-lances as a computer consultant. But, says Jane Collyer, they don’t feel deprived, because they never had the perks, expensive cars, dinners out, overseas vacations that some two income couples get used to before they have to cut back for the children.

Paying the bills is one thing, of course; saving for college and retirement is another, especially on meager beginning-career dollars. Deb Cummings Dunne, 45, of Dallas, postponed her nursing career to have the first of four babies at 19. When college rolled around for the eldest, with three more tuitions to come, she and

her husband thought, We'll have to sell the house. They had to cut back on luxuries, but Dunne says the skimping was worth it. "I don't want to be a Pollyanna, but this is great the way it worked out. How much fun to enjoy your children when you're young".

## **GROWING UP IN A HURRY**

We live in the age of extended adolescence. Pop culture is full of characters like Bridget Jones and the Friends gang, waiting until their 30s to start thinking seriously about marriage and kids. But nature still keeps to the same schedule. Many twentysomething mothers and fathers take to the role easily, but others feel they are still kids themselves, and the sudden responsibility can threaten a relationship. "My husband wanted a softball team", jokes Theresa Mathis, 35. She had scarcely graduated from Virginia Tech when the couple built a six-bedroom farmhouse by hand in southwestern Virginia and set out to fill it with children. But her daughter Jessica, now 10, was born prematurely and required special care; son Duncan, now 8, had an underdeveloped heart. The kids thrived but, under the added strain, her marriage didn't. "My ex was more into the idea of family life than the reality", says Mathis. "He never understood the kids' needs came before his".

The extra work hours needed to make ends meet can deprive the family's breadwinner of time with the children and create distance in a marriage. So can the stress of full-time motherhood. The challenge is to make sure that both partners will be comfortable in their roles and maintain their sense of self-esteem. When Donna Ballard quit her job as an office manager at 25 and stayed home with her two children, she was miserable, her marriage suffered and she separated from her husband Tim. Now she is back at work, and the couple are back together. "In my experience", she says, "you become a lost soul when you are at home. When you start losing respect for yourself, your spouse loses respect for you".

## **THE RESUME GAP**

It's a universal conundrum for mothers in their 20s: the best years for having children coincide with the best years for establishing a career. Hewlett suggests "backward mapping": decide what you want

from life by a certain age, and plan backward from there. Easier said than done, perhaps, but not for Leah Halpern, 27, of Hillsdale, N.J. Determined not to end up “a 35-year-old assistant”, she took a big pay cut to move from Vanity Fair to a smaller magazine before having her baby, so she could get the more elevated job title she will need on her resume when she goes back to work.

But the isolation and condescension “nonworking” moms face in a career-woman’s world (“Oh, you stay at home! And what else do you do?”) can be especially hard on women who don’t have a long list of work accomplishments behind them. And taking an early break is tougher in some fields than in others. For Susan Stevens, 30, a mother of three in Birmingham, Ala., plans to have children early meant deciding to become a teacher rather than a doctor. “I’d be 30 before I was finished with medical school”, she says. (She ended up leaving teaching with the birth of her second child.) Former fashion designer Daisy von Furth, 33, of Northampton, Mass., dropped her X-Girl clothing line after having her son Wolfie when she was 26. Von Furth is enjoying stay-at-home motherhood but says going back into the fashion business probably wouldn’t be an option, even if she wanted to. “You’ve jumped off the career train at a certain point”, she says. «How can you come back at 36 or 37 and say, “I’m here, guys — snap, snap, let me start another line of hip-hop clothing”?»

Some women, however, see a “baby sabbatical” as a chance to define what they want out of work, like Lu Dayment, 46, of Indianapolis, who had three kids in her 20s and at 35 went to graduate school in library science. “It took me a while to figure out what I wanted to do when I grew up”, she says. Others take time off but maintain close connections to their former jobs, to ease their eventual re-entry into the working world or simply to avoid going insane after reading *The Very Hungry Caterpillar* for the 2,000th time. A former saleswoman in the distribution department at the movie studio DreamWorks, Gioconda Mitas, 31, was the first of her work friends to have a baby, three years ago. Once a week, she dresses up and drives from suburban Granada Hills, Calif., to have lunch with three former co-workers and pump them for office dirt. “What I miss most about working is the feeling that I have something that is mine: a desk, an area that belongs only to me... I know I’m important in my son’s life, but at DreamWorks I was also valued. I miss that”.

## RAVES TO RATTLES

In a society that fetishizes fun yet also equates career with identity, young moms are double outsiders. It can be isolating to feel your old cronies are living the Sex and the City life while you're stuck on Yes, Dear. But if their childless, swinging friends see them as old before their time, older moms — especially in communities where putting children on hold for career is common — can look down on younger women as babies with babies. Single mom Kim Howell, 25, of Oak Park, Ill., finds she can't go clubbing as often now that she has a three-year-old; her friends "can't understand that I can't stay out till 4 a.m. every Monday". Yet Howell, a restaurant server-manager, also has little in common with the older, upper-middle-class moms at her daughter's preschool. "Some of them look at me funny because I'm young", Howell says, "but it doesn't bother me. I'm proud of my daughter". And, she adds, "when my daughter is 18, I'll be only 40".

## THE PAYOFF

Yet for all these costs, many of our young moms believe they did right by themselves and their children. Young parents, they say, have certain intangible advantages money can't buy. They have greater energy to keep up with young kids and can look forward to a longer empty-nest life. In addition to the reduced risk of running into fertility problems, some moms say they're glad they took the physical beating of pregnancy and labor while still in their more resilient 20s.

Babies cost you dearly, no doubt about it. And earlier in life is when you have the least, literally, to spend. But, as Jane Collyer notes, young mothers have more of one important asset in the bank: life itself. "You know what the best part is?" she asks. "I really hope I'll get to see my great-grandchildren. I don't want not to be able to lift [my grandchildren] up because I'm going to throw out my back. I know I'm thinking way far ahead, but I love my kids so much, and I know they're going to have great kids".

From *TIME*

## Making Time for a Baby

**For years, women have been told they could wait until 40 or later to have babies. But a new book argues that's way too late**

1. Listen to a successful woman discuss her failure to bear a child, and the grief comes in layers of bitterness and regret. This was supposed to be the easy part, right? Not like getting into Harvard. Not like making partner. The baby was to be Mother Nature's gift. Anyone can do it; high school dropouts stroll through the mall with their babies in a Snuggli. What can be so hard, especially for a Mistress of the Universe, with modern medical science devoted to resetting the biological clock? "I remember sitting in the clinic waiting room", recalls a woman who ran the infertility marathon, "and a woman — she was in her mid-40s, and had tried everything to get pregnant — told me that one of the doctors had glanced at her chart and said, "What are you doing here? You are wasting your time". It was so cruel. She was holding out for that one last glimpse of hope. How horrible was it to shoot that hope down?"

2. The manner was cold, but the message was clear-and devastating. "Those women who are at the top of their game could have had it all, children and career, if they wanted it", suggests Pamela Madsen, executive director of the American Infertility Association (A.I.A.). "The problem was, nobody told them the truth about their bodies". And the truth is that even the very best fertility experts have found that the hands of the clock will not be moved. Baby specialists can do a lot to help a 29-year-old whose tubes are blocked or a 32-year-old whose husband has a low sperm count. But for all the headlines about 45-year-old actresses giving birth, the fact is that "there's no promising therapy for age-related infertility", says Dr. Michael Soules, a professor at the University of Washington School of Medicine and past president of the American Society for Reproductive Medicine (ASRM). "There's certainly nothing on the horizon". This means, argues economist Sylvia Ann Hewlett in her new book, *Creating a Life: Professional Women and the Quest for Children* (Talk Miramax Books),

that many ambitious young women who also hope to have kids are heading down a bad piece of road if they think they can spend a decade establishing their careers and wait until 35 or beyond to establish their families. Even as more couples than ever seek infertility treatment—the number of procedures performed jumped 27 % between 1996 and 1998—doctors are learning that the most effective treatment may be prevention, which in this case means knowledge. “But the fact that the biological clock is real is unwelcome news to my 24-year-old daughter”, Hewlett observes, “and she’s pretty typical”.

3. Women have been debating for a generation how best to balance work and home life, but somehow each new chapter starts a new fight, and Hewlett’s book is no exception. Back in 1989, when Felice Schwartz discussed in the *Harvard Business Review* how to create more flexibility for career women with children (she never used the phrase *Mommy Track* herself), her proposals were called “dangerous” and “retrofeminist” because they could give corporations an excuse to derail women’s careers. Slow down to start a family, the skeptics warned, and you run the risk that you will never catch up.

4. And so, argues Hewlett, many women embraced a “male model” of single-minded career focus, and the result is “an epidemic of childlessness” among professional women. She conducted a national survey of 1,647 “high-achieving women”, including 1,168 who earn in the top 10 % of income of their age group or hold degrees in law or medicine, and another 479 who are highly educated but are no longer in the work force. What she learned shocked her: she found that 42 % of high-achieving women in corporate America (defined as companies with 5,000 or more employees) were still childless after age 40. That figure rose to 49 % for women who earn \$100,000 or more. Many other women were able to have only one child because they started their families too late. “They’ve been making a lot of money”, says Dr. David Adamson, a leading fertility specialist at Stanford University, “but it won’t buy back the time”.

5. Recent Census data support Hewlett’s research: childlessness has doubled in the past 20 years, so that 1 in 5 women between ages 40 and 44 is childless. For women that age and younger with grad-

uate and professional degrees, the figure is 47 %. This group certainly includes women for whom having children was never a priority: for them, the opening of the work force offered many new opportunities, including the chance to define success in realms other than motherhood. But Hewlett argues that many other women did not actually choose to be childless. When she asked women to recall their intentions at the time they were finishing college, Hewlett found that only 14 % said that they definitely did not want to have children.

6. For most women Hewlett interviewed, childlessness was more like what one called a “creeping nonchoice”. Time passes, work is relentless. The travel, the hours-relationships are hard to sustain. By the time a woman is married and settled enough in her career to think of starting a family, it is all too often too late. “They go to a doctor, take a blood test and are told the game is over before it even begins”, says A.I.A.’s Madsen. “They are shocked, devastated and angry”. Women generally know their fertility declines with age; they just don’t realize how much and how fast. According to the Centers for Disease Control, once a woman celebrates her 42nd birthday, the chances of her having a baby using her own eggs, even with advanced medical help, are less than 10 %. At age 40, half of her eggs are chromosomally abnormal; by 42, that figure is 90 %. “I go through Kleenex in my office like it’s going out of style”, says reproductive endocrinologist Michael Slowey in Englewood, N.J.

7. Hewlett and her allies say they are just trying to correct the record in the face of widespread false optimism. Her survey found that nearly 9 out of 10 young women were confident of their ability to get pregnant into their 40s. Last fall the A.I.A. conducted a fertility-awareness survey on the women’s website Village.com. Out of the 12,524 respondents, only one answered all 15 questions correctly. Asked when fertility begins to decline, only 13 % got it right (age 27); 39 % thought it began to drop at 40. Asked how long couples should try to conceive on their own before seeking help, fully 42 % answered 30 months. That is a dangerous combination: a couple that imagines fertility is no problem until age 40 and tries to get pregnant for 30 months before seeing a doctor is facing very long odds of ever becoming parents.



8. In one sense, the confusion is understandable: it is only in the past 10 years that doctors themselves have discovered the limitations. “I remember being told by a number of doctors, “Oh, you have plenty of time,’ even when I was 38”, says Claudia Morehead, 47, a California insurance lawyer who is finally pregnant, using donor eggs. Even among fertility specialists, “it was shocking to us that it didn’t work so well after age 42”, admits Dr. Sarah Berga, a reproductive endocrinologist at the University of Pittsburgh School of Medicine. “The early ’90s, to my mind, was all about how shocked we were that we couldn’t get past this barrier”. But even as doctors began to try to get the word out, they ran into resistance of all kinds.

9. One is simply how information is shared. Childlessness is a private sorrow; the miracle baby is an inevitable headline. “When you see these media stories hyping women in their late 40s having babies, it’s with donor eggs”, insists Stanford’s Adamson, “but that is conveniently left out of the stories”. The more aggressive infertility clinics have a financial incentive to hype the good news and bury the facts: a 45-year-old woman who has gone through seven cycles of it can easily spend \$100,000 on treatment. But even at the best fertility clinics in the country, her chance of taking a baby home is in the single digits.

10. In hopes of raising women’s awareness, asrm launched a modest \$60,000 ad campaign last fall, with posters and brochures warning that factors like smoking, weight problems and sexually transmitted infections can all harm fertility. But the furor came with the fourth warning, a picture of a baby bottle shaped like an hourglass: “Advancing age decreases your ability to have children”. The physicians viewed this as a public service, given the evidence of widespread confusion about the facts, but the group has come under fire for scaring women with an oversimplified message on a complex subject. “The implication is, “I have to hurry up and have kids now or give up on ever having them”», says Kim Gandy, president of the National Organization for Women. “And that is not true for the vast majority of women”. Gandy, 48, had her first child at 39. “It was a choice on my part, but in most ways it really wasn’t. It’s not like you can create out of whole cloth a partner you want to have a family with and the economic and emo-

tional circumstances that allow you to be a good parent. So to put pressure on young women to hurry up and have kids when they don't have those other factors in place really does a disservice to them and to their kids”.

11. To emphasize a woman's age above all other factors can be just one more piece of misleading information, Gandy suggests. “There are two people involved [in baby-making], and yet we're putting all the responsibility on women and implying that women are being selfish if they don't choose to have children early”. She shares the concern that women will hear the research and see the ads and end up feeling it is so hard to strike a balance that it's futile to even try. “There is an antifeminist agenda that says we should go back to the 1950s”, says Caryl Rivers, a journalism professor at Boston University. «The subliminal message is, “Don't get too educated; don't get too successful or too ambitious”». Allison Rosen, a clinical psychologist in New York City who has made it her mission to make sure her female patients know the fertility odds, disagrees. “This is not a case of male doctors' wanting to keep women barefoot and pregnant”, she says. “You lay out the facts, and any particular individual woman can then make her choices”. Madsen of A.I.A. argues that the biological imperative is there whether women know it or not. “I cringe when feminists say giving women reproductive knowledge is pressuring them to have a child”, she says. “That's simply not true. Reproductive freedom is not just the ability not to have a child through birth control. It's the ability to have one if and when you want one”.

12. You can trace the struggle between hope and biology back to Genesis, when Abraham and Sarah gave thanks for the miracle that brought them their son in old age. “She was the first infertile woman”, notes Zev Rosenwaks, the director of New York Presbyterian Hospital's infertility program. «It was so improbable that an allegedly menopausal woman could have a baby that her firstborn was named Isaac, which means “to laugh”». The miracle stories have fed the hope ever since, but so does wishful thinking. “It's tremendously comforting for a 34- or 36-year-old professional woman to imagine that she has time on her side”, says Hewlett, which can make for resistance to hearing the truth.

13. This is the heart of Hewlett's crusade: that it is essential for women to plan where they want to be at 45 and work backward, armed with the knowledge that the window for having children is narrower than they have been led to believe and that once it begins to swing shut, science can do little to pry it open. And Hewlett argues as well that employers and policymakers need to do more to help families make the balancing act work. "The greatest choice facing modern women is to freely choose to have both, a job and a family, and be supported and admired for it, not be seen as some overweening yuppie".

14. As it happens, Hewlett knows from personal experience. She says she didn't set out to write about how hard it is for professional women to be moms. She planned to do a book celebrating women turning 50 at the millennium and to look at what forces had shaped their lives. Then she discovered, in interview after interview with college deans and opera divas, a cross section of successful women in various fields, that none of them had children, and few of them had chosen to be childless. Many blamed themselves for working too hard and waiting too long, and waking up to the truth too late. "When I talked to these women", she recalls, "their sense of loss was palpable".

15. Hewlett had spent most of her professional life writing and lecturing on the need for business and government to develop more family-friendly workplaces; she has a Ph.D. in economics from Harvard. And she has had children and lost them and fought to have more. As a young Barnard professor with a toddler at home, she lost twins six months into her pregnancy: If only, she thought, I had taken time off from work, taken it easier. A year and a half later, she writes, she was turned down for tenure by an appointments committee that believed, in the words of one member, that she had "allowed childbearing to dilute my focus". Hewlett was lucky: she went on to have three more children, including Emma, to whom she gave birth at 51 using her own egg and infertility treatments. Hewlett says she understands "baby hunger".

16. At least she understands it for women. Men, she argues, have an unfair advantage. "Nowadays", she says, "the rule of thumb seems

to be that the more successful the woman, the less likely it is she will find a husband or bear a child. For men, the reverse is true. I found that only one-quarter of high-achieving men end up without kids. Men generally find that if they are successful, everything else follows naturally”. But that view of men doesn’t quite do justice to the challenges they face as well. Men too are working harder than ever; at the very moment that society sends the message to be more involved as fathers, the economy makes it harder, and Hewlett’s prescription that women need to think about having their children younger leaves more men as primary breadwinners. They would be fathers as far as biology goes, but they wouldn’t get much chance to be parents. “A lot of my friends who are men and have had families are now divorced”, Stanford’s Adamson admits. «When you ask them what happened, the vast majority will say, “Well, I was never home. I was working all the time. I didn’t pay enough attention to my family. I wish I had, but it’s too late now”».

17. Hewlett still insists that men don’t face the same “cruel choices” that women confront. “Men who find that they have no relationship with their adult kids at least have a second chance as grandfathers”, she argues. “For women, childlessness represents a rolling loss into the future. It means having no children and no grandchildren”. While her earlier books are full of policy prescriptions, this one is more personal. She salts the book with cautionary tales: women who were too threatening to the men they dated, too successful and preoccupied, too “predatory” to suit men who were looking for “nurturers”. The voices are authentic but selective; taken together, it is easy to read certain passages and think she is calling for a retreat to home and hearth, where motherhood comes before every other role.

18. Hewlett replies that she is simply trying to help women make wise choices based on good information. She is not proposing a return to the ’50s, she says, or suggesting that women should head off to college to get their MRS. and then try to have children soon after graduation. “Late 20s is probably more realistic, because men are not ready to commit earlier than that. And the 20s still needs to be a decade of great personal growth”. She recommends that women get their degrees, work hard at their first jobs, but then be prepared to

plateau for a while and redirect their energy into their personal lives, with the intention of catching up professionally later. “You will make some compromises in your career. But you will catch up, reinvent yourself, when the time is right”.

19. The problem is that Hewlett’s own research argues otherwise: in her book all of the examples of successful women who also have families gave birth in their 20s. These women may escape the fate of would-be mothers who waited too long, but they encounter a whole different set of obstacles when it comes to balancing work and family. Biology may be unforgiving, but so is corporate culture: those who voluntarily leave their career to raise children often find that the way back in is extremely difficult. Many in her survey said they felt forced out by inflexible bosses; two-thirds say they wish they could return to the work force. Much would have to change in the typical workplace for parents to be able to downshift temporarily and then resume their pace as their children grew older. Hewlett hopes that the war for talent will inspire corporations to adopt more family-friendly policies in order to attract and maintain the most talented parents, whether male or female. Many of her policy recommendations, however, are unlikely to be enacted anytime soon: mandatory paid parental leave; official “career breaks” like the generous policy at IBM that grants workers up to three years’ leave with the guarantee of return to the same or a similar job; a new Fair Labor Standards Act that would discourage 80-hour workweeks by making all but the very top executives eligible for overtime pay.

20. Hewlett calls herself a feminist, but she has often crossed swords with feminists who, she charges, are so concerned with reproductive choice that they neglect the needs of women who choose to be mothers. In the history of the family, she notes, it is a very recent development for women to have control over child-bearing, thanks to better health care and birth control. But there’s an ironic twist now. “In just 30 years, we’ve gone from fearing our fertility to squandering it, and very unwittingly”. The decision of whether to have a child will always be one of the most important anyone makes; the challenge is not allowing time and biology to make it for them.

*TIME 2003*

## Childless and Free

*In the past, young married couples often had children right after getting married. They didn't ask themselves if they had the desire to stay up at night with babies, to spend a good part of their time with children, to give up going out at night whenever they wanted to. Now, many young couples feel that not having children will allow them to have a freer, more enjoyable life style.*

1. Never has the question of family size attracted as much attention in this country as it is getting now. In this time of "the pill", women's liberation, and high prices, young couples are giving serious thought to the number of children they want, can afford, or can raise successfully. What are the emotional or financial problems of raising a big family? Does raising children become incompatible with a wife's working career in the outside world? Can a childless couple achieve lasting satisfaction on their own?

2. Michael Shandrik, 29, and his wife Pamela, 31, have joined the growing number of young couples who don't have, and don't want children. Many of their close friends are childless and plan to remain that way. Michael, a United States citizen who works for the Canadian consulate in San Francisco, says the decision not to have children developed over four years of marriage. He explains, "We never decided to become childless. It more or less became an understanding after we got married". Pamela, publications editor for a travel business in Berkeley, adds, "If I had married before 23, I probably would have had children. But as the years went by, I got used to the idea of working and not having children. It's too late to change now".

3. For both of them, the desire for a free life style played a big part in the decision. Michael, who wants to build a career in communications, makes the point honestly: "We are just too selfish to have children at this point. We would rather buy the things we really want than go without things for the sake of the children. If we had a kid, we would have to start thinking about its education and

health. We like the independence of getting up and going somewhere whenever we want. I want to get ahead. I have to take a lot of risks. In the places where I've worked, a guy who isn't happy keeps the job because of his family. I can find another job or simply leave”.

4. Pamela, too, is concerned about her career. But she also speaks about the need to prevent overpopulation. She says she is a supporter of Zero Population Growth, and adds, “I am doing my part to keep the world from being overcrowded with human beings in another 100 years. Furthermore, from a woman's point of view, if you have children when you are young, there is a 50–50 chance you will be raising them alone. I know a lot of divorced women with children. It's hard for them to raise their children alone”.

5. Thus the decision has been made to remain childless. For other couples unsure of whether or not to have children, Pamela says, “If you want children, it should be a positive decision. A couple should really want to have a child and be interested in its growth. The mother should stay at home with the kid — not working and leaving it off at a day care center. A lot of women have a kid because it is what they are expected to do. Have it because you want it”.

## Reading Comprehension

1. *What is the main idea of the article?*
  - a. Many young couples in the United States do not want to have children.
  - b. A lot of people are thinking about family size now.
  - c. The pill allows women not to have children.
2. *All the following are reasons not to have children except:*
  - a. women's liberation;
  - b. high prices;
  - c. large families.
3. *Michael Shandrik:*
  - a. didn't want to have children when he got married;
  - b. realized he didn't want children after he got married;
  - c. wants to have children later.
4. *Pamela Shandrik:*
  - a. feels it is too late to change now;

- b. might want to have children in the future;
  - c. wanted to have children before she was 23.
5. *The Shandriks don't want to have children for all the following reasons except:*
- a. They want a free life style.
  - b. They like to buy what they want.
  - c. They are interested in children's education.
6. *In Michael's career:*
- a. Men with families keep a job even if they don't like it.
  - b. Men with families take risks.
  - c. He isn't free to change jobs.
7. *Pamela feels having a child is not good:*
- a. if a couple is interested in its growth;
  - b. if the mother goes to work;
  - c. if the mother stays at home.
8. *Put the following statements in the correct order.*
- a. But as the years went by, I got used to the idea of working and not having children.
  - b. Pamela explains, "If I had married before 23, I probably would have had children.
  - c. It's too late to change now".

## VOCABULARY EXERCISE

From the list of words below, choose the correct word for each blank space. Use each word only once.

selfish	serious	independence
attention	understanding	financial
joined	alone	prevent
furthermore	successfully	incompatible

## VALUES DISCUSSION

Answer the following questions. Then discuss your answers with your classmates.

1. *How do you feel about having children?*
  - a. It is a good thing to do.
  - b. It is not a good thing to do.
  - c. It is good when you are older.



- d. other
- 2. *How do you feel about the Shandriks not wanting to have children?*
  - a. They are very selfish.
  - b. It is the best thing for them.
  - c. They will be sorry when they are older.
  - d. other.
- 3. *What is the greatest advantage of having children?*
  - a. seeing the children grow up;
  - b. having someone to care about you when you are older;
  - c. making a contribution to society;
  - d. other.
- 4. *What is the greatest disadvantage of having children?*
  - a. spending all your money on them;
  - b. not having any free time;
  - c. not getting respect and obedience;
  - d. other.
- 5. *What is the best age for a man to have children?*
  - a. 20;
  - b. 25;
  - c. 35;
  - d. other.
- 6. *What is the best age for a woman to have children?*
  - a. 20;
  - b. 25;
  - c. 35;
  - d. other.
- 7. *What is the best number of children to have?*
  - a. one;
  - b. two;
  - c. five;
  - d. other.
- 8. *Is it possible for a woman to work and be a good mother?*
  - a. yes;
  - b. no;
  - c. after a child is six years old;
  - d. other.
- 9. *How do you feel about day care centers (in the United States or in your native country)?*

- a. They are good places.
  - b. They are bad places.
  - c. They could be good if the government spent more money on them.
  - d. other.
10. *How do you feel about the way children are raised in your native country compared to the way they are raised in the United States?*
- a. It is better in the United States.
  - b. It is better in my native country.
  - c. In my native country, it is better for the children, but worse for the women.
  - d. other.
11. *How do you feel about “nuclear families” (a father, mother, and children living together) compared to “extended families” (which include grandparents as well as perhaps uncles and aunts all living in the same house)?*
- a. Nuclear families are better.
  - a. Extended families are better.
  - b. They are both the same.
  - c. other.

## **ROLEPLAYING**

**Choose one of the following situations to act out.**

1. Michael Shandrik is explaining to a friend why he doesn't want children.
2. A friend who has children is trying to convince Michael to have children.
3. Pamela Shandrik is explaining to a friend why she doesn't want children.
4. A friend is trying to convince Pamela to have children.
5. Two people who have children are discussing the advantages and disadvantages of having children.
6. Two women who work are discussing why it is difficult for women to work and have children.
7. Michael's parents (mother and father) are trying to convince him to have children.
8. Pamela's parents are trying to convince her to have children.

9. An expert on overpopulation is telling a group (which can be the whole class) why this is a serious problem. The group can then ask questions.

10. A woman who works and leaves her child at a day care center is telling a friend why she feels it is okay to do this.

11. A person from your native country is arguing with a person from the United States about which country has a better way of raising children.

12. A person who believes nuclear families (a father, mother, and children living together) are better, is arguing with someone who feels extended families (with grandparents and perhaps uncles and aunts all living together) are better.

### **For discussion and composition**

**Choose one of the following to discuss or write about.**

1. Why don't the Shandriks want to have children?

2. What are the disadvantages of having children?

3. What are the advantages of having children?

4. If you don't have children, do you want to in the future? Why?

5. If you have children, tell what you like or dislike about having children.

6. Is it possible for a woman to work and be a good mother? Discuss.

7. Are day care centers good places to leave children? Why?

8. What is "overpopulation"? Why might this be a serious problem in the future?

9. Describe how children are raised in your native country.

10. Compare how children are raised in your native country and in the United States.

11. In some countries, people usually live in "nuclear families" (a father, mother, and children living together) and in other countries, people live in "extended families" (with grandparents and perhaps uncles and aunts all living in the same house). Describe the family system in your native country.

12. Which system is better: nuclear families or extended families? Why?

## A Man is His Kitchen

**A man in the kitchen is the dream of a woman. Is it possible and, if so, is it some freak of nature? Where did this paradox come from? What unseen powers force men to engage in culinary exploits?**

It is not a secret that since prehistoric times, our society is organized in such a way that men are the hunters and women are the cooks. The scheme is simple and time-tested. In modern times, however, it has come to the point where the man decided to prepare a meal on his own. After the not so-efficient woman overcooked the meat, he created his first culinary miracle in his rage and hunger. And he did it so well that at the first meeting of our forefathers he was unanimously elected the tribe's head cook. Since then, people have been of the opinion that cooking is the woman's duty, but men can actually do it better when there is a will, of course. "Untrue, the women will cry, if it wasn't for us men would survive solely on beer, cigarettes and watching sports on TV". Indeed, there is some truth to these words, but it is not that one-sided. Of course, we must admit that technological progress and the achievements of our civilization somewhat undermined men's interest in culinary matters. Unfortunately, this picture has become a little too familiar: the patriarchic head of the family reclines on a sofa wrapped in newspapers or staring at the TV screen. Meanwhile, the matriarchal side of the family peacefully toils away in the kitchen rattling dishes from time to time. His entire participation in the meal preparation process is limited to the occasional reminder about the importance of the timely nutritional sustenance of his organism. It goes something like this: "Darling, is supper gonna be ready soon? I'm starving". to engage in culinary exploits?

As commonplace as this scenario in day-to-day life is, not all men can enjoy such a sated, family happiness. As such, there are some knights of the knife and the soup ladle who come to the stove on a daily basis to defend man's honor on the culinary battlefield.

and add 4 tablespoons of coffee cream. Stir it and pour into the mixture, 2,5 liter of strong Tchibo coffee. Mix it well and pour it into small cups. Tchibo Exclusive delicious coffee mix, with milk and the most tender cream will give your lady true satisfaction on Women's Day

Make up a story to prove the following sayings.

- Appearances are deceitful.
- Beauty lies in lover's eyes.
- The face is the index of the mind.
- A fair face may hide a foul heart.
- You should kiss a lot of frogs before you.

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READING 10

## No-Fault Divorce

*An expert on family breakups tells how to make them easier*

Child psychologist Judith Wallerstein has been studying divorced families for the past 30 years. The *Unexpected Legacy of Divorce*, which she published in 2000, explored the long-lasting impact of broken marriages, and is now a classic in the field. Her new book, *What About the Kids? Raising Your Children Before, During, and After Divorce (Hyperion)*, is a guide for parents on how to make the breakup easier for all members of the family. TIME recently spoke with Wallerstein:

- *In what way is divorce different for women than for men?*
- In every way. First of all, 2 out of 3 divorces are sought by women. Second, most children are in the custody of their moms. Third, women, when they get divorced, know they really want to get away from Harry. What they don't realize is all that awaits them after the breakup — how much their role as a person will be different, how much their role as a parent is going to be different, and especially that they are going to be dealing with Harry for the rest of their life.
- *What are the financial consequences?*

And there are some that do this quite successfully. It is no secret that the best chefs in the kitchens of the world's best restaurants are males. This has long been the subject of the man's undying pride regardless of their cooking skills. There is a huge abyss between the man reclining on a sofa and a man who makes the kitchen his temple. There also exist lots of transitional forms and mutations between the two extremes. The man in the kitchen is many-faced and multi-faceted. He can create a real culinary masterpiece as well as unprecedented filth. This is because a lady's presence produces different effects on different men: some are inspired, others, on the contrary, are confused. Finally, remembering that today is International Women's Day, the day when the men try to be as helpful and generous as possible, here's some practical advice that will help the men survive this day with honor.

***Tip #1 For those who don't know how to cook:***

As a start, do not attempt to prepare a grandiose, festive meal yourself. This will most probably end in ruined groceries, burned hands and a myriad of expletives. If you can afford it, invite your sweetheart to some fancy, high-class restaurant or order a meal to be delivered to your home. If you are not that wealthy, run off to the market and buy the best and freshest products you can afford. Then offer your helping hands to the lady for the manual part of the job. In other words, do all the dirty work yourself and let the woman create.

***Tip #2 Universal***

This advice is suitable for all types of families, social groups and income levels. In a word, we're talking about the beloved breakfast in bed. It will not require any heroic financial or psychological effort but will give your loved one a great deal of pleasure. Caviar and champagne or mimosas are not necessary. All it takes is a couple of boiled or scrambled eggs, French toast with butter, a big glass of orange juice, a couple of slices of cheese, some jam, an big, aromatic coffee and some nice fresh fruits of your choice. Voila, breakfast is served. Arrange the food on a tray, decorate it with a nice, full bouquet of flowers and don't forget about that special gift you picked up earlier. This breakfast in bed will give the day a playful mood. Good luck! And, happy holidays to all you warm, loving and beautiful women!

***A special recipe from the Tchibo Company***

How to prepare French cafe creme: Boil a half-liter of milk. Add 150 grams of sugar and mix. Then take the milk off the heat

— *How frank should parents be with their children about the reason for the divorce?*

— I think we've been giving parents the wrong advice. Children would feel much better, and they wouldn't carry this sense of "My own relationships are going to fail" into adulthood — children of divorce marry less and divorce more — if parents prepared their children by being honest with them. Not giving them bedroom details of sexual infidelity, but being honest with them about what caused the breakup. Divorce isn't in the genes; divorce is an avoidable human error. There's a high potential for damage, but I don't think we've helped parents help their children avoid it.

From the *Apr. 14, 2003 issue of TIME magazine*

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READING 11

## **How to Handle a Parent's Remarriage. Mom's in Love Again**

**Pre-reading activity.**

What way do you understand the title of the story? Could you suggest another title? If yes, explain why?

**Before reading the whole story, skim the first two paragraphs and discuss with your fellow-students the questions below:**

1. Read the following opening sentence. What events in the story can you foresee? Will it be separating of the relatives, friends, acquaintances?

2. What events will act in the story: social or private? Ground your choice.

3. What characters will act in the story: young, old, middle-aged or senior?

4. What is the mood of the story: encouraging, happy or sad and gloomy?

5. Discuss your predictions after reading the story.

There are enormous financial ramifications, unless you divorce a big-time corporate president and you have a great lawyer. [Laughs.] Obviously, that happens, but in [most people's] real life, the woman is largely responsible for the economic support of her children, and child support doesn't really cover it. The middle-class woman doesn't get back to her former level until remarriage.

— *You write about the guilt that some mothers feel in divorce.*

— Women have an infinite capacity for guilt as moms. They're worried about their children at the time of the breakup. They're worried about what's going to be the short-term effect, the long-term effect. They have a sense that they're being less of a mother than they wanted to be. I really feel women have to overcome this, because nobody's perfect.

— *Some experts are continuing to say that divorce is bad for kids. How would you reply?*

— Well, divorce is hard on kids. Whether it's bad for kids, versus staying where they were, depends on why the people divorced and what happens in the post-divorce family. Divorce is much harder on kids than [being in] a good family, of course. But that doesn't mean that you have to say to yourself 10 years later that everything that happens to my son or my daughter is because of the divorce.

— *Do you think that a woman should ever stay in a marriage for her kids?*

— There's no good time to divorce, but there are two times I would identify as the most vulnerable times for the child. One is when you have a very young child, either a baby or a toddler. Children at that time need real continuity of physical care and some opportunity to attach to both parents. Unless it's unbearable, I think it would be better to wait. And early adolescence is a time when the biological drives of sexuality and aggression rise, a time when a child needs a strong, stable family that can really exercise judgment, which the kids often don't have. If you can postpone the divorce until your daughter or your son is 14, it's better than doing it at 12 or 13.



## **IT CAN BE UNCOMFORTABLE FOR ADULT CHILDREN WHEN A WIDOWED OR DIVORCED PARENT STARTS DATING**

1. When Alan Taylor's father died six years ago, his mother told her five children she would never remarry. Yet within a few years she got engaged. "It happened very fast, which was hard on us", says Taylor, an assistant professor of child and family studies at Syracuse University who is married with four kids. "We had all these concerns. Was this person marrying my mother because he loved her? Was he marrying her for her cattle ranch? How can our mom bring someone into the family we don't even know?" As pictures of their deceased father were taken down in the family home in Fort Collins, Colo., and phone calls from Mom became less frequent, her kids struggled to adjust. Says Taylor: "Now Mom has someone else she can turn to".

2. Discussion about how a parent's remarriage affects children is usually confined to, well, children. But adults can also have trouble coping when a parent takes a new partner, whether it's following death or divorce. "The impact of a parent's remarriage on adult children tends to be overlooked", says Susan Newman, author of the forthcoming *Nobody's Baby Now: Reinventing Your Adult Relationship with Your Mother and Father* (Walker & Co.). "The parent-child bond is intensely strong. A parent's remarriage causes a shift in that relationship, and most adult children find it unnerving".

3. More adults are confronting this situation. With life-spans expanding, today's seniors living far from their grown children see remarriage as an attractive alternative to spending the next 30 years alone. According to the Census Bureau, approximately 13 % of currently divorced 50-year-old men and 8 % of currently divorced 50-year-old women can be expected to remarry at some point. Witnessing a parent's remarriage — though such unions are increasingly common — can feel awkward, even unnatural, to grownup kids. "As a child, you don't understand the courting years of your parent's life", says Amanda Dow, 31, whose father Wayne Gilstrap started dating two months after her mother died in 1997. In their small town, Pickens, S.C., his romance with Cathy, a divorcee local dubbed "the walking lady" for her outdoor exercise regimen, which

was carried out in revealing workout attire, became a source of gossip. Dow watched her father's lifestyle do a back flip. He bought a Harley, got a new hairstyle and began traveling every weekend, a far cry from the frugal annual vacations he had shared with Dow's mother. "When my father remarried, I saw him express all these emotions to another woman. I felt like he was cheating on my mother", Dow says. She now accepts Cathy but is still worried that her kids are missing out. "If my mother were alive, my parents would be doing the grandparent thing", Dow says.

4. Jealousy and resentment are common in such situations, according to Lauren Solotar, chief psychologist at the May Institute, a counseling service in Norwood, Mass. "Incorporating everyone's demands takes time and energy when children live outside the home", Solotar says. "Figuring out how each person fits into the new blended family causes significant stress".

5. Coping with a parent's remarriage requires acknowledging that traditions, boundaries and plans have changed. Certain situations may prove thornier than others. A woman whose father marries a much younger person may find herself competing with the new wife for his love and attention. Another who cherishes her role as a parent's caretaker or close confidant can resent being replaced by a spouse. Other adult children may grow concerned that they'll be shut out of decisions for their aging parent. "Some people feel excluded and abandoned", says Susan Wisdom, author of *Stepcoupling: Creating and Sustaining a Strong Marriage in Today's Blended Family* (Three Rivers Press). "They envisioned themselves caring for their aging parent, and find they're not needed anymore".

6. But some people welcome a new stepparent's assumption of responsibilities. For Jay Hill, 41, his mother Sunny's remarriage last summer was a relief and even an inspiration. After his father died in August 2000, Sunny, then 65, showed signs of closing down. "Suddenly, she was nervous to fly because she'd always flown with my dad", Hill recalls. But instead of retreating, Sunny began making romantic overtures to Maury, 68, her new neighbor in Kalamazoo, Mich. In contrast to Hill's father, who had been disabled for nearly a decade before his death, Maury was highly active.

He and Sunny took up dancing, skiing and hiking. “I’m thrilled she’s found someone who makes her happy”, Hill says. “Here’s someone who loved her partner for 43 years, and she took a chance to live for the future, not the past”.

7. Under the best circumstances, a parent’s remarriage can enrich the entire family. In 1986, a year after her mother’s death, Joan Reckdahl’s father remarried at age 74. His daughter was delighted with his new wife Agnes, then 67. “My father was a harsh, demanding man”, Reckdahl says. “If he had needed support, it would have been difficult for us to take him in”. Following the remarriage, her relationship with her father improved dramatically, a shift she credits to Agnes. When he died in 1994, his estate was divided among his four children, according to the terms of a prenuptial agreement, with Agnes allowed use of the family home. Today Reckdahl, 66, a retired teacher living in Grove City, Minn., is close to her father’s widow, who lives nearby. “To me, she’s like an aunt”, Reckdahl says. “To our grown children, she’s their adored Agnes. And to her step-great-grandchildren, she’s Grandma”.

8. Recognize your parent’s right to happiness. “You have to separate yourself from your parent emotionally and realize your parent is an adult who can make these decisions”, says Maria Mancusi, a family therapist based in Alexandria, Va.

– Remember that your relationship with your parent is unique. “Don’t view your parent’s new spouse as a parental figure or as replacing your role”, says psychologist Susan Newman. “Your parent is always your parent, and you’re their child”.

– Deal with the money. Whether out of concern for your parent’s retirement or for your financial future, talk openly about costs and estates. At the same time, financial planners caution, avoid thinking in terms of your parent’s squandering “your” inheritance.

– Seek help. Depending on the issue, consult a financial planner, a geriatric-care manager, a family counselor or a lawyer. A third party can help families deal with problems before they become crises.

From *TIME*  
*Monday, Apr. 14, 2003*

## Discussion

### Agree or disagree.

- Children have the right to know about sexual relations of their parents.
- Children have the right to know all the details of parents' life.

## CRITICAL READING

1. In what ways is this article what you expected? Was there anything in the article that you did not expect? Are there statements in the article that you do not believe either because you do not have enough information or because of your personal experience?

2. For what kind of a magazine do you think this article was written? Who is the audience? Find parts of the article to support your opinion.

### Discuss the Opinions.

1. In all things, success depends upon previous preparation, and without such preparation there is sure to be failure. (*Confucius*)

2. An acquaintance that begins with a compliment is sure to develop into a real friendship. (*O. Wilde*)

3. Common sense is not so common. (*Voltaire*)

4. Conscience is the inner voice that warns us somebody may be looking. (*H. L. Mencken*)

5. It is a true saying, that a man must eat a peck of salt with his friend, before he knows him. (*M. de Cervantes*)

6. Be slow in choosing a friend, slower in changing him. (*A proverb*)

7. "I wish some power would give us the gift of seeing ourselves as others see us. It would free us from many a blunder and foolish notion". (*R. Burns*)

## Cheaper by the Dozen

### Before You Begin

Would you consider a family unusual if:

- all the shopping was done by the children in committees?
- phonographs played constantly in the bathrooms so that everyone could learn foreign languages as they brushed their teeth?
- the mother was a psychologist who became as famous as her engineer husband in the field of scientific management?

All of these statements — and many more just as unusual — apply to the family of John and Lillian Gilbreth. These two remarkable people raised a family in the first quarter of the twentieth century, at a time when the United States was rapidly industrializing, and when large families were becoming less common. Through their research into scientific management, the Gilbreths showed many large companies how to increase profits by saving time and labor. They believed that the principles of good industrial management could also apply to the management of families, and they set out to prove it with their twelve children.

The following selection is taken from *Cheaper by the Dozen*, a book written by two of the Gilbreth children\*. Read the passage quickly to appreciate the humor, then do the exercises that follow. You may want to do Vocabulary from Context exercise and the Dictionary Study exercise after the story before you begin reading.

### ADAPTATION FROM *CHEAPER BY THE DOZEN*

*Frank B. Gilbreth, Jr., and Ernestine Gilbreth Carey*

It was an off year that didn't bring a new Gilbreth baby. Both Dad and Mother wanted a large family. And if it was Dad who set the actual goal of an even dozen, Mother as readily agreed.

\* Adapted from *Cheaper by the Dozen* by B. Gilbert, Jr., and Ernestine Gilbert Carey (New York: Thomas Y. Crowell, 1948)

Dad mentioned the dozen figure for the first time on their wedding day. “We’re going to have a wonderful life, Lillie. A wonderful life and a wonderful family. A great big family”.

“We’ll have children all over the house”, Mother smiled. “From the basement to the attic.

“From the floorboards to the chandelier”.

“How many would you say we should have, just an estimate?” Mother asked..

“Just as an estimate, many”.

“Lots and lots”.

“We’ll settle for an even dozen”, said Dad. “No less. What do you say to that?”

“I say”, said Mother, “a dozen would be just right. No less”.

“That’s the minimum”.

“Boys or girls?”

“Well, boys would be fine”, Dad whispered. “A dozen boys would be just right. But... well, girls would be all right too. Sure, I guess”.

“I’d like to have half boys and half girls. Do you think it would be all right to have half girls?”

“If that’s what you want”, Dad said, “we’ll plan it that way. Excuse me a minute while I make a note of it”. He took out his memorandum book and solemnly wrote:

“Don’t forget to have six boys and six girls”.

They had a dozen children, six boys and six girls, in seventeen years. Somewhat to Dad’s disappointment, there were no twins or other multiple births. There was no doubt in his mind that the most efficient way to raise a large family would be to have one huge litter and get the whole business over with at one time.

(4) One reason Dad had so many children was that he was convinced anything he and Mother teamed up on was sure to be a success.

Dad always practiced what he preached, and it was just about impossible to tell where his scientific management company ended and his family life began.

Our house at Montclair, New Jersey, was a sort of school for scientific management and the elimination of wasted motions — or “motion study”, as Dad and Mother named it.

Dad took moving pictures of us children washing dishes, so that he could determine how we could reduce our motions and thus

hurry through the task. Irregular jobs, such as painting the back porch or removing a tree stump from the front lawn, were awarded on a low-bid basis. Each child who wanted extra pocket money submitted an offer saying what he would do the job for. The lowest bidder got the contract.

Dad put process and work charts in the bathrooms. Every child old enough to write — and Dad expected his offspring to start writing at a tender age — was required to initial the charts in the morning after he had brushed his teeth, taken a bath, combed his hair, and made his bed. At night, each child had to weigh himself, plot the figure on a graph, and initial the process charts again after he had done his homework, washed his hands and face, and brushed his teeth. Mother wanted to have a place on the charts for saying prayers, but Dad said as far as he was concerned prayers were voluntary.

It was regimentation, all right. But bear in mind the trouble most parents have in getting just one child off to school, and multiply it by twelve. Some regimentation was necessary to prevent bedlam.

Yes, at home or on the job, Dad was always the efficiency expert. He buttoned his vest from the bottom up, instead of from the top down, because the bottom-to-top process took him only three seconds, while the top-to-bottom took seven. He even used two shaving brushes to lather his face, because he found that by so doing he could cut seventeen seconds off his shaving time. For a while he tried shaving with two razors, but he finally gave that up.

“I can save forty-four seconds”, he grumbled, “but I wasted two minutes this morning putting this bandage on my throat”.

It wasn't the slashed throat that really bothered him. It was the two minutes.

Mother the psychologist and Dad the motion study man and general contractor decided to look into the new field of the psychology of management, and the old field of psychologically managing a houseful of children. They believed that what would work in the home would work in the factory, and what would work in the factory would work in the home.

Dad put the theory to a test shortly after we moved to Montclair. The house was too big for Tom Grieves, the handyman, and Mrs. Cunningham, the cook, to keep in order. Dad decided we were going to have to help them, and he wanted us to offer the help willingly. He

had found that the best way to get cooperation out of employees in a factory was to set up a joint employer-employee board, which would make work assignments on a basis of personal choice and aptitude. He and Mother set up a Family Council, patterned after an employer-employee board. The Council met every Sunday afternoon, immediately t after dinner.

Like most of Dad's and Mother's ideas, the Family Council was basically a good one and, although it verged sometimes on the hysterical, brought results. Family purchasing committees, duly elected, bought the food, clothes, furniture, and athletic equipment. A utilities committee levied one-cent fines on wasters of water and electricity. A projects committee saw that work was completed as scheduled. The amount of money the children were to receive for allowances was decided by the Council, which also determined appropriate rewards and punishments.

One purchasing committee found a large department store, which gave us wholesale rates on everything from underwear to baseball gloves. Another bought canned goods directly from a manufacturer, in truckload lots.

One Sunday, when Dad convened the meeting of the Council, we sat self-consciously around the table, waiting for the right moment. The chairman knew something was in the air, and it tickled him. He had trouble keeping a straight face when he called for new business.

Martha, who had been carefully instructed in private, arose.

"It has come to the attention of the membership", she began, "that the assistant chairman intends to buy a new rug for the dining room. Since the entire membership will be required to look upon, and sit in chairs resting upon, the rug, I move\*\* that the Council be consulted before any rug is purchased".

"Second the motion", said Anne.

Dad didn't know what to make of this one. "Any discussion?" he asked, in a move designed to kill time while he planned his counter attack.

"Mr. Chairman", said Lillian. "We have to sweep it. We should be able to choose it".

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\*\* "I move", "Second the motion" and "I recognize" are phrases taken from parliamentary procedure. They are generally used only in formal meetings in which each person's participation is rigidly controlled.



hurry through the task. Irregular jobs, such as painting the back porch or removing a tree stump from the front lawn, were awarded on a low-bid basis. Each child who wanted extra pocket money submitted an offer saying what he would do the job for. The lowest bidder got the contract.

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“A dog”, said Fred, “would keep burglars away. He would sleep on the foot of my bed, and I would wash him whenever he was dirty”.

“A dog”, Dad mimicked, “would be an accursed nuisance. He would be our master. He would eat me out of house and home. He would spread fleas from the attic to the garage. He would be positive to sleep on the foot of *my* bed. Nobody would wash his filthy, dirty, flea-bitten carcass”.

He looked pleadingly at Mother.

“Lillie, Lillie, open your eyes”, he begged. “Don’t you see where this is leading us? Ponies, cars, trips to Hawaii, silk stockings, rouge, and bobbed hair”.

“I think, dear”, said Mother, “that we must rely on the good sense of the children. A five-dollar dog is not a trip to Hawaii”.

We voted; there was only one negative ballot — Dad’s. Mother abstained. In after years, as the collie grew older, shed hair on the furniture, bit the mailman, and did in fact try to appropriate the foot of Dad’s bed, the chairman was heard to remark on occasion to the assistant chairman:

“I give nightly praise to my Maker that I never cast a ballot to bring that lazy, ill-tempered beast into what was once my home. I’m glad I had the courage to go on record as opposing that illegitimate, shameless fleabag that now shares my bed and board. You abstainer, you!”

Mother took an active part in church and community work. She didn’t teach a class, but she served on a number of committees. Once she called on a woman who had just moved to town, to ask her to serve on a fund-raising committee.

“I’d be glad to if I had the time”, the woman said. “But I have three young sons and they keep me on the run. I’m sure if you have a boy of your own, you’ll understand how much trouble three can be”.

“Of course”, said Mother. “That’s quite all right. And I do understand”. “Have you any children, Mrs. Gilbreth?”

“Oh, yes”.

“Any boys?”

“Yes, indeed”.

“May I ask how many?”

“Certainly. I have six boys”.

“Six boys!” gulped the woman. “Imagine a family of six!”

“Oh, there’re more in the family than that. I have six girls, too”.

“I surrender”, whispered the newcomer. “When is the next meeting of the committee? I’ll be there, Mrs. Gilbreth. I’ll be there”.

One teacher in the Sunday school, a Mrs. Bruce, had the next-to-largest family in Montclair. She had eight children, most of whom were older than we. Her husband was very successful in business, and they lived in a large house about two miles from us. Mother and Mrs. Bruce became great friends.

About a year later, a New York woman connected with some sort of national birth control organization came to Montclair to form a local chapter. Her name was Mrs. Alice Mebane, or something like that. She inquired among her acquaintances as to who in Montclair might be sympathetic to the birth control movement. As a joke, someone referred her to Mrs. Bruce.

“I’d be delighted to cooperate”, Mother’s friend told Mrs. Mebane, “but you see I have several children myself”.

“Oh, I had no idea”, said Mrs. Mebane. “How many?”

“Several”, Mrs. Bruce replied vaguely. “So I don’t think I would be the one to head up any birth control movement in Montclair”.

“I must say, I’m forced to agree. We should know where we’re going, and practice what we preach”.

“But I do know just the person for you”, Mrs. Bruce continued. “And she has a big house that would be simply ideal for holding meetings”.

“Just what we want”, purred Mrs. Mebane. “What is her name?”

“Mrs. Frank Gilbreth. She’s community-minded, and she’s a career woman”.

“Exactly what we want. Civic minded, career woman, and — most important of all — a large house. One other thing — I suppose it’s too much to hope for — but is she by any chance an organizer? You know, one who can take things over and militantly drive ahead?”

(23) “The description”, gloated Mrs. Bruce, “fits her like a glove”.

“It’s almost too good to be true”, said Mrs. Mebane, wringing her hands in ecstasy. “May I use your name and tell Mrs. Gilbreth you sent me?”

“By all means”, said Mother’s friend. “Please do. I shall be disappointed if you don’t”.

“And don’t think that I disapprove of your having children”, laughed Mrs. Mebane. “After all, many people do, you know”.

“Careless of them”, remarked Mrs. Bruce.

The afternoon that Mrs. Mebane arrived at our house, all of us children were, as usual, either upstairs in our rooms or playing in the back yard. Mrs. Mebane introduced herself to Mother.

“It’s about birth control”, she told Mother.

“What about it?” Mother asked, blushing.

“I was told you’d be interested”.

“Me?”

“I’ve just talked to your friend, Mrs. Bruce, and she was certainly interested”.

“Isn’t it a little late for her to be interested?” Mother asked.

“I see what you mean, Mrs. Gilbreth. But better late than never, don’t you think?”

“But she has eight children”, said Mother.

Mrs. Mebane blanched, and clutched her head.

“My God”, she said. Not really”.

Mother nodded.

“How perfectly frightful. She impressed me as quite normal. Not at all like an eight-child woman”.

“She’s kept her youth well”, Mother agreed.

“Ah, there’s work to be done, all right”, Mrs. Mebane said. “Think of it, living right here within eighteen miles of our national birth control headquarters in New York City, and her having eight children. Yes, there’s work to be done, Mrs. Gilbreth, and that’s why I’m here”.

“What sort of work?”

“We’d like you to be the moving spirit behind a Montclair birth control chapter”.

(26) Mother decided at this point that the situation was too ludicrous for Dad to miss, and that he’d never forgive her if she didn’t deal him in.

“I’ll have to ask my husband”, she said. “Excuse me while I call him”.

Mother stepped out and found Dad. She gave him a brief explanation and then led him into the parlor and introduced him.

“It’s a pleasure to meet a woman in such a noble cause”, said Dad.

“Thank you. And it’s a pleasure to find a man who thinks of it as noble. In general, I find the husbands much less sympathetic with

our aims than the wives. You'd be surprised at some of the terrible things men have said to me".

"I love surprises", Dad leered. "What do you say back to them?"

"If you had seen, as I have", said Mrs. Mebane, "relatively young women grown old before their time by the arrival of unwanted young ones. And population figures show... Why Mr. Gilbreth, what are you doing?"

What Dad was doing was whistling assembly. On the first note, feet could be heard pounding on the floors above. Doors slammed, there was a landslide on the stairs, and we started skidding into the parlor.

"Nine seconds", said Dad pocketing his stopwatch. "Three short of the all-time record".

"God's teeth", said Mrs. Mebane. "What is it? Tell me quickly. Is it a school? No. Or is it? For Lord's sakes. It is!"

"It is what?" asked Dad.

"It's your family. Don't try to deny it. They're the spit and image of you, and your wife, too!"

"I was about to introduce you", said Dad. "Mrs. Mebane, let me introduce you to the family — or most of it. Seems to me like there should be some more of them around here someplace".

"God help us all".

"How many head of children do we have now, Lillie, would you say off hand?"

"Last time I counted, seems to me there was an even dozen of them", said Mother. "I might have missed one or two of them, but not many".

"I'd say twelve would be a pretty fair guess", Dad said.

"Shame on you! And within eighteen miles of national headquarters".

(30) "Let's have tea", said Mother.

But Mrs. Mebane was putting on her coat. "You poor dear", she clucked to Mother.

"You poor child". Then turning to Dad. "It seems to me that the people of this town have pulled my leg on two different occasions today".

"How revolting", said Dad. "And within eighteen miles of national headquarters, too".

## VOCABULARY FROM CONTEXT EXERCISE

Use the context provided to determine the meanings of the italicized words. Write a definition, synonym, or description of each word in the space provided.

1. Although dogs and cats often have large families, rabbits are famous for the size of their *litters*, which sometimes number more than twelve bunnies at one time.

2. By putting his fingers in his mouth and blowing hard through his teeth and fingers, Mr. Gilbreth produced a loud *whistle*.

3. Richard organized his staff with a rigid schedule of jobs and responsibilities which often occupied them twelve hours a day, seven days a week. Many people, unable to tolerate this *regimentation*, quit their jobs after the first week.

4. In order to discover who had a natural ability to learn languages, the students were given tests to determine their language *aptitude*.

5. His behavior became more and more unusual until, just as his family was on the *verge* of sending him to a mental hospital, he recovered.

6. Mark became *hysterical* when his basketball team won, and he did not calm down for several days.

7. Pets are a *nuisance*; if you have one, you can't go anywhere or do anything without making arrangements for them to stay behind or accompany you..

8. That horse won't work without some reward, but it is remarkable how much he can accomplish with a carrot as an *incentive*.

9. Some of the jobs around the house were required, while others were done on a *voluntary* basis.

10. With mud from head to toe, flowers still clutched in his hand, John looked so *ludicrous* that we couldn't help laughing.

## FIGURATIVE LANGUAGE AND IDIOMS

In the paragraph indicated by the number in parentheses, find the phrase that best fits the meaning given. Your teacher may want to read these aloud as you quickly scan the paragraph to find the answer.

1. (4) What phrase in the second sentence means *do what he says others should do*?

2. (16) What phrase means *impossible to predict*?

3. (17) What phrase means *cost a great deal to support; cost too much to support*?
4. (23) What phrase means *fits exactly; is exactly correct or appropriate*?
5. (26) What phrase in the first sentence means *include him*?
6. (30) What phrase means *played a joke on*?

## DICTIONARY STUDY

Many words have more than one meaning. When you use the dictionary to discover the meaning of an unfamiliar word, you need to use the context to determine which definition is appropriate. Use the dictionary to select the best definition for each of the italicized words below.

1. "It was an *off* year that didn't bring a new Gilbreth baby".
2. "Some regimentation was necessary to prevent *bedlam*".
3. The Family Council determined the amount of the children's *allowances*.
4. Mr. Gilbreth knew that the children had planned a surprise and it *tickled* him.
5. He had trouble keeping a *straight face* when he asked for suggestions.
6. "They're all your children. Don't try to deny it. They're the *spit and image* of you, and your wife, too!"
7. "How many head of children do we have now, Lillie, would you say *off hand*?"

## KEYS

*Magazine Article "Japanese Marriage"*

**Restatement and Inference** (p. 102)

1. c, d. 2. c, d, e. 3. a, b, c. 4. c, d. 5. b, c, d. f. 6. b, e. 7. a, b, d, e. (Note; you might also have checked c if you believe that Mihoko did not have a real choice in agreeing to meet Kiyoshi.) 8. a, c, d, e. 9. c, e. 10. none.

### **Critical Reading**

These questions call for your opinion.

### **Vocabulary from Context**

1. matchmaker: person who arranges marriages; marriage broker

2. suitable, right for the purpose; appropriate; acceptable; qualified
3. qualities: characteristics; things that are special in a person
4. potential: possible: describing something that could happen
5. candidates: possibilities; potential choices
6. judgment: opinion; evaluation
7. trust: have faith in; believe in
8. have confidence in: trust, have faith in; believe in
9. counselors: experienced or professional persons who give advice; advisors
10. romance: feelings based on love or emotional attraction
11. tragic: causing great sadness; terrible: horrible
12. pretend: give a false appearance
13. merger: combining; uniting; joining together
14. project: undertaking; task
15. sacrifice: giving up something valued for the sake of something more important

*Magazine Article* **“The New Mating Game”**

Skimming

Six ways are mentioned: singles bars, expensive dating services, video dating, personal ads, intellectual singles nights, and match-making



# SOCIETY RELATIONS

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  5. Impossible Parents.
  6. Do parents Know Their Kids?
  7. A Friend Indeed.
  8. Buying a New Toothbrush and Giving it to Your Husband — that's poverty.
  9. Smoking.
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## The Death of Respect

*Police, courts, lawyers, the Church, teachers, doctors, politicians, civil servants — once we placed our trust in them all. No more. So what can be done to restore faith in our great institutions?*

### PART 1

Respect. It is a quality hard to earn and easily thrown away. It is also something in very short supply in Britain today. Who and what can we respect? Who can we look up to? Who can we believe? Whose word can we trust?

Prince Charles gently chided the media for its cynicism, which, he worried, was damaging Britain's great institutions. But is the media really at rank or is it the increasingly cynical behaviour of the institutions themselves that is causing their decline?

In March, 2002, 8,000 angry policemen converged on Westminster for a mass lobby. They were orderly and polite. All the same, this was a "demo" — something we expect the police to control, not stage on their own behalf.

Moreover, there is a dark talk of further "action". That the police have been provoked by the meanness of the Labour Government, and are daily frustrated by the mountains of paperwork thrust upon them by the bureaucrats, is obvious to all of us.

Nevertheless, growing police militancy further erodes the respect in which we once held all members of the force.

This is because, while fighting for their own pay and conditions, they will not fight the Government about the bureaucratic and social work they are forced to undertake, which means that only 20 per cent of their time can be devoted to preventing and detecting crime.

But then, these are disastrous times for the fundamental institutions of the country. Parallel to this collapse of confidence in the police is the growing lack of respect for the courts.

They pass wildly inconsistent sentences. They free obvious criminals on obscure legal technicalities. They award colossal sums in damages to dubious "victims".

A lot of what courts do seems designed to create yet more work for the legal profession. The public is angrily aware that the number of barristers and solicitors now earning over a million pounds a year — much of it taxpayers' money — is now moving from scores to hundreds.

It also doubts whether munificently rewarded lawyers are primarily concerned with justice. The case of the late George Carman QC illustrates why respect for lawyers is in sharp decline.

## Vocabulary

**civil servant** — службовець

**place trust in sb** — мати довіру

**in very short supply** —  
у невеликій кількості

**chide** — докоряти

**to be at fault** — помилятися

**converge** — сходитися, з'їжджатися

**demo-demonstration**

**militancy** — войовничість

**pass sentence** — виносити вирок

**obscure** — незрозумілий, темний

**technicality** — технічна деталь

**barrister** — адвокат

**solicitor** — солісітор, адвокат

**scores** — десятки

**munificently** — дуже щедро

**the late** — небіжчик

**QC = Queens Counsel** —  
королівський адвокат

## PART 2

The best-known and most successful advocate of his generation, Carman, who mesmerized juries into some sensational verdicts, and who was idolised by younger barristers, has now been revealed in a biography written by his own son, to have been a wife-beater of exceptional cruelty.

He was a drunk, a gambler, a man constantly in debt, despite enormous earnings, and a liar who persuaded one of his wives to say, falsely, that she had committed adultery, in order to speed his divorce of her.

Alongside the law, the Church — perhaps we should say the churches — have systematically forfeited public confidence. One Roman Catholic archbishop had to be sacked for repeatedly failing to weed out priests known to be child-abusers. Another Roman Catholic priest had an illegitimate child but served as a bishop until he was found out.

One bishop is rehabilitating a thrice-divorced vicar.

Another is to star in a Good Friday shock programme put out of the BBC.

It is hard to think of any prominent churchman in Britain today who is listened to with reverence, or who can provide the public with authoritative guidance on the many distressing problems which puzzle people, from cloning to the overwhelming rise in illegitimacy. Here is another fallen pillar.

Then there are the teachers. Once, the school teacher, especially the local head, was a figure of authority in every community — their opinion listened to respectfully, their advice sought and followed, and their friendship courted.

Along with the vicar and priest, the local MP and solicitor, the councillor, judge and civil servant, the teacher took his or her place as part of the pyramid of power and influence, whose summit was the Sovereign.

This was something not ordered by law but shaped by custom, earned by service and devoted hard work, and sustained by the respect of parents and former pupils.

### Vocabulary

**mesmerize** — гіпнотизувати

**commit adultery** — порушити подружню вірність

**forfeit** — втрачати право (на щось)

**weed out** — усувати

**child-abuser** — той, хто жорстоко поводиться з дітьми

**reverence** — пошана

**guidance** — порада

**illegitimacy** — незаконнонародженість

**MP = Military Police councillor** — член муніципальної ради

### PART 3

Now a long history of strikes and working to rule, of silly speeches at NUT conferences, of painful exposures of just how ill-educated many teachers are, has eroded public confidence.

And the recent case of the woman teacher who played lascivious and drunken games with teenage boy pupils — something she had done before — shows how lax was the system used to screen state school staff for moral failings.

If people cannot respect the politician or the civil servant, the clergyman or the policeman, the lawyer or the teacher, whom can they respect?

Doctors, once perhaps held in higher regard than any other professional, have been dramatically lowered in public esteem by a succession of hospital scandals, which have cost many lives and vast sums of money, and still more by the appalling Dr Shipman affair, the worst in British medical history.

People still do not understand how this apparently benign man was able to kill so often and so easily, and to escape detection for so long. The loss of confidence in the medical system and those who operate it has inevitably shaken trust in doctors as a class.

There remains, it is true, the monarchy. People recognise that the Queen has served them well, honestly, truthfully and with devotion, and her Jubilee gives them the chance to express their appreciation.

But there is, alas, little doubt that the follies of her children — and others in the family — have destroyed much of the magic of monarchy and banished, perhaps for good, the respect which any royal person once inspired among British citizens.

The funeral of Princess Margaret brought back memories of a golden age when good King George VI and his incomparable Queen presided over a happy family — immortalised in Sir James Gunn's famous group portrait — which set an example for everyone in the country.

And Margaret's later stumbles and weaknesses seem trivial compared with what the younger generation of royals have perpetrated since.

As this process goes on, the loss of respect in Britain for all the traditional authority figures becomes more serious. The Commons is now thought to be dominated by rogues and time-servers. The Lords is considered by some to be corrupt since many have bought their seats there.

## Vocabulary

**nut** — несповна розуму, безглуздий

**lascivious** — похитливий

**lax** — розхитаний, безладний

**succession** — безперервний ряд

**apparently** — на перший погляд

**benign** — добрий, м'який

**alas** — на жаль

**folly** — безглуздий вчинок

**banish** — позбавляти

**for good** — назавжди

**stumble** — помилка

**perpetrate** — робити, чинити (помилку, злочин)

**rogue** — пройдисвіт, негідник

**time-server** — пристосуванець

#### PART 4

Loss of respect for politicians ultimately leads loss of respect democracy itself, and immersion in the UK, a profoundly undemocratic system, will hurry on the catastrophe.

In this survey of our crumbling social order, it is some consolation to reflect that one trinity of institutions has escaped this general collapse of public regard — the three Armed Forces.

The all-professional services have never been held in such high esteem, at home and abroad. Though perilously small, their efficiency is admired all over the world.

Unlike continental forces, which have been infiltrated by the political parties, ours are unpolitical and serve only the Crown, with a fidelity, single-mindedness and success, which are truly envied everywhere. These dutiful, highly disciplined and confident men and women form a body around which the nation can rally if the worst comes to the worst. But we must never allow it to get so far.

Respect for figures in authority, and the institution they represent is an essential element in any healthy society. It is the emotion, which links the individual to society and makes him and her an organic part of a living common wealth.

Respect also encourages the individual to obey the rules and keep the laws in their spirit as well as letter. It is an alternative to the forces of repression — to the battalions of armed police, vast prisons and labour camps, which are needed to uphold the rules in those unhappy countries, whose peoples have lost all respect for the system.

And respect makes the citizen contribute his own efforts, small or large, to the well-being of the community — through voluntary work, through charity and public service.

Respect, then, is the cement of society, the moral glue which keeps it together and without which its elements will crumble into anarchy — or tyranny.

The politicians in particular must restore our faith in parliamentary democracy by purging their ranks of the liars and cheats, the spinners and cringers whose unpunished crimes are turning decent people against the entire system of government.

Who will lead the crusade? The job is vacant.

From “*Daily Mail*”

## Vocabulary

**crumbling** — що руйнується

**regard** — повага

**perilously** — ризиковано

**infiltrate** — проникати, впроваджувати

**Crown** — держава, верховна влада

**fidelity** — вірність

**rally** — об'єднуватися

**if the worst comes to the worst** — якщо станеться найгірше

**uphold** — дотримуватися

**purge** — очищати

**cheat** — шахрай

**spinner** — пліткар

**cringer** — підлабузник

**crusade** — хрестовий похід

READING 2

## Society: The War Zone

**Britain has the highest divorce rate in the whole of Europe. Almost half of all marriages end in divorce.**

### SPECIAL EFFECTS

Psychologists want to find out why it is that some children get used to hearing their parents arguing and are not affected by it but some are strongly affected. They also want to answer the following questions. Say what you think by putting **Y** in the boxes for **yes** and **N** in the boxes for **no**.

1. Is there a connection between parental arguments, teenage depression and behavioral problems?

2. If someone is used to seeing their parents argue a lot, do they argue with their boyfriend/girlfriend a lot too?

3. Do people copy the behaviour of the parent who is the same sex as them? e.g.

If a son is used to seeing his father always give in /get his own way in an argument, will he do the same?

4. Should parents try to hide their problems from their teenage children?

5. Do most teenagers normally take sides when parents argue?

6. Should some schools in Britain think about starting classes that help teenagers to manage the stress of their parents' separation?

7. Are families that hardly ever argue happier than other families?

8. Do children who see their parents arguing all the time lose respect for them?

Psychologists at the University of Wales in Cardiff have decided to examine the behaviour and attitudes of children from "broken homes" in more detail. They have found 500 12–15-year olds and their families who have all volunteered to participate in a five-year study. The psychologists say that all families have arguments and they want to "watch" them do it. They are going to do this by filming them in their own homes. They are also going to video them in laboratories at the university after they have encouraged them to talk about the things they argue about.

## HAPPY FAMILIES?

*You have read about the problems some children have when their parents argue or split up. Using the words below complete the sentences about the problems some families have.*

**take sides — blame — stepparents — get on with — get used to —  
get back together — get over — put off**

After their parents have split up, many children hope they will \_\_\_\_\_ (a).

Some children \_\_\_\_\_ (b) their parents living in different houses but they don't like it when their parents remarry and they have to \_\_\_\_\_ (c) with \_\_\_\_\_ (d) and their children.

When some children hear their parents fighting they \_\_\_\_\_ (e). They often \_\_\_\_\_ (f) one of them and support the other one. Some children who have seen their parents arguing a lot might be \_\_\_\_\_ (g) getting married themselves. Some children never \_\_\_\_\_ (h) their parents' divorce completely and have problems such as depression.

From "Club"



## Vocabulary

**depressing** — to lower in spirits; deject.

**volunteer** — a person who performs or offers to perform a service of his or her own free will.

**encourage** — 1. to inspire with hope, courage, or confidence; hearten. 2. to give support to; foster. 3. to stimulate; spur.

**affect** — 1. to have an influence on or effect a change in. 2. to act on the emotions of; touch or move.

**give in** — to yield to urging or demand; relinquish

**get one's own way** — insist on doing sth on your own

**take sides** — back up sb. in a quarrel

**split up** — divorce, begin to live separately

**get on with** — to be or continue on harmonious terms.

**get back together** — here start family life anew after separate living

**get over** — to prevail against; overcome; get used to the thought

**put off** — a. to delay; postpone. b. To persuade to delay further action

## Accessing Reform

1. The twenty-first century will be an age of the dominance of the intellectual factor in the life of the international community. Accordingly, its structure will transform, just as the level of its collective consciousness is sure to rise. Due to the technological revolution in communications and information sciences, the world is becoming a single whole. These two factors — the intellectualization and globalization of social space — fundamentally change the situation in Ukraine as well, regardless of how far we lag behind other countries or where our foreign policy vector is directed.

2. In practice, this could mean that the classical patterns of political, economic, and cultural progress have stopped working. Thus, one can hardly expect the “new Ukrainians” to become aware of the need to legitimize their wealth. Historically, it was precisely the case with all economically closed systems, where money showed little movement.

Today, these people can hardly be considered citizens of Ukrainian society; rather, they think of themselves as citizens: of some considerably broader society. There are practically no technical obstacles to this.

3. There could be a certain analogy here with the American Indians when being colonized by zealots from Western Europe. Western European civilization, being technologically higher, simply “covered” the geospace of the North American autochthonous civilization which had long lost its own dynamism. In the aftermath of direct encounter with a superior civilization, cardinal and irreversible processes commenced within the Indian society, precisely as a result of this encounter, not inner evolution. After all, the Indians had exhausted themselves in that world. It was only natural for that dynamic civilization to “embrace” those peoples whose social structures had lost their ability to evolve.

4. It was a cruel process, certainly. But our human definitions of good and bad, humane or otherwise cannot be applied here. Such processes have simply to be registered and proceeding from this we must plan our actions and accordingly calculate our resources.

The result, without doubt, was tragic for the indigenous peoples with thousands of them living on the reservation and remaining at the tribal level despite all the benefits of civilization made available to them; they had simply fallen out of the general human evolution.

5. Thus when civilizations clash, when a higher-order social organism is organized, the first and foremost problem by no means consists in local reforms within ones own social space (such reforms produce the desired effect only within a closed system), but in integrating into a new, broader world which more often than not has altogether different laws, principally different views on man’s place in a given social system, and on the means of securing one’s own welfare.

6. Integration comes before everything else, in order not to be assimilated. And our own reforms have to actually be regional reforms in a new space, of course, retaining in mind the fact that in the new space we are provincials or farmstead bumpkins. But we are

bumpkins today. We must think of tomorrow, lest the same tragedy as that which befell the American Indians take place in Eastern European society as a whole. History knows also milder consequences of civilizations colliding.

7. The process is certainly complex, and unexpected for some; painful and even unwelcome for many. Thanks to the revolution in information technologies, a strange civilization has burst into our life left and right like a torrent from a dam swept away by a flood. What is now happening in Ukrainian society is dictated first of all by this torrent, its might. For this reason, the reforms we hear about every day in Ukraine resemble proposals to set sail this way or that in our boat.

8. But our economy does not need sails now that we are encountered by a higher civilization, nor does it need heated discussions about which bank, right or left, we should steer to. Now the point on the agenda is able management, so our boat does not capsize but sails on, reaching the open sea where all the great rivers of different civilizations will sooner or later merge. Also, lest we got lost in that sea, we must think hard what are we going to bring with us when we cast anchor in that new and wider world.

8. Articles such as this one traditionally end with something like recommendations about what is to be done to change the situation in Ukraine one way or the other. Over half a century ago, German philosopher Martin Heidegger said that there is no problem of what to do, there is the problem of how to start thinking.

9. The twenty-first century will rely on thought and intellect. Ukraine, if it wants to integrate into the new geospace, rather than become a Big Reservation in the heart of Europe, also must bank on human intellect, on thinking people. Hence the best test to determine the activities of those in power: whether their actions help raise the intellectual level of Ukrainian society or whether they contribute further to the process of the de-intellectualization of our people.

But this is also the personal matter of every citizen: heed the words of the German sage or brand him as an alien pseudo-philosopher and continue to rely traditionally on the state.

From *"The Day"*

## Vocabulary

**zealot** — фанатик

**autochthonous** — корінний

**embrace** — включати, поглинати

**proceeding (from)** — виходячи (з)

**indigenous** — *книж.* тубільний

**farmstead** — ферма зі службами

**bumpkin** — мужлай

**capsize** — перекидатися

**bank (on)** — покладатися (на)

**heed** — звертати увагу

**sage** — мудрець

**Find in the article English equivalents for the following Ukrainian words:**

1. оцінювати — 2. свідомість — 3. незважаючи на — 4. відставати — 5. усвідомити — 6. узаконювати — 7. точно — 8. перешкода — 9. наслідки — 10. зіткнення — 11. внутрішній — 12. виснажувати — 13. застосовувати — 14. блага — 15. стикатися — 16. найголовніший — 17. добробут — 18. поглинати, асимілювати — 19. пам'ятати — 20. щоб... не — 21. статися — 22. наслідок — 23. зіткнутися — 24. небажаний — 25. вриватися — 26. потік — 27. вітрило — 28. керувати — 29. порядок денний — 30. здібний, умілий — 31. зливатися — 32. кидати — 33. якір — 34. затаврувати — 35. чужий —

**Basing on the article give a comment to the German philosopher words:**

*“There is no problem of what to do; there is the problem of how to start thinking”.*

*Martin Heidegger*

READING 4

## Parents

### WARM-UP

1. Make a list of three things that you do which make the adults in your house really angry. Share your answers in small groups. What do your lists have in common?

2. Why do adults get angry about the things on the list? Can you come up with any solutions?

Reading

2. **Below are some of the typical things that parents say to teenagers. Read the article and put the phrases in the gaps.**

- If I have to tell you to pick those up one more time.
- What do you mean you're not hungry? It's taken me two hours to cook it, so you can sit there till you've eaten it.
- No, you can't go to Sharon's party on Saturday night, we've got Auntie Pat and Uncle John coming round.
- No, you can't have another pair of jeans. Do you think I am made of money?

3. **Decide if these statements are true or false according to the text.**

1. It is easy to keep a house tidy.
2. Parents would really like to buy you more clothes.
3. Teenagers should still be allowed to go out when relatives come to visit.
4. Cooking is exciting.
5. Teenagers should offer to help in the kitchen.

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READING 5

## Impossible Parents

One minute they're friendly, the next minute they're shouting, and screaming loudly enough for the whole street to hear. So what is it that turns a normal happy parent into a raging beast? You, probably!

1. \_\_\_\_\_

Is your room untidy? Do you leave things on the floor? You may find it hard enough to keep one room tidy, so imagine what it's like for your mum and dad trying to keep a whole house in order.

Get into the habit of hanging your clothes up when you take them off and taking glasses and plates down to the kitchen. Before too long you'll be doing it without thinking.

2. \_\_\_\_\_

Even though you may not realize it, your parents are probably quite sympathetic to your requests for new clothes. But they're not buying themselves new things every week, are they? The simple truth is that there are more important things to spend money on, like the electricity bill and food.

3. \_\_\_\_\_

Although you may hate missing a party to listen to some boring old relatives go on and on about what a sweet baby you were, you have no choice. Even if you moan, groan and sulk, your parents won't change their minds. Parents like to show off their family.

In spite of your disappointment, the best thing you can do is to help entertain your relatives. They'll be so pleased with you afterwards that they'll probably let you go to the next two parties.

4. \_\_\_\_\_

Despite the fact that you don't want to eat, think of it from the cook's point of view. If you cook two meals a day, it means 730 meals a year. Can you imagine how boring this can get? Imagine how the cook feels when you say you're not really hungry. Not only that, your parents are probably worried that you aren't eating enough.

Eat fewer snacks and leave room for your meals. Finally, offer to do the cooking every now and then. Your offer may not be accepted, but the cook will be delighted.

**Discuss the text and share your opinions with the students.**

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READING 6

## **Do Parents Know Their Kids?**

1. The new teen wave is bigger, richer, better educated and healthier than any other in history. But there's a dark side, and too many parents aren't doing their job.

Jocks, preps, punks, Goths, geeks. They may sit at separate tables in the cafeteria, but they all belong to the same generation. There are now 31 million kids — in the 12-to-19 age group, and demographers predict that there will be 35 million teens by 2010. In many ways, these teens are uniquely privileged. They've grown up in a period of sustained prosperity. Cable and the Internet have given them access to an almost infinite amount of information: Most expect to go college, and girls, in particular, have unprecedented opportunities; they can dream of careers in everything from professional sports to politics, with plenty of female role models to follow.

2. But this positive image of American adolescence is a little like yearbook photos that depict every kid as happy and blemish-free. In survey after survey, many kids say they feel increasingly alone and alienated, unable to connect with their parents, teachers and sometimes even classmates. They're desperate for guidance, and when they don't get what they need at home or in school, they ding to cliques or immerse themselves, in a universe out of their parents' reach, a world defined by computer games, TV and movies, where brutality is so common, it has become mundane.

3. Many teens say they feel overwhelmed by pressure and responsibilities. They are juggling part-time jobs and hours of homework every night; sometimes they're so exhausted that they're nearly asleep in early-morning classes. Half have lived through their parents' divorce. Sixty-three percent are in households where both parents work outside the home, and many look after younger siblings in the afternoon. Still others are home by themselves after school. That unwelcome solitude can extend well into the evening; mealtime for this generation too often begins with a forlorn touch of the microwave.

4. In fact, of all the issues that trouble-adolescents, loneliness ranks at the top of the list. University of Chicago sociologist Barbara Schneider has been studying 7,000 teenagers for five years and has found they spend an average of 3 hours alone everyday. Teenagers may claim they want privacy, but they also crave and need attention — and they're not getting it.

5. Loneliness creates an emotional vacuum that is filled by an intense peer culture, a critical buffer against kids' fear of isolation. Some of this bonding is normal and appropriate; in fact, studies have shown that the human need for acceptance is almost a biological drive, like hunger. It's especially intense in early adolescence, from about 12 to 14, a time of hyper self-consciousness. They become very self-centered and spend a lot of time thinking about what others think of them. And when they think about what others are thinking, they make the error of thinking that everyone is thinking about *them*. Dressing alike is a refuge, a way of hiding in the group. When they're 3 and scared, they cling to a security blanket; at 16, they want body piercing or Abercrombie shirts. If parents and other adults abdicate power, teenagers come up with their own rules. Bullying has become so extreme and so common that many teens just accept it as part of high-school life in the 90s. Emory University psychologist Marshall Duke, an expert on children's friendships, recently asked 110 students in one of his classes if any of them had ever been threatened in high school. To his surprise, "they all raised their hands".

6. When they're isolated from parents, teens are also more vulnerable to serious emotional problems. Surveys of high-school students have indicated, that one in four considers suicide each year. By the end of high school, many have actually tried to kill themselves. Often the parents or teachers don't realize it was a suicide attempt. It can be something ambiguous like an overdose of non-prescription pills from the medicine cabinet or getting drunk and crashing the car with suicidal thoughts. Even the best, most caring parents can't protect their teenagers from all these problems, but involved parents can make an enormous difference. Kids do listen. Teenage drug use (although still high) is slowly declining, and even teen pregnancy and birthrates are down slightly — largely because of improved education efforts, experts say. More teens are delaying sex; and those who are sexually active are more likely to use contraceptives than their counterparts a few years ago. In the teenage years, the relationship between parents and children is constantly evolving as the kids edge toward independence. Early adolescence is a period of transition, when middle-school kids move from one teacher and one classroom to a different teacher for each subject. In puber-



ty, they're moody and irritable. This is a time when parents and kids bicker a lot.

7. In middle adolescence, roughly the first three years of high school, teens are increasingly on their own. To a large degree, their lives revolve around school and their friends. They have a healthy sense of self. They begin to develop a unique sense, of identity, as well as their own values and beliefs. The danger in this time would be to try to force them to be something you want them to be, rather than help them be who they are. Their relationships may change dramatically as their interests change; almost three quarters of the closest friends named by seniors weren't even mentioned during sophomore year.

8. Late adolescence is another transition, this time to leaving home altogether. Parents have to be able to let go, and have faith and trust that they've done a good enough job as parents that their child can handle this stuff.

Parents need to share what they really believe in, what they really think is important. These basic moral values are more important than math skill or SATs. Seize any opportunity to talk — in the car, over the breakfast table, watching TV. Parents have to work harder to get their points across. The kids can't wait.

From "Newsweek"

PASSING THE HOURS		
Kids spend more time partying than studying each week. They		
Activity	percentage	of teens hours
Watching TV	98 %	11,00
Listening to CDs, tapes, etc.	96 %	9,9
Doing chores	84 %	4,1
Studying	59 %	3,7
Going to parties	58 %	4,0
Going to religious functions	51 %	2,5
Working at a regular paid job	32 %	4,7

WHAT WERE WE TALKING ABOUT?		
Parents and kids both say they're discussing important life issues		
Issue discussed	parents	kids
Alcohol/drugs	98 %	90 %
How to handle violent situations	83 %	80 %
Basic facts or reproduction	76 %	80 %
AIDS	78 %	5 %

## Vocabulary

**sustained** — тривалий

**blemish** — недолік

**be desperate for** — нестямно хотіти

**cling** — чіплятися

**immense oneself** — поринати

**mundane** — банальний

**overwhelmed** — подавлений, пригнічений

**juggle** — *перен.* жонглювати

**siblings** — діти одних батьків

**forlorn** — самотній, покинутий

**crave** — дуже бажати

**bonding** — зв'язок, узи

**drive** — спонука, стимул

**abdicate power** — скласти повноваження

**bully** — задирати, зачіпати

**vulnerable** — вразливий

**ambiguous** — невиразний, неясний

**counterparts** — *тут:* однолітки

**edge** — просуватися

**puberty** — статева зрілість

**irritate** — хворобливо вразливий

**bicker** — сперечатися

**sophomore year** — другий курс

**SAT = Scholastic Aptitude Test** — тест на оцінку здібностей

READING 7

## A Friend Indeed

**A social psychologist explains how adult children can make friends with Mom and Dad**

Call it the parent paradox: many of us love and respect the couple who reared us yet also resent the hell out of them. But social psychologist Susan Newman, author of *Nobody's Baby Now*

(Walker & Co.), exhorts adult children to build a meaningful friendship with Mom and Dad. In researching her book, Newman interviewed 150 adults, ages 27 to 55, to investigate the tension between parents and children as they grow older. TIME spoke with Newman about barriers to a friendship with your folks and why it's critical to overcome the hurdles.

Why write another book about the parent-child relationship?

Almost all the books out there are from the parents' point of view — their frustrations and their disappointments with their adult children. The books from the child's point of view deal with caregiving issues or coping with dysfunctional dynamics like alcoholism or abuse. I wanted to know what adult kids think about their relationships with their parents who are still healthy and independent.

What were the biggest complaints adult kids had about their parents?

The most common complaints were of parents' overstepping their boundaries, like a mother asking her daughter about things that were none of her business or a dad demanding that his busy son spend more time with him. Many complained about parents who harped on [the adult child's] weight.

Is it possible to become friends with a parent who is controlling, critical or overly sensitive?

Absolutely. Not every parent and child will become bosom buddies, but even if both sides have behaved horribly in the past, there is still the possibility for change if one of them wants a different relationship. With a particularly difficult parent, it may mean setting specific boundaries ("If you start commenting on my weight, I'm going to leave"). Or one might need to spend less face-to-face time together. You don't spend a whole day with a parent who drives you nuts; you spend an hour or two.

So how can you change the relationship from parent-child to parent-peer?

Just as you would with a friend whose friendship you value. You have to let go of old stuff, work around problem areas — don't discuss politics if it creates conflict, for example — and pick and choose your battles. Staying connected is extremely important. You simply can't have a relationship by avoiding someone. Look for mutual interests, just as you would with a friend. And if you have a parent who seems to have no interests, home in on the obvious — grandkids, food, relatives or the past. It's also important to be genuinely

concerned rather than merely accommodating. Think about your parents as people who have needs and desires just as you do. The goal is to arrive at mutually enjoyable ends.

And finally, just as no one friend can meet all your needs, let go of the notion that your parents can. Focus on what they do provide, and get your other needs met by a spouse, a friend or another relative.

*And the payoff for the effort?*

When you can focus on parents' positives, you'll be able to see and understand them not only as parents but also as people and discover surprising things about them — a talent they and one of your children share, a sport they excelled in as a child that was never mentioned, a startling achievement or a similar passion.

Creating a warm relationship will also make it easier as your parents age to talk about the tough questions, should they become ill or need your assistance. But on a day-to-day basis, much of the joy of becoming a peer will come from the reduced tension and guilt you feel, and you'll have more fun being together, provided you keep in mind that no one is perfect.

*From the Aug. 18, 2003 issue of TIME magazine*

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READING 8

## **Buying a New Toothbrush and Giving it to Your Husband — That's Poverty**

### **Pre-reading activity**

- Have you ever thought of money for men and money for women? What's your idea on the point?
- Who is to earn money in the family?
- Who is to manage money in the family?
- Does it make an impact on the family relations? What sort of?
- Who spends money on children in the family? Is it fair?
- What would you change in your family budget?
- Now read the text. After reading share opinions with you students mates.

What is it to be poor? Different for women and men. Whatever freedom, power and independence women may celebrate elsewhere, among families at the bottom astonishingly little has changed, in fact or attitude. A new piece of research shows how money is spent in poor families with young children. It casts new light on what happens behind the closed front door, who spends the money and where real power lies within families. It raises serious questions for the Governments plans for the Working Family Tax Credit.

Both partners in poor families were interviewed separately — families where the benefit system effectively prevents women working. It finds that however low a family's income, men have money to spend, while women don't. Where money is paid directly to women not men, far more of it is spent on the children. Spending on children and the household is regarded as women's money, while men still have pocket money for their own pleasure. What's more, women thought this right and proper. Even where they controlled the money, they ensured men had money for drink and hobbies, while they went without. "Have the men had enough?" is as strong an impulse as ever — they still give him the last slice of ham and take a Marmite sandwich for themselves.

The state pays Income Support or the Job Seekers Allowance directly to the man in a couple. Usually when he collects it he hands it over to her, minus whatever he keeps for himself — typically between £5 and £10 a week out of around £97 a week for four people, after rent. He may ask her for extra video or cigarette money sometimes. (Any extra money he earns on the side, on the black, they both regard as his exclusively.)

After that, budgeting is usually a woman's job. Men say they're no good at it, it's her domain, leaving her with all the responsibility for making ends meet and all the worries about debts. But, say the researchers, women still think giving men what they want important, taking a pride in keeping men happy, while men leave the worrying to women: "By letting women manage most of the money, men absolved themselves from responsibility", the researchers say.

Debts are mainly run up by men, among couples where the man works and the woman draws Family Credit which tops up low pay. (Unemployed families had trouble getting-credit cards, so fewer debts.) Working men do hand over their wages, but because they're working they can get credit cards and many of them spend reckless-

ly. Many had computers, which women regarded as a man's hobby but men described as collective family spending. One man said it was for his son — aged 22 months — and he had clocked up huge phone debts on the Internet. One model train enthusiast had just spent £300 on a new locomotive. One would sneak away and get cash-back on his card while his wife shopped in the supermarket. These things the men talked about surprisingly openly.

However, men thought women spent on “silly” things, which included her pleasure in dressing her children. She worried about finding money for school trips that can cost £100 and shoes, always shoes. All women's Child Benefit and Family Credit went on children, but women yearned for a little money for themselves: “Something that's mine, a little corner of my life that's mine, because nothing else is”. One woman said she'd rather buy a new toothbrush for her husband and small son than for herself: «I'd tend to say “I'm fine, I'll have a toothbrush next time when we've got the money”». Good grief, a toothbrush!

So that's how poverty looks and it looks different for men and women. The point of this study is to show that the Government is wrong to take Family Credit from 300,000 poor wives who risk losing it when the Working Family Tax Credit creates a new presumption that it should be transferred to men's pay packets instead. Both partners will “have to sign a form saying how it should be paid, but the government is well warned by this research to ensure the new form presumes it should still be paid to women. If not, it will do nothing but harm”.

From “*The Daily Telegraph*”

## Vocabulary

**at the bottom** — по суті

**cast light** — проливати світло на

**benefit** — допомога

**allowance** — грошова допомога

**domain** — галузь, сфера

**make ends meet** — зводити кінці з кінцями

**absolve oneself** — звільнитися

**draw** — одержувати

**top** — досягти якоїсь величини

**hand over** — передавати, вручати

**recklessly** — безрозсудно

**sneak** — вислизнути непомітно

**yearn for** — жадати, прагнути

**good grief!** — Боже мій!

**point** — мета

**presumption** — імовірність

**pay packet** — зарплата, заробіток

## Smoking

### WHO'S RIGHT AND WHO HAS RIGHTS?

As America takes steps to restrict smoking, is it limiting something else too — freedom?

For the past 30 years, America has had a Love-Hate relationship with smoking. Our emotions have loved the movie star glamour and determined independence shown when Humphrey Bogart, Leonardo Di Caprio, and Kate Winslet lit up on screen. But our minds have hated the premature illness and death that have come to friends and relatives who smoked.

Smoking is now known to cause 10 types of cancer, heart disease, emphysema, and bronchitis. According to the American Cancer Society, tobacco use is responsible for nearly one in five deaths in the United States today.

Cigarette smoking has declined drastically among adults — in 1965, 42 % of Americans over age 18 smoked regularly. By 1990, that number was down to 25 %. Among teens however, emotion wins. Every day 6,000 American teens light their first cigarette. By the time they are seniors in high school, over one third of all students are regular smokers.

### GOVERNMENT VS. BIG TOBACCO

Congress is debating a plan which would radically change the way cigarette makers do business. Initially, the tobacco industry was willing to work with the government to come to an agreement. However, they now believe that they are being asked for too much. Among the demands:

- Cigarette makers pay \$516 billion over 25 years. The money would go to help pay for health care costs and anti-smoking education programs. Much of this payment would be passed along to the smoker, raising the cost of cigarettes by about \$1 per pack.
- No outdoor advertisements and no advertising at sporting events.
- No people or characters in advertisements (Good-bye Marlboro Man and Joe Camel).

- Magazines ads can be placed in adult magazines only.
- No T-shirts, caps, gym bags, etc. with cigarette logos can be given away or sold.
- The government can regulate nicotine and ban it completely within 12 years.
- Teen smoking must fall 60 % in 10 years or cigarette makers will pay up to \$3.5 billion per year.

America is a land founded on the rights of the individual. One of our most precious rights, stated in the Declaration of Independence, is the right to pursue happiness. As cigarette manufacturers, we provide a product that some people choose to smoke as a way to pursue their individual happiness. Decisions such as forbidding the smoking of cigarettes in the bars of California have only served to provoke smokers.

People who choose to smoke today do so with the knowledge that cigarettes may be hazardous to their health. Warning labels have been on cigarettes for 33 years, anti-smoking ads appear on TV and the radio, and medical findings are widely reported in the news. Over the years, some people who have gotten sick from cigarette smoke have tried to blame the tobacco industry and filed law suits. However, in court, once the facts are explained, juries have sided with the tobacco industry every time. The American public understands that individuals have made the informed choice to smoke, and they should be responsible for the results.

There are many things that are bad for us but we choose to enjoy them anyway — fatty foods are a wonderful example. America is the most overweight country on earth, and many illnesses have been proven to be related to excess weight. Yet we would never dream of preventing McDonalds from selling or advertising French fries. No one wants the government telling us that we can't have French fries, ice cream, chips, or cookies. Shouldn't we provide the same choices about cigarettes?

The demands that the government is making are clearly designed to bankrupt the cigarette industry and drive us out of business. The fines they ask for amount to more than \$20 billion each year for 25 years, almost 3 times our annual profits. In order even to begin to cover this fee, we would have to raise prices on cigarettes dramatically. This would unfairly punish the 48 million adults who choose to smoke.

This plan is wrong. It would bankrupt a legal industry and put thousands out of work.



## THE GOVERNMENT'S RESPONSE

For most smokers, smoking is not a choice, it is a need. The nicotine in cigarettes creates a dependency in most people. Once you begin smoking your body craves the nicotine and demands more, causing you to want another cigarette. Some nicotine occurs naturally in tobacco. However, several years ago a former cigarette executive, Jeffery Wigand, gave secret documents to the press that show cigarette manufacturers add extra nicotine to cigarettes to make them more addictive.

Addiction creates long-term customers who have a great deal of difficulty giving up the habit. 46 % of adult and 40 % of daily teen smokers report trying, and failing, to quit within the last 12 months. Their failure is bad news for their individual health and the American economy, but great news for the tobacco industry.

However, if current smokers were the only potential customers, cigarette makers would eventually be put out of business. Their customers would, quite literally, die off. Since very few people begin smoking as adults, cigarette makers aim their advertising towards children.

Cigarette ads hold tremendous influence over children and teens. The cartoon character Joe Camel (who promotes Camel cigarettes) is as familiar to American 6-year-olds as Mickey Mouse. Four years after Joe Camel was introduced, Camel cigarettes went from being unknown to being the most popular brand among smokers under age 18. Cigarette sales support this: 86 % of teens purchase the three most heavily advertised brands — Marlboro, Newport, and Camel.

The tobacco industry has made certain that smoking cigarettes is not a choice. They have guaranteed themselves customers by secretly adding nicotine to cigarettes and directing their marketing at teens — an easily influenced group of consumers. Their behavior has been both illegal and unethical. They have made billions in profits each year, while many customers suffer premature disease and death.

The demands that we are making are a small price to pay. The money is a fraction of what the American economy has lost over the last 30 years from the lost productivity and health care costs of tobacco-related diseases. The restrictions on advertising and nicotine levels are designed to make certain that cigarette smoking is a choice — not an addiction. This plan is designed to protect the rights of Americans. Every individual must have the right to choose for themselves — no industry should be allowed to manipulate that choice.

**The following is an anti-smoking advertisement  
made by the American  
Cancer Society to be shown on TV.  
Judge for yourself if it is over the top.**

The ad opens to a smoke filled board meeting. Overweight men in dark suits sit around a board table. The man at the head of the table is talking. “Gentlemen, Gentlemen. The tobacco industry has a very serious multi-billion dollar problem. We need more cigarette smokers, pure and simple. Every day 2,000 Americans stop smoking; and another 1,100 also quit; actually, technically, they die. That means that this business needs 3,000 fresh new volunteers every day. So forget about all that heart disease, cancer, emphysema, stroke stuff, [chuckle] We’re not in this business for our health”.

### Vocabulary

**glamour** — романтичний ореол

**determined** — непохитний

**premature** — передчасний

**logo = logogram** — фірмовий або  
товарний знак, емблема

**give away** — дарувати

**pursue** — домагатися; шукати

**hazardous** — ризикований,  
небезпечний

**file law suit** — заводити судову  
справу

**jury** — присяжні (засідателі)

**crave** — пристрасно бажати

**be over the top** — бути  
перебільшеним

**board meeting** — засідання  
правління

**stroke** — мед. удар, параліч

**stuff** — дурниця

**chuckle** — хихикання

### Give comments on the citing from the text:

- For the past 30 years, America has had a Love-Hate relationship with smoking.
- Cigarette smoking has declined drastically among adults
- America is a land founded on the rights of the individual.
- Warning labels have been on cigarettes for 33 years.
- ...individuals have made the informed choice to smoke, and they should be responsible for the results.
- Every individual must have the right to choose for themselves.

# LIFE IN CITIES

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  2. Big Cities: Why Some People Leave and Come Back.
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  4. The City by John V. Lindsay.
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## Culture Shock and the Problem of Adjustment in New Cultural Environments

### BEFORE YOU BEGIN

**Consider: when you have lived in foreign cultures, did you:**

- wash your hands a lot?
- worry about the food?
- find the native people unfriendly and unsympathetic?
- prefer the company of people from your home culture?
- feel homesick?
- make jokes about the host culture?

1. Culture shock might be called an occupational disease of people who have been suddenly transplanted abroad. Like most ailments, it has its own symptoms and cure.

Culture shock is precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse. Those signs or cues include the thousand and one ways in which we orient ourselves to the situation of daily life: when to shake hands and what to say when we meet people, when and how to give tips, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not. These cues, which may be words, gestures, facial expressions, customs, or norms, are acquired by all of us in the course of growing up and are as much a part of our culture as the language we speak or the beliefs we accept. All of us depend for our peace of mind and our efficiency on hundreds of these cues, most of which we do not carry on the level of conscious awareness.

2. Now when an individual enters a strange culture, all or most of these familiar cues are removed. He or she is like a fish out of water. No matter how broad-minded or full of goodwill you may be, a series of props have been knocked from under you, followed by a feeling of frustration and anxiety. People react to the frustration in

much the same way. First they reject the environment, which causes the discomfort. "The ways of the host country are bad because they make us feel bad". When foreigners in a strange land get together to grouse about the host country and its people, you can be sure they are suffering from culture shock. Another phase of culture shock is regression. The home environment suddenly assumes a tremendous importance. To the foreigner everything becomes irrationally glorified. All the difficulties and problems are forgotten and only the good things back home are remembered. It usually takes a trip home to bring one back to reality.

3. Some of the symptoms of culture shock are excessive washing of the hands, excessive concern over drinking water, food dishes, and bedding; fear of physical contact with attendants, the absent-minded stare; a feeling of helplessness and a desire for dependence on long-term residents of one's own nationality; fits of anger over minor frustrations; great concern over minor pains and eruptions of the skin; and finally, that terrible longing to be back home.

4. Individuals differ greatly in the degree in which culture shock affects them. Although not common, there are individuals who cannot live in foreign countries. However, those who have seen people go through culture shock and on to a satisfactory adjustment can discern steps in the process. During the first few weeks most individuals are fascinated by the new. They stay in hotels and associate with nationals who speak their language and are polite and gracious to foreigners. "This honeymoon stage may last from a few days or weeks to six months, depending on circumstances. If one is very important, he or she will be shown the show places, will be pampered and petted, and in a press interview will speak glowingly about goodwill and international friendship".

5. But this mentality does not normally last if the foreign visitor remains abroad and has seriously to cope with real conditions of life. It is then that the second stage begins, characterized by a hostile and aggressive attitude toward the host country. This hostility evidently grows out of the genuine difficulty which the visitor experiences in the process of adjustment. There are house troubles, transportation troubles, shopping troubles, and the fact that people in the host

country are largely indifferent to all these troubles. They help, but they don't understand your great concern over these difficulties. Therefore, they must be insensitive and unsympathetic to you and your worries. The result, "I just don't like them". You become aggressive, you band together with others from your country and criticize the host country, its ways, and its people. But this criticism is not an objective appraisal. Instead of trying to account for the conditions and the historical circumstances which have created them, you talk as if the difficulties you experience are more or less created by the people of the host country for your special discomfort.

6. You take refuge in the colony of others from your country which often becomes the fountainhead of emotionally charged labels known as stereotypes. This is a peculiar kind of offensive shorthand which caricatures the host country and its people in a negative manner. The "dollar grasping American" and the "indolent Latin Americans" are samples of mild forms of stereotypes. The second stage of culture shock is in a sense a crisis in the disease. If you come out of it, you stay; if not, you leave before you reach the stage of a nervous breakdown.

7. If visitors succeed in getting some knowledge of the language and begin to get around by themselves, they are beginning to open the way into the new cultural environment. Visitors still have difficulties but they take a "this is my problem and I have to bear it" attitude. Usually in this stage visitors take a superior attitude to people of the host country. Their sense of humor begins to exert itself. Instead of criticizing, they joke about the people and even crack jokes about their own difficulties. They are now on the way to recovery.

8. In the fourth stage, your adjustment is about as complete as it can be. The visitor now accepts the customs of the country as just another way of living. You operate within the new surroundings without a feeling of anxiety, although there are moments of social strain. Only with a complete grasp of all the cues of social intercourse will this strain disappear. For a long time the individual will understand what the national is saying but is not always sure what the national means. With a complete adjustment you not only accept

the food, drinks, habits, and customs, but actually begin to enjoy them. When you go home on leave, you may even take things back with you; and if you leave for good, you generally miss the country and the people to whom you become accustomed.

### **Discussion / composition**

1. Have you ever experienced culture shock? Describe your symptoms. What advice do you have for people who suffer from culture shock?
2. Using examples, describe the behavior of visitors to your home culture who suffer from culture shock.
3. This article deals with the anxiety of visiting another culture. Once one has adjusted to a foreign culture, however, one may experience “reverse culture shock” upon returning home. What do you think are the symptoms of this related “disease”?

Adapted from  
*Readings in International Communication*

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READING 2

## **Big Cities: Why Some People Leave and Come Back**

**We hear a lot these days about the problems of living in cities: crimes, pollution, crowds, and so on. This article tells about one married couple who grew tired of these problems and left the city, and another couple who grew tired of living in the suburbs and moved back into the city.**

1. Those who decide to move out of cities give two main reasons for wanting to leave: inner-city crime and bad schools. Those who stay, or return from the country or suburbs, are attracted by the convenience of city activities. Two couples discuss their experiences below.

## **THE LEMONSES**

2. It was a difficult decision for Steve and Joyce Lemons to move away from the neighborhood where they both were raised in Chicago. They had hoped to raise their daughters in the same community. About six years ago, the Lemonses began to have doubts about the quality of life in their old neighborhood. Families who had been there for a long time began moving away. Friends disappeared. Many homes were sold. Often they were changed into apartments. Property values decreased as welfare families and illegal immigrants moved into the neighborhood. Crime increased.

3. Joyce Lemons explains, "In the last year or so we just became 15 prisoners in our home. We never knew what was going to happen, there was so much crime in the area. Houses were being burned all the time. We always had our doors and windows closed and locked".

4. "I kept asking myself", says Steve, "why work like a dog every day only to come home and lock yourself up in your home? I never knew what to expect in neighborhood, and I was always worried about my family's safety. I was getting an ulcer from living in constant fear".

5. In June 1975, the Lemonses made their decision. They bought a home twenty-five miles outside the city. It is located on several acres of land, which Joyce calls "our own small corner of the world where no one bothers us". The house payments are three times more than the city rent but Steve says it's well worth it. Also, he is closer to his work. He adds, "Never under any circumstances would I move back into the city. I would change jobs and leave the state first".

## **THE COXES**

6. When Mr. and Mrs. Edward Cox decided to move into a condominium on the lake in Chicago, they wondered if this would make life more difficult for their sons, ages six and ten. The boys were used to a large house, a yard, a good public school, and friends who all lived nearby in South Holland, Illinois. The Coxes do not regret their decision to move. The boys have enjoyed their seven months in Chicago's downtown area. They swim in an outdoor pool at their building and in a nearby indoor pool in bad weather. They have



made friends quickly, play in the huge park next to the lake, and take art classes given at the park. The public school they attend is considered one of Chicago's best.

7. Mrs. Cox says she actually feels safer in their new home than in South Holland, where she was afraid to go out for a walk alone after dark. "Here, streets are well lighted, and there are always policemen around", she says. "The fact that people are out at all hours in this area makes you feel safe". Mr. Cox works at the real estate company that owns the condominium that the family lives in. He hated commuting from South Holland, a ninety-minute drive to his city office.

8. Grocery shopping is easier now for Mrs. Cox. A store in the apartment building fills immediate needs, although prices are a little high. Costs are more reasonable at a supermarket that is within walking distance. "We sold our second car", says Mrs. Cox. "I walk everywhere, and so do my sons. I think it's healthy. In the suburbs I was always driving them somewhere. There wasn't much time to develop my own interests". The Coxes find living expenses lower in the city. And both parents have more time to spend with their children. "We feel more like a family now", says Mrs. Cox, "everywhere, and so do my sons. I think it's healthy. In the suburbs I was always driving them somewhere. There wasn't much time to develop my own interests". The Coxes find living expenses lower in the city. And both parents have more time to spend with their children. "We feel more like a family now", says Mrs. Cox.

### Reading comprehension

1. *What is the main idea of the article?*
  - a. Big cities are bad places to live.
  - b. Some people are happy living in cities and some are not.
  - c. There is a lot of crime in cities.
2. *People want to live in cities due to*
  - a. the inner-city crime;
  - b. the convenience of city activities;
  - c. the bad schools.
3. *The Lemonses wanted to stay in their neighborhood because:*
  - a. families began to move away;

- b. property values decreased;
  - c. they were raised in that neighborhood.
4. *They decided to leave because:*
- a. they didn't feel safe in the city;
  - b. the city rent was very expensive;
  - c. Steve wanted to change jobs.
5. *Put in the correct order.*
- a. It is located on several acres of land, which Joyce calls "our own small corner of the world where nobody bothers us".
  - b. They bought a home twenty-five miles outside the city.
  - c. In June 1975, the Lemonses made their decision.
6. *The Coxes were worried about their sons because:*
- a. the boys swim in an outdoor pool;
  - b. the boys play in the park;
  - c. the boys were used to a large house.
7. *Miss. Cox felt safer:*
- a. where she used to live.
  - b. feels safer in the city.
  - c. doesn't go out for a walk after dark.
8. *Mr Cox is happy because:*
- a. he doesn't have to commute anymore;
  - b. he has a better job;
  - c. the food prices are cheaper in the city.

## **For discussion and composition**

**Choose one of the following to discuss or write about.**

1. Why do some people move out of cities?
2. Why do some people want to live in cities?
3. Discuss some advantages and disadvantages of living in cities.
4. Explain why the Lemonses decided to leave the city.
5. Explain why the Coxes moved back into the city.
6. What do the Coxes like about living in the city.

7. Describe a slum (poor, run-down) area of a city either in the United States or in your native country. Why do people dislike living there?

8. Describe a very nice area of a city either in the United States or in your native country. Why do people enjoy living there?

9. Discuss some advantages and disadvantages of living in the country (an area with few houses and a lot of open land).

10. Describe an area in a city where you have lived or now live. What did you (do you) like and dislike about it?

11. Describe an area outside a city where you have lived or now live.

12. What did you (do you) like and dislike about it?

13. If you could live anywhere, where would you live (in a city, in the suburbs, in the country, in a small town)? Why?

## **Life in Big Cities. Renovating Old Cities**

**One of the most encouraging things happening in cities in the United States is that people are buying run-down old buildings and changing them into very pleasant places to live. In some cases, as in Park Slope in Brooklyn, a whole area becomes a “renovation neighborhood” because a large number of people buy and fix up the old buildings. Thus a new appreciation of old buildings, which did not exist a decade ago, is growing.**

1. In cities across the United States, old factories, warehouses, schools, railroad stations, and other buildings are being renovated for new uses. City planners and private investors are finding that good buildings, no matter how old, can be remodeled for new purposes. “It you’d asked someone four or five years ago whether he’d rent an apartment in an abandoned piano factory or clothing warehouse, he’d have thought you were crazy”, says a New York architect. “Today, many people are eager to do it”. The renovating may include a former city hall or courthouse changed into offices; a bank or church changed into a restaurant; or, as in Plains, Georgia, a railroad station used as a center for a presidential campaign.

2. Only a few decades ago, renovation was unpopular and generally far more expensive than taking down abandoned buildings and starting from the beginning. A change began in the 1960s with a number of well-advertised projects. They included Ghirardelli Square in San Francisco, where an old chocolate factory was restored and made into shops and restaurants; Trolley Square in Salt Lake City, where abandoned car warehouses became a shopping mall; the Soho district of New York City, where unused warehouses were made into artists' studios and apartments.

3. What caused the change? "One reason is nostalgia", a San Francisco builder suggests. "Maybe old is better than new, many people are saying. Feelings about preserving attractive or historic buildings have changed a great deal". A second cause is economic. The cost of tearing down an old building and constructing a new one from nothing now has risen to the point where it is often less expensive to fix a solid older structure. Also builders realize that fixing up an existing building often requires no new permits, zoning changes, sewer lines, or water connections.

4. Even when the costs of restoration are the same as or a bit more than the costs of putting up a new building, fixing the old building may be better. A Boston architect says, "The advantage comes when you can develop a final project that is more desirable than a new building — one with the right location, more space, more floor area, a special character, materials of a particular quality". Gradually, architects and builders are developing knowledge about renovation and preservation, bringing imagination and creativity to the job.

## **Value discussion**

**Answer the following questions. Then discuss your answers with your classmates.**

1. *How do you feel about old buildings compared to new buildings?*
  - a. Old buildings are better.
  - b. New buildings are better.
  - c. I have no preference.
  - d. Other .
2. *What is the best reason to renovate an old building?*
  - a. It is very attractive on the outside.
  - b. It is cheaper than building a new one.

- c. It shows respect for the past.
  - d. Other.
3. *How do people in your native country feel about old, historic buildings?*
- a. They love old buildings.
  - b. They dislike old buildings.
  - c. They don't care.
  - d. Other.
4. *How do you think most people in the United States feel about old buildings?*
- a. They love old buildings.
  - b. They dislike old buildings.
  - c. They don't care.
  - d. Other.
5. *How important is it, in your opinion, to preserve old buildings?*
- a. very important;
  - b. not important—it doesn't matter;
  - c. It is better to build new buildings.
  - d. Other.
6. *How do you feel about "renovation neighborhoods" (areas where people are fixing up old, run-down houses)?*
- a. They are probably good places to live.
  - b. They are probably bad places to live.
  - c. I wouldn't want to live there and fix up an old house.
  - d. Other.
7. *How do you feel about "community spirit" (people caring about their neighbors, trying to keep the neighborhood clean and safe, and so on)?*
- a. It is very important.
  - b. It is not important.
  - c. I only care about my family.
  - d. Other.
8. *How much community spirit exists where you live now?*
- a. a lot of community spirit;
  - b. no community spirit;
  - c. enough community spirit;
  - d. other.
9. *How much community spirit exists in your native country compared to in the United States?*

- a. There is more in my native country.
  - b. There is more in the United States.
  - c. The same amount exists in both places.
  - d. Other.
10. *How do you feel about “nostalgia” (thinking about how good things were in the past)?*
- a. It is good.
  - b. It is bad.
  - c. I never feel that.
  - d. Other.

## **ROLEPLAYING**

**Choose one of the following situations to act out.**

1. An architect is explaining to a reporter why it is sometimes good to renovate old buildings.
2. A person is going to move into an apartment building that used to be an abandoned factory. The person is explaining to a friend how he or she feels about this.
3. A city planner is explaining to a group (which can be the whole class) the advantages of renovating old buildings. The group can then ask questions.
4. A builder is telling an investor why he or she should renovate an old building that the investor has just bought. The investor would prefer to build a new building.
5. A person who likes old buildings is arguing with someone who prefers new buildings about which kind of building is better.
6. A neighborhood resident is telling a reporter how he or she feels about a beautiful old building that may be torn down.
7. A person who just moved into a renovation neighborhood (area where people are fixing up old, run-down houses) is telling a friend why he or she likes living there. (For example, the house is big and inexpensive, there is community spirit, and so on.)
8. A real estate agent is telling a married couple why they should move into a renovation neighborhood, even though many of the houses are old and rundown.
9. A person who lives in an area with no community spirit is giving a reporter reasons for not liking this area.

10. A person who lives in an area with a lot of community spirit is giving a reporter reasons for liking this area.

### **For discussion and composition**

**Choose one of the following to discuss or write about.**

1. What are some advantages of renovating an old building rather than building a new one?

2. Do you know of a case where an old, run-down building was renovated? If so, tell what happened. (Where is it? What was it like before renovation? When was it renovated? Why? What is it like now?)

3. How do people in your country feel about old, historic buildings? Discuss with examples.

4. Describe an area, either in the United States or in your native country, that has a lot of beautiful old buildings.

5. Renovation neighborhoods, such as Park Slope in Brooklyn, are places where many people have moved in and fixed up old, run-down buildings. Would you like to live in a place like that? Why?

6. Renovation neighborhoods usually have good community spirit: people know and care about their neighbors, try to keep the neighborhood clean and safe, have block parties, and so on. Describe an area that you know that has good community spirit.

7. In many big city neighborhoods, there is very little community spirit. People usually don't even know other people who live in their own building. Describe an area that you know that has very little community spirit.

8. Is it good for a neighborhood to have community spirit? Why?

9. Compare the amount of community spirit that exists in two different areas (for example, a specific area in the United States and a specific area in your native country or a big city area and a small town area in your native country).

10. "Nostalgia" means thinking about how nice things were in the past. Is it good to be "nostalgic"? Why?

11. Are you a nostalgic person (one who often thinks about how good things were in the past)? Discuss and provide examples.

12. Tell about something that you feel nostalgic about (a very pleasant experience or time in the past that you sometimes think about

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## Before You Begin

1. What is your attitude towards cities? Do you enjoy them, or do you find them unpleasant?
2. Do you think there is a general attitude toward cities held by most people in your country or community?

Read the passage, and then do the exercises that follow. You may want to do Vocabulary from Context exercise 1 before you begin reading.

## The City

In one sense, we can trace all the problems of the American city back to a single starting point: we Americans don't like our cities very much.

That is, on the face of it, absurd. After all, more than three-fourths of us now live in cities, and more are flocking to them every year. We are told that the problems of our cities are receiving more attention in Washington, and scholarship has discovered a whole new field in urban studies.

Nonetheless, it is historically true: in the American psychology, the city has been a basically suspect institution, filled with the corruption of Europe, totally lacking that sense of spaciousness and innocence of the frontier and the rural landscape.

I don't pretend to be a scholar on the history of the city in American life. But my thirteen years in public office, first as an officer of the U.S. Department of Justice, then as Congressman, and now as Mayor of the biggest city in America, have taught me all too well the fact that a strong anti-urban attitude runs consistently through the mainstream of American thinking. Much of the drive behind the settlement of America was in reaction to the conditions in European industrial centers — and much of the theory supporting the basis of freedom in America was linked directly to the availability of land and the perfectibility of man outside the corrupt influences of the city.



What has this to do with the predicament of the modern city? I think it has much to do with it. For the fact is that the United States, particularly the federal government, which has historically established our national priorities, has simply never thought that the American city was “worthy” of improvement — at least not to the extent of expending any basic resources on it.

Antipathy to the city predates the American experience. When industrialization drove the European working man into the major cities of the continent, books and pamphlets appeared attacking the city as a source of crime, corruption, filth, disease, vice, licentiousness, subversion, and high prices. The theme of some of the earliest English novels — *Moll Flanders*, for example — is that of the innocent country youth coming to the big city and being subjected to all forms of horror until justice — and a return to the pastoral life — follow.

The proper opinion of Europe seemed to support the Frenchman who wrote: “In the country, a man’s mind is free and easy; but in the city, the persons of friends and acquaintances, one’s own and other people’s business, foolish quarrels, ceremonies, visits, impertinent discourses, and a thousand other fopperies and diversions steal away the greatest part of our time and leave no leisure for better and necessary employment. Great towns are but a larger sort of prison to the soul, like cages to birds or pounds to beasts”.

This was not, of course, the only opinion on city life. Others maintained that the city was “the fireplace of civilization, whence light and heat radiated out into the cold dark world”. And William Penn planned Philadelphia as the “holy city”, carefully laid out so that each house would have the appearance of a country cottage to avoid the density and overcrowding that so characterized European cities.

Without question, however, the first major thinker to express a clear antipathy to the urban way of life was Thomas Jefferson. For Jefferson, the political despotism of Europe and the economic despotism of great concentrations of wealth, on the one hand, and poverty on the other, were symbolized by the cities of London and Paris, which he visited frequently during his years as a diplomatic representative of the new nation. In the new world, with its opportunities for widespread landholding, there was the chance for a

flowering of authentic freedom, with each citizen, freed from economic dependence, both able and eager to participate in charting the course of his own future. America, in a real sense, was an escape from all the injustice that had flourished in Europe — injustice that was characterized by the big city.

This Jeffersonian theme was to remain an integral part of the American tradition. Throughout the nineteenth century, as the explorations of America pushed farther outward, the new settlers sounded most like each other in their common celebration of freedom from city chains.

The point is that all this opinion goes beyond ill feelings; it suggests a strong national sense that encouragement and development of the city was to be in no sense a national priority — that our manifest destiny\* lay in the untouched lands to the west, in constant movement westward, and in maximum dispersion of land to as many people as possible.

Thus, the Northwest Ordinance of 1787 — perhaps the first important declaration of national policy — explicitly encouraged migration into the Northwest Territory and provided grants of land and free public lands for schools. New York City, by contrast, did not begin a public-education system until 1842 — and received, of course, no federal help at all. Similarly, the Homestead Act of 1862\*\* was based on an assumption — supported by generations of American theory — that in the West could be found genuine opportunity and that the eastern-seaboard cities of the United States were simply hopeless collections of vice and deprivation.

This belief accelerated after the Civil War, for a variety of reasons. For one thing, the first waves of immigration were being felt around the country as immigrants arrived in urban areas. The poverty of the immigrants, largely from Ireland and Northern Europe, caused many people in rural America to equate poverty with personal inferiority — a point of view that has not yet disappeared from our national thinking. Attacks on the un-American and criminal tenden-

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\* The nineteenth-century doctrine that the United States had the right and duty to expand throughout the North American continent.

\*\* A law that gave a 160-acre piece of land to anyone who lived on it for five years.

cies of the Irish, the Slavs, and every other ethnic group that arrived on America's shore were a steady part of national thinking, as were persistent efforts to bar any further migration of "undesirables" to our country.

With the coming of rapid industrialization, all the results of investigations into city poverty and despair that we think of as recent findings were being reported — and each report served to confirm the beliefs of the Founding Fathers that the city was no place for a respectable American.

Is all this relevant only to past attitudes and past legislative history? I don't think so. The fact is that until today, this same basic belief — that our cities ought to be left to fend for themselves — is still a powerful element in our national tradition.

Consider more modern history. The most important housing act in the last twenty-five years was not the law that provided for public housing; it was the law that permitted the FHA\* to grant subsidized low-interest mortgages to Americans who want to purchase homes. More than anything else, this has made the suburban dream a reality. It has brought the vision of grass and trees and a place for the kids to play within the reach of millions of working Americans, and the consequences be damned. The impact of such legislation on the cities was not even considered — nor was the concept of making subsidized money available for neighborhood renovation in the city so that it might compete with the suburbs. Instead, in little more than a decade 800,000 middle income New Yorkers fled the city for the suburbs and were replaced by largely unskilled workers who in many instances represented a further cost rather than an economic asset.

And it was not a hundred years ago but two years ago that a suggested law giving a small amount of federal money for rat control was literally laughed off the floor of the House of Representatives amid much joking about discrimination against country rats in favor of city rats.

What happened, I think, was not the direct result of a "the city is evil and therefore we will not help it" concept. It was more indirect, more subtle, the result of the kind of thinking that enabled us to spend

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\* Federal Housing Administration.

billions of dollars in subsidies to preserve the family farm while doing nothing about an effective program for jobs in the city; to create government agencies concerned with the interests of agriculture, veterans, small business, labor, commerce, and the American Indian but to create no Department of Urban Development until 1965; to so restrict money that meaningful federal aid is still not possible.

In other words, the world of urban America as a dark and desolate place undeserving of support or help has become fixed in the American consciousness. And we are paying for that attitude in our cities today.

Adapted from *The City* by John V. Lindsay

## **Comprehension**

### **Exercise 1**

**Check those statements that the author believes accurately reflect Americans' attitudes toward their cities.**

1. Americans don't like their cities very much.
2. Americans have not thought their cities worthy of receiving financial support from the federal government.
3. Americans were suspicious of cities because cities reminded them of the corruption of Europe.
4. Most Americans believe that cities are centers of civilization.
5. Americans believed that the federal government should provide support for establishing public school systems in urban areas.
6. The United States government thought it was more important to develop the American West than to develop the cities.
7. Rural Americans have been sympathetic to the problems of newly arrived immigrants in the city.
8. No one considered the effect on cities of laws to help people build homes in the suburbs.
9. The American attitude toward cities is changing.
10. The American attitude toward cities has been harmful to the United States.

## **Vocabulary from Context**

### **Exercise 2**

**Use the context provided to determine the meanings of the italicized words. Write a definition, synonym, or description of each of the italicized vocabulary items.**

1. The American people have never trusted the city; it has always appeared in literature and history as a *suspect* institution.
2. A high *priority* should be given to providing public transportation; money for highways is less important.
3. It is *absurd* to spend more money on highways. The wise solution for overcrowded roads is public transportation.
4. The government gave money to people to help buy homes outside of the cities. This system of *subsidized* housing caused many people to leave urban areas.
5. Lack of public transportation in the suburbs has caused a terrible *predicament* for poor people who live there; they must either buy a car or depend on friends for transportation.
6. Hotels and restaurants are an *integral* part of the city; without them, the city's tourist industry could not exist.
7. When Governor Holmes was first elected, he was probably an honest man. However, since then, he has become as *corrupt* as all of the dishonest people around him. Now he is as bad as the rest of the state officials.
8. Although Richard Weeks has accomplished many good things during his terms as mayor, the fact that he totally controls the city makes him a *despot*, and he should be forced to give up some of his power.



# TEENAGERS' WORLD

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  6. How to Be a Cool Girlfriend.
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# Typical Teenagers

## Pre-reading task:

### 1. Before reading the text try to answer the following questions.

1. What do you think will text be about?
2. Is the issue truly worth considering and talked on?
3. Is there really a typical teenager's portrait as they say?
4. Can you give a word portrait of a typical teenager?
5. Are you a typical teenager or someone extraordinary?
6. Do you believe parents-kids relations have changed comparing to the seventies', eighties' of the last century when you parents were your age?
7. Is there a rebellious spirit among present-day youth?
8. What are the main problems teenagers have to face today?
9. What do you care more about these days?

### 2. The story has been divided into several small paragraphs. What do you think this has been done for?

Now read the subtitles and share your ideas about the gist (general idea) of the story.

### 3. After reading the story discuss the problem in small groups.

In Britain there is an expression "typical teenager". This is usually said by adults to mean that teenagers are lazy, irresponsible and rude to their parents. But in fact, British teenagers now probably work hard at school, respect their parents and plan for their future. Of course, there isn't really any such thing as a "typical" teenager, but we look at some of the things that are important to British teenagers.

#### Studious and serious?

A recent survey showed that teenagers work much harder than they did 10 years ago. Many British teenagers say that they like



school. Adam, aged 15, says, “I like meeting up with friends and extending my knowledge”. Sarah, aged 14, says it’s important because it gives you the skills for life. Teenagers think a lot about the future: 57 per cent worry about getting a job when they finish their studies. Jamie, aged 16, says, “You know you can’t walk out of school into a job”.

Though school is important to many teenagers, other things can be more important. In 1998 GCSE (General Certificate of Secondary Education) results were published on the same day as the new Oasis album arrived in the shops. Many 16-year-olds went to buy a copy of the album before they got their results. Paul, aged 16, said, “I don’t care about my results — this is more important”.

## **MUSIC AND MONEY MAKE THE WORLD GO ROUND**

Paul isn’t the only teenager who cares more about music than education. Music is the most important thing in many British teenagers’ lives. Some teenage boys spend more than £50 a month on music. Money is also important to teenagers. Most of them are given between £4 and £5 pocket money a week by their parents. Some also have jobs like paper rounds and baby-sitting. Katherine, aged 13, is too young to have a job, but she is doing a lifeguard course so she can work when she’s old enough. (You have to be 14 to have a part-time job in Britain.)

### **Free time**

As well as music, popular activities with teenagers are: sports, computer games, cinema, shopping, watching videos, reading and watching TV. Teenagers watch less TV than they did 10 years ago, but they still watch a lot. They like soap operas, music and sports programs best.

### **Smoking and drinking**

Parents who worry about their children smoking or taking drugs don’t need to worry so much — 70 per cent of British teenagers neither smoke nor want to try it. Most teenagers are against drugs. After Liam Gallagher from Oasis had received a caution for possessing

drugs, 43 per cent of teenagers lost respect for him. Most teenagers do drink alcohol — about 80 per cent — but most of them only drink occasionally at family parties and weddings.

### **Parents — a teenager’s best friends?**

Since the 1950s, teenagers have been supposed to rebel against their parents. But parents today understand teenagers a lot better and have better relationships with their children. Angela, aged 18, says, “I have a lot of respect for my mum. I know I don’t always know best”. Stuart, also aged 18, says, “Children aren’t rejecting their parents. We are more responsible than in the fifties — we can stay out until midnight, more teenagers own cars”.

#### **Vocabulary**

**studious** — старанний

**paper round** — збір макулатури

**baby-sit** — бути прихорожою нянею

**lifeguard** — рятувальник на водах

**rebel** — протестувати

**reject** — відмовлятися від

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READING 2

## **Are You Ready to Commit?**

**YOU THINK IT’S EASY HAVING A BOYFRIEND?**

**THINK AGAIN!**

**REAL RELATIONSHIPS TAKE WORK...**

So here you are. You like him. You kiss him. You like him more. Should you jump into the Boyfriend Abyss... or run screaming from the precipice? “Jump! Jump!” you automatically think. But wait! We’re not talking nanosecond relationship here; we’re talking serious boyfriend. The kind of thing that can bliss you out or piss you off, depending on where you’re at in life — and what you want from it.

“Romeo and Juliet were 14 and 13 years old when they fell in love, but these days we don’t expect young adults to be ready for a

relationship”, says Stanley Charnofsky, Ph.D., author of *When Women Leave Men: How Men Feel, How Men Heal*. Sure, we’ve got raging hormones. Yes, we’re bombarded by the Love Media. But while hooking up sounds exciting, it’s really just another term for settling down. Like making good grades, being in a couple takes a lot of work. And sometimes you just wanna have fun...

## **FAITHFUL VERSUS FLIRTFUL**

Jenna, 16, set her sights on Doug and won him. “We fell into this secure, comfortable thing — it was cool”, Jenna says. For two months, Dough was The One. Then along came The Other One. “Suddenly, Dough started to bug!” Jenna says. “Yet he hadn’t changed. And I hadn’t changed either. All I knew was as long as I was with Dough, I couldn’t get to know Jake, and that made me feel guilty and resentful — a total mess!”

Jenna’s emotional maelstrom isn’t unusual. When it comes to relationships, it’s not only important to understand what your boyfriend likes, needs and feels, it’s crucial to know who you are and what you need. “If you don’t know who you are, how can you unconditionally share yourself with another?” reasons Charnofsky.

Guys get tagged as commitmentphobes, but girls can be equally prone to wanting to keep their options open — not a bad course. “Unless all of your heart, mind and spirit are devoted to one person, you’re better off dating casually than committing”, says Los Angeles psychotherapist Suzanne Lopez. Besides, playing the field is the only way to come up with a prize, anyway.

## **WHEN NEEDY MEANS GREEDY**

Sometimes, having a boyfriend is better in theory than in practice, even if your head isn’t turned by every new hottie who walks by. Ruby and Angelo, both 17, were a tight couple. Very tight. To the point of strangulation. “I loved Angelo!” Ruby recalls. “His looks, the way he looked at me, how we’d stay on the phone for hours talking...” Angelo was devoted to Ruby — complimenting her, showering her with handmade gifts — respectful to her parents, even nice to her sister.

Sounds like a romance made in heaven, right? Except romance isn't everything. Ruby had a boyfriend before Angelo, but now that she was in her junior year and hoping for early graduation, her school load was massive.

Angelo did nothing wrong — he simply loved Ruby and wanted to be with her 24–7. She did nothing wrong either — she wanted his love, but she also wanted to keep up with her studies. “If you feel trapped, there’s no room for growth”, says Lopez. “Knowing when to get out of a relationship is as important as knowing how to be in one”.

## THE CATCH WHO'S YOUR MATCH

The awful thing about Jenna and Ruby's stories is there's nothing awful about them. The relationships weren't abusive. The boyfriends weren't beastly. Jenna and Ruby just weren't ready for the demands of couplehood.

That doesn't mean you aren't. When you're seriously in love, you learn about sharing, caring, trust, intimacy, compromise and compassion. You find out things about what makes guys tick — and you discover a lot about yourself, too.

That's how it was for Camille, who dated Steven for eight months last year, when she was 17 and he was 18. “We were a great couple”, says Camille. In some ways, they were completely compatible; in other ways, they were different — but complementary. “He helped me with my Spanish, I helped him on the computer”. They were there for each other, but gave each other space. “Friday, I had girls' night, he had boys' night”.

The relationship had an inner life beneath all the activities. “I was angry at my father for being a workaholic, but I never dealt with those feelings — never even knew I had them. It was Steven who helped me confront my emotions. When you spend a lot of time with one person, you really get to know him — and he helps you get to know yourself”.

Not that Camille and Steven didn't have their spats. “But we'd communicate and never walked away from an argument without coming to terms”.

How come they broke up? Steven went away to college, and both were mature enough to know that trying to hold a relationship together over many miles could hold them both back.

## **SINK OR SWIM STRATEGIES**

So how do you know if you're ready for a boyfriend? By giving it a shot! "Try out being half of a couple to see what you're able to handle, but be honest with yourself about your limits", Lopez stresses. "Relating to others helps you grow and provides you with a safe environment for experimentation — just remember you're still young and have a lot of life yet to experience. Learn your physical and emotional boundaries and stay within them".

If you feel he wants to move too quickly (sexually or otherwise), that your friendships or grades are suffering or that you're losing your own identity, put on the brakes and break up. That doesn't mean you'll be single forever, only that your immediate concerns are more about how you relate to yourself, not some guy.

## **TO COMMIT OR NOT TO COMMIT?**

### **THAT IS HIS QUESTION**

You've decided, "Yes! I'm ready, willing and able to have a boyfriend!" What's more, the guy you've been hanging with lately is excellent boyfriend material. Smart. Funny. Cute. Blah-blah-blah. But all his coolness aside, is he prepared for the rigors of a relationship?

"Guys age 12 to 25 are generally interested in adventure and conquest", says Lopez. "They tend to get sexually active before they're ready for the emotions that go with their actions". Macho stereotypes come into play, and guys may be more concerned with impressing other guys than you and your feelings — no matter how great he thinks you are.

Mature guys catch on to the bonuses awarded to being steady beaus. It just takes heaps of perseverance on your part to locate a male more interested in intimacy than impressing his buds. The easy part is convincing him that one you is better than a hundred other girls combined. How? By being your wonderful self. If he's sensitive and intelligent, he'll see you for what you are — and stick to your side. "It's so comforting to have one person to confide in who really knows and understands you", says Dean, 19. "Of course, I never thought I'd say that — until I met Tina!"

## Vocabulary

<b>commit</b> — зв'язати себе зобов'язанням	<b>catch</b> — вигідне придбання
<b>abyss</b> — безодня	<b>match</b> — пара
<b>precipice</b> — безодня, прірва	<b>abusive</b> — образливий
<b>nanosecond</b> — <i>тут</i> : короткочасний	<b>beastly</b> — брутальний
<b>bliss</b> — приносити насолоду	<b>what makes guys tick</b> — чим живуть хлопці
<b>piss off</b> — <i>сл.</i> дратувати, докучати	<b>compatible</b> — сумісний
<b>raging</b> — бурхливий	<b>complimentary</b> — який доповнює
<b>hooking up</b> — встановлення стосунків	<b>spat</b> — сварка
<b>settle down</b> — постатечнішати	<b>come to terms</b> — дійти згоди
<b>bug</b> — <i>сл.</i> дратувати	<b>sink or swim</b> — <i>розм.</i> чи пан, чи пропав
<b>resentful</b> — ображений	<b>give sth a shot</b> — <i>розм.</i> перевірити на досвіді що-небудь
<b>mess</b> — неприємність	<b>limits</b> — можливості
<b>maelstrom</b> — <i>перен.</i> вир	<b>boundary</b> — межа
<b>tag</b> — <i>перен.</i> навішувати ярлик; називати	<b>put on the brakes</b> — загальмувати
<b>commitmentphobe</b> — той, що боїться зв'язувати себе зобов'язаннями	<b>blah-blah-blah</b> — <i>сл.</i> лепетливий
<b>prone</b> — схильний до чого-небудь	<b>rigors</b> — негода
<b>play the field</b> — зустрічатися з кількома хлопцями	<b>macho</b> — мужній
<b>prize</b> — об'єкт жадань	<b>beau</b> — кавалер
<b>strangulation</b> — задушення	<b>perseverance</b> — настирність, наполегливість
<b>trap</b> — заманювати у пастку	<b>bud = buddy</b> — <i>розм.</i> приятель
	<b>confide in</b> — довіряти

## Discussion topics

— Unless all of your heart, mind and spirit are devoted to one person, you're better off dating casually than committing.

— Being in a couple takes a lot of work

— When you're seriously in love, you learn about sharing, caring, trust, intimacy, compromise and compassion. You find out things about what makes guys tick — and you discover a lot about yourself, too.

— When you spend a lot of time with one person, you really get to know him — and he helps you get to know yourself”.

– Trying to hold a relationship together over many miles could hold them both back.

## Teenagers at Work

**Paul is 13. He gets up at 6.35 every morning and spends 40 minutes delivering newspapers to local homes before he catches the school bus at 8.15.**

Elaine is a babysitter. She looks after four-year-old Robert two evenings a week, between 6 p.m. and 9.30 p.m., while his mother is studying at the local adult education institute. Elaine is 15. 14-year-old Shona works as a waitress in a tea-room every Saturday. She works for five hours and earns 15, plus any tips left by customers.

Last year the European Parliament condemned Britain for allowing teenagers between the ages of 13 to 16 to do part-time jobs. The criticism was made in the European Parliament's annual report on human rights in the European Union. The Parliament in Strasbourg believes that by taking on paid part-time jobs, young people's health, education and general welfare will suffer. The Strasbourg Parliament has since voted in favour of demanding that EU set the minimum working age at 16.

In Britain, more than two million school-children are involved in a huge variety of different part-time jobs. The most popular ways of earning extra pocket money are early-morning paper rounds, "Saturday jobs" as shop assistants, fruit-picking, milk rounds, catering and babysitting. If a ban on under – 16s working comes into force, Paul, Elaine and Shona will all be out of a job. So will thousands of others.

European countries have come a long way since the days of author Charles Dickens, when small children were forced to work long hours climbing up inside chimneys to clean them, or working in cramped and dangerous conditions down coal-mines. Today there is a comprehensive legal system in Britain to protect teenagers who

choose to work, and there are regular checks on employers of teenagers, to prevent exploitation. Despite this, some employers are still prepared to risk breaking the law and abuse child labour. But are the vast majority of part-time jobs really exploiting teenagers?

The British government does not think so. While the Labour Party in Britain condemns sweatshops and the exploitation of children, it supports the idea that schoolchildren should be allowed to work a limited number of hours a week. It believes there are benefits to getting a taste of work at an early age. Young people get experience of the workplace and society. They learn to handle money; they gain a sense of independence and self-respect.

Why do British schoolchildren work? Most would agree that the main advantage of having a job is the pocket money they earn. Many schools encourage pupils to include details of part-time work in applications for admission to college or university, or for jobs on leaving school. Successfully holding down a part-time job can show that you have initiative and are reliable — valuable qualities in a competitive job market.

### **TEENAGE WORKERS: THE FACTS**

- 43 % of schoolchildren between the ages of 13 and 17 work in some form of employment in the UK.
- The UK has the highest percentage in Europe of working 13- and 14-year-olds — around 30 %.
- Under UK law, teenagers between the ages of 13 and 16 are allowed to work two hours a day on school days, only one of which can be before school. At weekends or during holidays, you can work for up to five hours a day at ages 13 and 14, and for up to eight hours a day at ages 15 and 16.

Approximately one in five children will suffer some form of injury at work.

### **Arguments against teenagers working**

- If you have a part-time job.
- You will be tired, you won't be able to concentrate at school and you won't be so healthy.
- You won't have enough time to do your homework and your school results will suffer



- You won't have time to relax, to spend on hobbies or with friends
- You won't have a carefree childhood (there's plenty of time for work when you leave school)

From "*Current*"

## TALKING POINT

People say that children today grow up more quickly. The law sometimes makes this possible. Look at the information below — how is the law different in your country?

### YOUNG PEOPLE AND LAW

Age 13 may be employed part-time

Age 14 allowed in bars but not to drink alcohol.

Age 15 legally a "young person" and not a "child".

Age 16 school leaving age, can leave home, drive a moped, marry with parents consent (not needed in Scotland), buy beer with a meal.

Age 17 can drive a car or motorbike.

Age 18 age of majority — can vote, get married without parents' consent, own property, get tattooed, drink in pubs...

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READING 4

## Are Teenagers Turning Into Generation Zzz?

**Our teenagers shun drink, drugs and nightclubs for a quiet night in front of the TV**

Teenagers have always been unpredictable, but today's young generation are taking the trait to extremes.

Just when their parents are trying to be laid back — turning a blind eye to drinking and even the odd puff of cannabis — the young ones start acting like middle-aged bores.

Instead of raving the night away in a club, they are more likely to be joining their friends for conversation, coffee — and Andy Williams records.

As for being glued to the TV, they cultivate a greater interest in the gardening series *Ground Force* than *Top of the Pops*. “*Friends*”, not surprisingly, is a favourite too. Some experts claim the hit American comedy started the stay-at-home trend.

Teenager Samantha Carrington says she is bored with clubbing and spends three or four nights in every week with her friends. Samantha, 18, from Hackney in east London added: “I don’t go to big clubs any more. Everyone is completely off their faces and that becomes very annoying. I stay in or go to a friend’s place and it’s much more fun. We just talk, watch videos or share a bottle of wine”.

“I’ve become a lot closer to my friends. I met most of them in clubs, but realised that they were just acquaintances. As for programmes like *Ground Force*, lots of my friends watch them and so do I”.

Sociologists found that young people who went in for low-key socialising saw it as trendy, not embarrassing. Informer, a leading youth culture market research company, has discovered that young people feel clubbing has become too popular, too loud and too mainstream.

Research executive Marie Jordan said: “We are speaking to youngsters of 18 and 19 who are saying they’re clubbed-out. They suddenly realise they have been clubbing and taking drugs with their friends so often that they haven’t actually properly spoken to them for years.

“As they look to the millennium, teenagers are feeling uncertain about their future and are looking inwards. An ideal night is more about sharing experiences and talking”. Ms Jordan added that parents were becoming more liberal about letting their children drink and even allowing them to use cannabis in their rooms.

She said: “It used to be seen as extremely uncool to spend a weekend night in, but when teenagers’ bedrooms have sofas, kettles, Playstations, videos and televisions, there’s plenty to keep them busy”.

“Parents are also more liberal. They’d rather their children were using soft drugs at home than raiding hard drugs in clubs”.

Sociologists claim that shunning the social whirl means teenagers

can expect fewer but more intense friendships. Rather than finding new companions, they will increase the demands they make on the tiny circle they already know. The group in Channel 4's "Friends" is typical. They spend a lot of time relaxing at home or in the local cafe. A social trend has sparked a revolution in Britain's leisure industry, with high street coffee shop chains booming.

Informer also found that teenagers are more discerning about TV. Ms Jordan said: "They want to get something out of television, rather than watching it mindlessly. They have no real interest in gardening, but find shows like Ground Force entertaining and educational".

The music industry was quick to spot the switch from loud nightclubs by cashing in on the craze for easy listening. Now cardigan-clad singers like Andy Williams — who had even passed out of fashion when many of today's parents were teenagers — are back in style.

From "The Express"

## Vocabulary

**shun** — уникати

**Z [zed]** — *мат.* зет, невідома величина

**trait** — властивість

**extreme** — крайність

**laid back** — *сл.* спокійний і розслаблений

**turn a blind eye to sth** — закривати очі на що-небудь

**odd** — нерегулярний

**puff** — паління

**cannabis** — *бот.* конопля

**rave** — шаленіти

**glue to the TV** — сидіти біля телевізора

**off one's face** — безликий

**low-key** — тихий

**socialize** — *амер.* спілкуватися

**trendy** — модний

**mainstream** — поширений

**executive** — *амер.* керівний

**uncool** — несучасний

**whirl** — вир

**spark** — запалювати

**discerning** — проникливий, серйозний

**spot** — *розм.* помітити

**craze** — захоплення

**cardigan-clad** — одягнений у кардиган

## Curfews: Support and Opposition

**Anticipation activity. Brainstorm the questions in small groups.**

- What do you think about curfews?
- Are they fair?
- Are they necessary?
- Would you want one in your hometown?

To let your voice be heard, log onto the Internet and fill out a survey about curfew laws. You'll find it at: <http://www.coutty.com/teens/quizzes/surcurfew.html>

### Part 1

**Supporters of curfews say that they are a necessary means of protecting teenagers in an increasingly violent world.**

### TEENS IN DANGER

During the past decade, teens have become more and more involved in crimes — both as perpetrators and as victims.

The statistics show a growth in crime among young people that is far greater than similar crimes involving adults. If nothing is done to stop teen crime, crime rates are expected to double by the year 2010.

Curfew supporters argue that the curfew is an effective way of preventing violence from escalating further. They point out that this is especially true in families where parents can't or won't take responsibility for their teenage sons and daughters.

President Clinton uses the story of "Marta", a single mother of four in Dallas, as an example of why curfews are needed. Marta had two jobs, one while her children were in school and one after the youngest had gone to bed. Unable to afford child care, she left her 16-year-old daughter Gabriela in charge of the younger children when she went to work in the evening. What Marta didn't know was

that Gabriela had started sneaking out of the house after her younger brothers and sisters were asleep. During her night-time outings, Gabriela had discovered a world of gangs, drugs and older men. None of this was ever told to her mother, of course, until Gabriela got picked up by the police one evening for violating curfew. The detention center to which she was taken was staffed by police and counselors specially trained to deal with teens in trouble, and they were able to help Gabriela and her mother create a plan for keeping all of Marta's children safe. Had a curfew law not existed, Marta may never have discovered her daughter's secret trips until after a disaster had occurred.

## **THE SUCCESS OF CURFEWS**

Studies show that Gabriela's case is not unusual. Cities around the country that have made and enforced curfew laws have seen remarkable decreases in crimes involving teens.

As the success of curfews becomes more evident, they are gaining in popularity not only among politicians, but even among teenagers themselves. In a January 1996 survey by Glamour (a popular teen magazine), 63 % of respondents said that they would like to see a curfew imposed in their city or town. This widespread acceptance of curfew laws by teens is perhaps the best indicator yet that such laws are needed, and wanted, to protect teens growing up in a dangerous world.

### **Part 2**

**Opponents of curfew laws argue that not only are they not needed, but they are also unfair and unjust.**

## **UNEQUAL TREATMENT**

The United States Constitution guarantees citizens certain rights, among which are 'freedom of assembly' (the right to meet peacefully in groups), equal protection for all citizens, and the assumption of innocence until proven guilty in a court of law. Opponents claim that the curfew violates the rights of US citizens under 18. By restricting the movements of a small group of individuals (those

belonging to a certain age group), they are giving teens unequal treatment.

If politicians attempted to make such a law only for those of a certain ethnic group, or only for women, or for adults, the American public would never support it and the courts would forbid it as unconstitutional. In the past, general curfews have only been used in cases of extreme security concern — for example, during the 1992 riots in Los Angeles when people were rioting, setting fire to places and looting stores. Never before has a curfew been permitted to stand as a permanent law.

Unfortunately for opponents, the US Supreme Court has said that well-designed curfews are legal because the need for public security is more than the need to protect teen rights.

Despite this ruling, many teens still view the law as unfair. In fact, some say that instead of helping to catch real criminals, curfews make criminals out of otherwise good kids. David Pressman, a 17-year-old college freshman, points out that “curfews force law-abiding teenagers who want to go to a study group or a production of Hamlet to consider breaking the law”.

A case in point: Asha Settimo was out on a date, with her mother’s permission, when she was picked up for violating curfew. She and her date were late driving home because they had volunteered to give another friend, who had had too much to drink, a ride home. After being picked up by the police, Asha was held at a San Diego police station for two hours before being released to her mother’s custody. She now has to pay a \$200 fine and has a police record. “I know that I shouldn’t have been at a party with alcohol, but I didn’t drink, and I helped someone else by giving them a ride home. I shouldn’t be punished when I did nothing wrong”.

## **WHAT HAPPENS WHEN A TEEN IS DETAINED**

Police find a young person out after hours. ID is checked. If the person is under 18, they are arrested.

The teen is driven to a detention center. If they show any violence, handcuffs are used.

At the center, the teen meets with police and counselors. Depending on the situation, the teen may be referred to treatment

centers (if there is evidence of alcohol or drug use), Child Protective Services (in cases of abuse), or Juvenile Hall (if there is more serious criminal activity).

The parents arrive at the center. The police inform the teen and the parents of the punishment, which can range from a \$50 fine for first offenses to a \$1000 fine or 90 days in jail for multiple offenses.

Most crimes involving juveniles occur during the period between 3 and 6 p.m., when teens are home from school but parents are not yet home from work. These hours are not at all affected by curfews.

Other techniques have worked to reduce crime more effectively. In New York City, which has no teen curfew, juvenile crime has decreased by 30 % in the past four years due to better police techniques which focus on specific crimes and communities.

Curfews in many communities have been enforced more harshly for minority youth than for white youth. This caused San Francisco to get rid of its curfew law in 1990. The result: juvenile crime actually dropped by 16 %.

Evidence such as this leads curfew opponents to argue that instead of wasting police resources checking ID cards and manning teen detention centers, it would be better to spend the money on positive youth programs and leave the police free to catch those teens and adults who truly are criminals — criminals who are not going to change their behavior because of a curfew law.

## Vocabulary

**curfew** — комендантська година

**perpetrator** — порушник, злочинець

**to be in charge (of)** — *тут* доглядати (за), опікати

**sneak out** — піти потайки

**enforce** — запроваджувати

**glamour** — (*розм.*) шик

**assumption of innocence** — презумпція невинності

**court of law** — суд

**loot** — грабувати

**ruling** — постанова

**in point** — відповідний

**pick up** — заарештувати, забрати

**custody** — опіка

**log(on)** — під'єднатися (до)

**abuse** — погане поводження

**Juvenile Hall** — в'язниця для малолітніх злочинців

**man** — укомплектовувати

**outing** — вилазка

## Find English equivalents in the text for the following Ukrainian words:

1. засіб, спосіб. 2. злочинність. 3. дозволити собі. 4. догляд, нагляд. 5. порушувати. 6. центр для затриманих. 7. лихо. 8. траплятися. 9. явний. 10. схвалення. 11. поводження. 12. доводити провину. 13. забороняти. 14. безпека. 15. бунт; безчинствувати. 16. підпалювати. 17. першокурсник. 18. законослухняний. 19. побачення. 20. підвезти. 21. штраф. 22. затримувати. 23. на-ручник. 24. адвокат. 25. правопорушення, злочин. 26. завдяки. 27. брутально, жорстоко. 28. позбавлятися.

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READING 6

## How to Be a Cool Girlfriend

You crushed on him. Hard. So you flirted. You were witty and charming. You said all the right things and did all the right things. Then your best friend told him you liked him, and he officially became your boyfriend. Now everything's peachy. But the big question is: How do you keep it that way?

The key is mastering a few simple tactics:

### **Don't assume anything.**

Just because he's mad doesn't mean he's mad at you. Just because he doesn't say, "I love you" 400 times a day doesn't mean he doesn't. Here's a wacky thought: He has his own way of expressing himself (or not expressing himself), which may not be exactly the same as yours.

### **Have a life.**

He's going to shoot some hoops with the guys and asks what you're gonna do. If your answer is "Sit around and wait for you to get back" it may be time to reexamine your social calendar. Sure, you want to spend time with him. Okay, a lot. But remember way back when you weren't dating him and filled all your time with that thing you called a life? You went Rollerblading, you



painted, you wrote poetry. The idea of being together 24–7 might seem romantic, but the reality of it is boring. Keep up with the stuff you love, and you’ll be happier when you’re with him and when you’re not.

**Let him have a life.**

Remember, there’s a lot of stuff *he* used to do, too — and he may still want to do some of it (gasp) *without you*. Let’s say you overhear him making plans to go to Saturday’s massive monster-truck rally with his friends. You’re upset. How dare he assume you don’t want to go! (I mean, *of course* you don’t want to go, but that’s not the point. You wanted him *to ask* you to go.) So you pout. You ignore him. You don’t call him for three days. He has absolutely no idea what’s wrong, but he knows when his name is, well, mud. So he avoids you. Before you know it, you haven’t spoken in a week — and you don’t even remember having a fight.

**Don’t compare him with other guys.**

Some girls have been known to say things to their guys like “[Ex-boyfriend’s name] never blew me off for something as lame as band practice or “Kevin took Lynn to Chez Expensive last night. How come we never go there?” What your boyfriend hears when you make these comments is: “You’re not good enough”. Consider what would happen if he said anything even remotely similar to you: “Gosh, Julie, do you think you could make your poker-straight hair curl into cute little corkscrews like Phoebe’s?” Your (justifiable) response would be, “You like ringlets? Date Phoebe”. Remember that.

**Don’t try to change him.**

The same way you should keep being you once you’re half of a couple, resist the urge to turn your boyfriend into something he’s not. Let’s say you hate that he listens to rap music. Guess what? He listened to rap music before you entered his life, and if you’re not careful, you’ll be gone and he’ll still be listening to it. Every time you get the urge to smash his Coolio collection to pieces, make a list of all the things you happen to love about him, and tell yourself that hearing “1, 2, 3, 4” one more time won’t kill you. At least not literally.

### **Be realistic.**

Occasionally, for no apparent reason, your boyfriend will do something stupid. Why? Because he's human. Plus, he's a guy. And, yeah, it's a sexist stereotype, but it also happens to be true. There are guys out there who from time to time have been known to demonstrate a noticeable lack of communication skills. That's just reality. So if he's just committed a serious screwup (like, you drove an hour to watch his tennis match, which he forgot to mention was canceled), try to remain calm (assuming this isn't a repeat offense). Warning: If you're expecting an elaborate apology, you might be majorly disappointed.

### **Choose your battles.**

It's okay to get mad if he totally forgets your birthday. Go ahead and be grumpy if he cancels your date at the last minute to watch a special of the *Sports Illustrated*. Feel free to rant and rave if he shows up for only the reception part of your cousin's wedding. But blowing up dozens of times a day over lots of little things is counterproductive in two ways: First, it earns you a rep as a nag. Second, eventually your guy's going to start feeling like he can't do anything right. And how will he fix that? He'll quit trying.

### **Communicate.**

This is the biggie, the granddaddy of all relationship rules. If you're upset or pissed off about something and you just act upset or pissed off, eventually — if you're lucky — he might figure out that something is actually bugging you. Oh, he certainly won't think it's *him*. See, many guys have a convenient built-in defense mechanism that renders them unable to believe that things are their fault. Ever. You don't want to be a shrew, of course, but not only are you entitled to express dissatisfaction, it's practically the only way you're ever gonna get, well, satisfaction.

Which brings up an important point: He may *not* be the guy for you. If you wake up one day and realize you've been the Queen of Compromise, the Empress of Understanding, the Goddess of Fairness and Forgiveness — and he's been nothing but a lazy toad — give him the boot. Being the coolest couple around doesn't come easy. You both have to be willing to work at it.

From “*Seventeen*”

## Vocabulary

**crush on sb** — *сл.* захопитися кимсь

**peachy** — *сл.* надзвичайний, приголомшливий

**wacky** — *сл.* ненормальний; психований

**hoop** — *сл.* баскетбол

**social** — світський

**stuff you love** — те, що тобі подобається

**gasp** — утруднене дихання

**monster** — величезний

**pout** — надути губи

**mud** — *сл.* злісний, образливий вираз

**before you know it** — відразу

**blow off** — *сл.* учиняти скандал

**lame** — непереконливий

**poker-straight** — прямий як прут

**cute** — *розм.* гарненький, привабливий

**corkscrew** — спіраль

**urge** — сильне бажання

**screwup** — *сл.* похибка, помилка

**offence** — провина

**elaborate** — вишуканий

**go ahead** — повний вперед

**grumpy** — сердитий

**rant** — голосно обурюватися

**rave** — шаленіти

**Rep = reputation**

**nag** — причепа

**fix** — вийти із скрутного становища

**biggy** — *тут:* найголовніше правило

**pissed off** — *брут.* розлючений

**bug** — *сл.* дратувати

**render** — спричиняти стан

**shrew** — сварлива жінка

**toad** — огидна людина, гадина



# FAMILY PROBLEMS

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## Family Life in Britain

The condition of the British family is a frequent topic throughout Britain today. A typical British family used to consist of mother, father and two children. But in recent years there have been many changes in family life. Some of them have been caused by new laws, others are the result of social changes. For instance, as the law made it easier to get a divorce, the number of divorces has increased. In fact one marriage in every three ends in divorce, which gives rise to a lot of one-parent families. Society is now more tolerant of unmarried people, unmarried couples and single parents than it used to be some years ago. The majority of divorced people marry again and sometimes take responsibility for a second family.

Close relatives and members of a family groups — grandparents, aunts, uncles, cousins — keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to work, and so the family becomes scattered. The traditional season for the family reunion is Christmas when relatives travel many miles in order to spend it together.

In general, each generation is eager to become independent of parents in establishing its own family unit, and this fact can bring about social as well as geographical differences within the larger family group.

Another change in family life style to be mentioned has been caused by the fact that people are living longer nowadays, and many old people live alone following the death of their partners. As a result, there are many households which consist of only one person and children.

There are about 10 million old-age pensioners in Britain, of whom about 8 % cannot live entirely independently. The government gives financial help in the form of a pension but it is becoming more and more difficult for the normal economy to support the increasing number of elderly people. Nowadays more than half of all old people are looked after at home. Many others live in Old People's Homes, which may be private or state owned.

Relationships within the family undergo certain changes. Parents treat their children more as equals than they used to, and children have more freedom to make their own decisions. The father is more involved in the process of bringing up children, mainly because the mother goes out to work. Due to increased leisure facilities and more money modern life provides wider opportunities for the individual to take part in activities outside the home. Although the family holiday, which is usually taken in August, and often abroad, is still an important part of family life. Many children have holidays away from home, often with school or college friends or other organized groups.

## **Tough Kids, Tougher Calls**

**When your child is picked on, your urge is to phone the bully's parents. Should you do it?**

Not long after the telephone was invented, I assume, a call was placed. The caller was a parent saying, "Your child is bullying my child, and I want it stopped!" The bully's parent replied, "You must have the wrong number. My child is a little angel".

A trillion phone calls later, the conversation is the same. When children are teased or tyrannized, the parental impulse is to grab the phone and rant. But these days, as studies show bullying on the rise and parental supervision on the decline, researchers who study bullying say that calling moms and dads is more futile than ever. Such calls often lead to playground recriminations and don't really teach our kids any lessons about how to navigate the world and resolve conflicts.

Still, many of us can't resist. "My fantasy is to pick on parents the same way their kids have picked on my daughter", says Dandi Daley Mackall of Cinnamon Lake, Ohio, whose daughter, 18, has been teased about her speech impairments. Mackall has called parents but found them defensive or in denial.

When you call parents, you want them to “extract the cruelty” from their bullying children, says Laura Kavesh, a child psychologist in Evanston, Ill. “But many parents are blown away by the idea of their child being cruel. They won’t believe it”. In a recent police-department survey in Oak Harbor, Wash., 89 % of local high school students said they had engaged in bullying behavior. Yet only 18 % of parents thought their children would act as bullies.

In a new national PTA survey, 25 % of parents support contacting other parents to deal with bullying. But many educators warn that those conversations can be misinterpreted, causing tempers to flare. Instead, they say, parents should get objective outsiders, like principals, to mediate.

Meanwhile, if you get a call from a parent who is angry about your child’s bullying, listen without getting defensive. That’s what Laura McHugh of Castro Valley, Calif., did when a caller told her that her then 13-year-old son had spit in another boy’s food. Her son had confessed, but the victim’s mom “wanted to make sure my son hadn’t given her son a nasty disease”, says McHugh, who apologized and promised to get her son tested for AIDS and other diseases. She knew the chance of contracting any disease this way was remote, but her promise calmed the mother and showed McHugh’s son that his bad behavior was being taken very seriously. McHugh, founder of Parents Coach Kids, a group that teaches parenting skills, sent the mom the test results. All were negative.

If you feel you must call a parent, there are strategies. Keep in mind that parents view criticism of their kids as criticism of their parenting. Rather than call their child “your little monster”, say, “I’m worried about the relationship between our kids”. And be open-minded. Recess can sometimes be 20 minutes of whispering, mimicking, sneering. Who started what? Perhaps your child is less innocent than he contends.

Remember: Once you make a call, you might not like what you hear. If you have an itchy dialing finger, resist temptation. Put it in your pocket.

*TIME, Sunday, Apr. 14, 2002*



## Men's Lives

I agree with Ms. Syfers that there are many things about the traditional role of a wife that are both unpleasant and unfair. She seems to suggest, however, that men's lives are very pleasant. With this, I disagree. In fact, I think that women's lives are probably, on the whole, more pleasant and satisfying than those of men. For their own good, men in American society should try to change their way of life. We need not only women's liberation, but also men's liberation.

1. Many women in America feel that men have a better deal in our society than women do. When you look carefully at men's lives though, you may begin to wonder about that.

2. The difference begins with babies. Male babies are picked up, hugged, and talked to less. Even at this age, they are beginning to learn to be independent and to not need to be comforted when something bothers them. The trouble is, it's nice to be hugged and talked to. Male babies are missing out on something important.

3. Little boys continue to learn how to be "a real man". They are told that boys should not cry. Of course, it's natural to cry if you are hurt. So little boys try not to pay attention to how they feel. Later on, they will try to ignore other "feminine" feelings such as doubt or sadness. The boys will get so good at this that they may eventually not be aware of having any feelings at all.

4. Another important lesson for little boys is learned in sports. They see that people admire boys who are good in sports, so they try to work hard to be better than everyone else. If a friend is very good in sports, a boy will feel threatened, since the friend will appear more "manly", and thus better than he is. This doesn't encourage very close, warm feelings of friendship.

5. When boys become men, the competition that they experienced in sports is now found in their work. A man is usually respected if he earns a lot of money, so men do their best to continually get ahead, trying to be better than their "friends" at work. Then they will be the one to get that all important promotion. Many men have jobs that they dislike and that do not allow them to use any creati-

vity or natural ability that they may have. But work is not to enjoy; it is a way to prove that you are really a man.

6. A man may have gotten married and may have children, but he is often too busy working to spend much time with his family. His wife has to work hard at home, and perhaps outside the home as well, but at least raising children is rewarding work. The children will love their mother and the close relationship between them will last throughout their lives. All too often, the children don't even feel that they know their father very well. The father seems to be at work all the time. Even when he's at home, his years of repressing his feelings and distrusting others have not taught him how to communicate with people very well. He just seems to be the "strong, silent type".

7. So what exactly is there to envy about the life of a man? True, men have more positions of power in this country, and women should be given equal opportunities to obtain such positions. But that is hardly a reason to envy men. If their personal lives are unhappy, they are more to be pitied than envied.

8. Hopefully, the roles of women and men will change in our society. Just as women should learn to be more assertive, self-confident, and independent, men should learn to be more gentle, trusting, able to listen and to share. The happiest people will be those who have developed both the masculine and feminine sides of themselves.

## Comprehension exercises

### PREPOSITIONS

**Fill in the correct preposition for each blank space.**

1. Many women \_\_\_\_\_ America feel that men have a better deal \_\_\_\_\_ our society than women do.
2. The difference begins \_\_\_\_\_ babies. Male babies are picked \_\_\_\_\_, hugged, and talked \_\_\_\_\_ less.
3. The boys will get so good \_\_\_\_\_ ignoring feelings that they may eventually not be aware \_\_\_\_\_ having any feelings \_\_\_\_\_ all.
4. Another important lesson \_\_\_\_\_ little boys is learned \_\_\_\_\_ sports.
5. The wife has to work hard \_\_\_\_\_ home, and perhaps \_\_\_\_\_ the home as well, but \_\_\_\_\_ least raising children is rewarding work.

6. The children will love their mother and the close relationship \_\_\_\_\_ them will last \_\_\_\_\_ their lives.
7. Even when the father is \_\_\_\_\_ home, his years \_\_\_\_\_ repressing his feelings have not taught him how to communicate \_\_\_\_\_ people very well.
8. Hopefully, the roles—women and men will change \_\_\_\_\_ our society.

## COMMON EXPRESSIONS

Choose the correct expression for each blank space.

are good in	have a better deal	spend time
be comforted	pay attention to	self-confident
close relationship	a real man	get ahead
raising children	work hard	at all

- Many women in America feel that men \_\_\_\_\_ in our society.
- Even as babies, males are beginning to learn to be independent and do not need to \_\_\_\_\_ when something bothers them.
- Little boys continue to learn how to be \_\_\_\_\_.
- They will get so good at ignoring feelings that they may eventually not be aware of having any feelings \_\_\_\_\_.
- People admire boys who \_\_\_\_\_ sports.
- Boys try to \_\_\_\_\_ to be better than everyone else.
- A man is usually respected if he earns a lot of money, so men do their best to \_\_\_\_\_.
- The father is too busy working to \_\_\_\_\_ with his family.
- The children will love their mother and the \_\_\_\_\_ between them will last throughout their lives.
- Women should learn to be more assertive, \_\_\_\_\_, and independent.

## ROLEPLAYING

Choose one of the following situations to act out.

- A man is telling a woman why he wants to be a strong, dominant (“macho”) type of person. The woman tells him why he shouldn’t be that way.

2. Two men in the United States are discussing why their lives are very difficult.

3. A man from your native country and a man from the United States are comparing the types of lives that men have in the two places.

4. One parent is telling another why boys should be allowed to play with dolls and girls should be allowed to play with cars. The second parent disagrees.

5. A man is explaining to a woman why he sometimes thinks it would be nice to be a woman, and the woman is explaining why she sometimes would like to be a man.

6. Two men are discussing what they like and dislike about women.

7. Two women are discussing what they like and dislike about men.

8. A man who likes to play sports and one who doesn't are explaining to each other why they feel as they do.

9. A person who thinks competition is good is arguing with someone who thinks it is bad.

10. An adult is telling a little boy that it's fine to cry if he feels sad or if he gets hurt. The little boy isn't sure about this.

11. A man who wants to get a promotion at work is arguing with a friend who doesn't care about getting promotions.

12. A wife is telling her husband why he should spend more time at home.

### **For discussion and composition**

**Choose one of the following to discuss or write about.**

1. What are some unpleasant things about the lives of men in the United States? Mention competition, the lack of family life, the tendency to not express feelings, and so on.

2. What causes men to develop as they do? Mention how babies are treated, how parents treat boys compared to girls, the toys that boys play with, and so on.

3. In many countries, boys are encouraged to play with toy cars, but not with dolls, while girls are encouraged to play with dolls, but not toy cars. Is this good? Why?

4. Discuss the advantages and disadvantages of being a man.
5. Discuss the advantages and disadvantages of being a woman.
6. (For men) Do you have any “feminine qualities”? Is this good? Why?
7. (For women) Do you have any “masculine qualities”? Is this good? Why?
8. Compare men in your native country and men in the United States. Who has a better life? Why?
9. Discuss good and bad attitudes that people develop through sports.
10. Is there much competition between men in your native country? Is this good? Why?
11. Do men in your native country have close friendships with other men? Discuss and provide examples.
12. In this article, the writer is suggesting that men should be more “feminine” and that women should be more “masculine”. Do you agree? Why?

## A New Chapter

**Parent-child book groups can be a rewarding way for mothers and their sons to get on the same page**

1. On this Chicago night, four suburban mothers sip white wine and Diet Coke while dissecting Michael Chabon’s latest best seller. This could be any women’s book group, save for the four boys, ages 11 to 14, who keep scarfing popcorn, cracking jokes and voicing their comments about *Summerland*, Chabon’s highly touted children’s novel. When the moms admit some confusion over Chabon’s mystical baseball epic, Mason Marshall, 14, comes to their rescue. “A lot of it was mythology, Norse mythology and Indian mythology”, he explains through a mouthful of popcorn.

2. The natural offspring of book clubs for adults, parent-child discussion groups — such as this one, which meets monthly in

Wilmette, Ill.— have grown increasingly popular in recent years. Although the mother-daughter combination remains the most common configuration, mother-son, father-son and father-daughter groups also are coming together in libraries, bookstores and private homes across the country.

3. Shireen Dodson, author of *The Mother-Daughter Book Club* (HarperPerennial), says book groups encourage members to express their ideas and opinions openly without fear of judgment. Which means they're a great way to improve communication and understanding between parents and kids. That can be especially rewarding for mothers and sons who, as the boys grow older, may have fewer activities they share. "I was looking for ways to remain connected to Mason as he naturally — and with my support — began to separate from his dad and me", says Deb Claflin Marshall, a founding member of the Wilmette group. "This allows us to practice being adults together". For Dorothy Hemming and her son Neville, 12, the mother-son book group is "a way for us to be together other than my driving him around to sporting events". Neville, a hockey player and avid reader, says the group helps him to talk to his mother on a deeper level. "It's not just my asking her for something—I need this by Tuesday. I need you to sign this paper".

4. The Wilmette mother-son group formed about four years ago in response to the mother-daughter groups that were springing up around them. "A mother-son group seemed kind of quirky and fun", says Claflin Marshall. *Summerland*, which is 500 pages and drew mixed reviews from the group, is one of about 30 books they have read. The boys' tastes are, well, pure boy: heavy on science fiction and fantasy (think Norton Juster's *The Phantom Tollbooth* and Patricia C. Wrede's *Dealing with Dragons*). The moms' picks have included Laurie Halse Anderson's historical fiction *Fever 1793*, the story of a young girl during the yellow-fever epidemic in post-Revolutionary Philadelphia, and excerpts from Tom Brokaw's *The Greatest Generation*.

5. The women sometimes purposely select stories with female protagonists, books their boys might otherwise ignore. "As long as the story was good, it didn't matter who the protagonist was", says Lurene Thomas, mother of Henry, 11. "But he would never, never pick up a book with a girl on the cover to read". For his part, Henry says he didn't much care for *Fever 1793*. "It didn't matter that it had

a female character”, he says. “I just thought it was poorly written and not challenging at all”. Still, the mothers say that part of the fun of being in the group is challenging themselves and their sons to read books outside their favorite genres, thus giving all members better insight into one another.

The book club isn’t just about books and reading, however. After the discussions end, mothers and sons separate to gab and hang out. “If we just got up at the end of the book discussion and left”, says Joan Grossbart, mother of Matt, 13, “it would be a very different group”. Besides, who would finish off the Pinot Grigio and popcorn?

From the *Apr. 14, 2003 issue of TIME*

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READING 5

## Turning off T.V.: a quiet hour

**Many people in the United States spend most of their free time watching television. Certainly, there are many worthwhile programs on television, including news, educational programs for children, programs on current social problems, plays, movies, concerts, and so on. Nevertheless, perhaps people should not be spending so much of their time in front of the TV. Mr. Mayer imagines what we might do if we were forced to find other activities. It might not be such a bad idea!**

1. I would like to propose that for sixty to ninety minutes each evening, right after the early evening news, all television broadcasting in the United States be prohibited by law.

2. Let us take a serious, reasonable look at what the results might be if such a proposal were accepted. Families might use the time for a real family hour. Without the distraction of TV, they might sit around together after dinner and actually talk to one another. It is well known that many of our problems — everything, in fact, from the generation gap to the high divorce rate to some forms of mental illness — are caused at least in part by failure to communicate. We do not tell each other what is disturbing us. The result is emo-

tional difficulty of one kind or another. By using the quiet family hour to discuss our problems, we might get to know each other better, and to like each other better.

3. On evenings when such talk is unnecessary, families could rediscover more active pastimes. Freed from TV, forced to find their own activities, they might take a ride together to watch the sunset. Or they might take a walk together (remember feet?) and see the neighborhood with fresh, new eyes.

4. With free time and no TV, children and adults might rediscover reading. There is more entertainment in a good book than in a month of typical T.V. programming. Educators report that the generation growing up with television can barely write an English sentence, even at the college level. Writing is often learned from reading. A more literate new generation could be a product of the quiet hour.

5. A different form of reading might also be done, as it was in the past: reading aloud. Few pastimes bring a family closer together than gathering around and listening to mother or father read a good story. The quiet hour could become the story hour. When the quiet hour ends, the TV networks might even be forced to come up with better shows in order to get us back from our newly discovered activities.

6. At first glance, the idea of an hour without TV seems radical. What will parents do without the electronic babysitter? How will we spend the time? But it is not radical at all. It has been only twenty-five years since television came to control American free time. Those of us thirty-five and older can remember childhoods without television, spent partly with radio — which at least involved the listener's imagination — but also with reading, learning, talking, playing games, inventing new activities. It wasn't that difficult. Honest. The truth is we had a ball.

## Value discussion

**Answer the following questions. Then discuss your answers with your classmates.**

1. *What do you think of Mr. Mayer's proposal to turn off TV for sixty to ninety minutes every night?*

- a. It is a good idea.
- b. It is a bad idea.
- c. It would be good to try it.
- d. Other



2. *What would be the greatest advantage of turning off TV for an hour every night?*
  - a. People would talk to each other more,
  - b. People would spend more time outside
  - c. People would read more.
  - d. Other.
  
3. *How do you feel about television?*
  - a. It is good.
  - b. It is bad.
  - c. People watch it too much.
  - d. Other.
  
4. *What is the best thing about television?*
  - a. It gives people something to do.
  - b. It keeps young people off the streets.
  - c. It informs you about what is happening in the world.
  - d. Other.
  
5. *How much time do you spend watching T.V. every night?*
  - a. one hour;
  - b. two hours;
  - c. three hours;
  - d. other.
  
6. *How do you feel about the amount of time you spend watching TV?*
  - a. I spend too much time watching T.V.
  - b. I spend just enough time watching TV
  - c. I would like to spend more time watching T.V
  - d. Other.
  
7. *What is your favorite kind of T.V. program?*
  - a. police stories;
  - b. comedies;
  - c. news;
  - d. other.
  
8. *What do you think of the television watching habits of people in your native country (what they watch, how much TV they watch) compared to those of people in the United States?*
  - a. The people in my native country have better habits.
  - b. The people in the United States have better habits.
  - c. People in the United States watch more, but the programs are better.
  - d. Other.

9. *How do you feel about the way in which people communicate with each other?*

- a. People don't communicate enough.
- b. There is nothing wrong with the way people communicate.
- c. People talk to each other, but they aren't really friendly.
- d. Other.

10. *How do you feel about "therapy" (seeing a psychologist or therapist to talk about problems) as a way to help people communicate better?*

- a. It is a good thing to do.
- b. It doesn't help.
- c. People should talk to their friends instead
- d. Other.

11. *What do you think about using T.V. as an electronic babysitter for children?*

- a. It is a bad thing to do.
- b. There is nothing wrong with that.
- c. People don't do that.
- d. Other.

12. *What do you think about violence on TV?*

- a. There is too much violence.
- b. The amount of violence is not bad.
- c. I would like to see more violence.
- d. Other.

## **ROLEPLAYING**

**Choose one of the following situations to act out.**

1. A parent is explaining to a child why it is bad to watch too much television.

2. Mr. Mayer (or a female speaker) is explaining to a group (which can be the whole class) why television should be prohibited for one hour every night. The group can then ask questions.

3. Television has been prohibited for one hour every night. A family (father, mother, one or two children) are discussing what they are going to do for this hour.

4. A person who dislikes TV is arguing with someone who likes it about the advantages and disadvantages of watching TV

5. A person is telling a reporter why he or she never watches TV.
6. A person is explaining to a reporter why he or she spends a lot of free time watching TV.
7. A person whose career involves helping people to communicate (a therapist, counselor, marriage counselor, group leader) is telling a reporter (or a group of people) why it is important to communicate.
8. A person who feels that TV is used too much as an “electronic babysitter” is arguing with someone who disagrees.
9. Two people who disagree about whether there should be violence on TV arguing.

## What Do Men Want?

**The identity-swapping TNN is now trying to lure male viewers by appealing to their inner lad**

The men of America don't know it, but they have a problem. Sure, they make most of the money, hold most of the Senate seats and have most of the orgasms. But until now, there has been, scandalously, no cable network specifically set aside for them.

TNN also had a problem. Formerly the Nashville Network, in 2000 it decountrified and became the National Network. The name — which sent the resounding message “This network is available in all 50 states!” — left viewers unsure what TNN was, except those who thought it was still about Nashville and were surprised to find it running *Blind Date* instead of Tim McGraw videos. Once a perennial cable top 10, the network saw its ratings drop to 14th place by May.

On June 16, TNN proposes to solve both problems at once as it rebirths itself as Spike TV, “the first network for men”. TNN, which already drew a two-thirds-male audience with pro wrestling and sci-fi reruns, saw a chance to claim a new niche in cable. And it doesn't hurt that men, especially those under 35, are an attractive audi-

ence for advertisers, always on the lookout for another venue for Dumb and Dumberer ads. TNN picked Spike, says the network's president, Albie Hecht, because the name is "active", "smart and contemporary" and "unapologetically male" (as in, Is that a spike in your ratings, or are you just happy to see me?). But the choice led to some bad p.r. last week when director Spike Lee sued TNN, claiming it was associating itself with his name for "commercial gain". Somewhere, watching Nick at Nite in his den, Nick Nolte is kicking himself.

TNN's metamorphosis is an example of how media and marketing are reshaping the idea of American manhood. Once, the very idea of young men bonding over what it means to be a young man would have seemed pretty, well, womany. That changed with the resurgence of men's magazines like Maxim, which built a circulation of more than 2.5 million on a philosophy of manhood built on a love of gadgets, lowbrow jokes and almost naked starlets. (Not coincidentally, Maxim has expressed interest in starting a men's channel too.)

Spike's idea of what men want has a lot in common with Maxim's. For starters, it appears that Pamela Anderson would be perfect if only she had bigger breasts and was a cartoon. She provides the voice for Stripperella, an animated action show premiering June 26 about an exotic dancer who fights crime. Debuting the same night are *Gary the Rat*, with Kelsey Grammer as the voice of a lawyer who turns into a rodent, and a revival of the scatological toon *Ren & Stimpy*. Later Spike will roll out the celebrity-car show Ride with Funkmaster Flex, reality series with names like *Most Extreme Elimination Challenge* and a smattering of health and business news.

Cars, gross-out jokes, T. and A.—not the most elevated definition of manhood, but Hecht says it's all delivered with a wink. "[Men] know we're buffoons", he says. "We know that we can be made fun of". This notion is of a piece with the have-your-cheesecake-and-eat-it-too approach of men's TV from The Man Show to Coors' "Twins" beer commercials: we'll ironically acknowledge that we're drooling idiots in exchange for getting to look at boobies. But TV marketing coups don't necessarily appeal to viewers' better angels. The women's network *Lifetime* is one of cable's great success stories, largely on the strength of an endless succession of movies that portray women as rape and abuse victims. Its rival *Oxygen* launched in 2000 with an idealistic plan to target ambitious, educated femi-

nists — then found out that only about four of them felt the need to be empowered by a cable channel.

And while young men are not exactly underserved by TV (Comedy Central? Two ESPNs?), Spike may let them believe they are. “If we all worried about who was really underserved, we’d still have only ABC, CBS and NBC”, says Charlie Rutman, president of the ad-buying firm Carat USA. Like any well-targeted niche channel, Spike TV needs men to say, “I wonder what’s on Spike?” the way they say, “I wonder what’s on ESPN?” In Hecht’s marketing lingo, the idea is to build “an emotional connection to the brand”.

O.K., but if you’re targeting young guys, do you really want to throw around the phrase “emotional connection” like that? Hecht backpedals. “That’s not an on-air term”, he says. “Spike’s a great name for a dog. Spike will be man’s new best friend”. Catchy slogan, but Spike will also need strong marquee programs — more like *South Park* than *Gary the Rat* — if this dog is going to hunt.

From the *Jun. 16, 2003 issue of TIME magazine*

### **For discussion and composition**

**Choose one of the following to discuss or write about.**

1. Do you like movies? Why?
2. What is your favorite kind of movie? Why?
3. Tell about a movie that you have seen recently. Did you like it? Why?
4. Tell about the best movie you have ever seen.
5. Which do you prefer, movies or television? Why?
6. Do you agree that movies are a kind of escape? If so, is this good? Why?
7. Discuss another way in which people escape from everyday life and its problems — for example, watching TV, vacations, reading books, listening to music, drinking, drugs.
8. Do you like American movies? Why?
9. Do you like movies made in your native country? Why?
10. Compare American movies and those made in your native country.
11. Do you approve of violence in movies? Why?
12. What is your favorite pastime — movies, T.V., sports, reading, writing, silting in cafes, listening to music, visiting friends? Why?

13. What would be some advantages of turning television off for an hour every night?
14. Discuss the advantages and disadvantages of watching TV.
15. Do you think people watch too much TV? Discuss with examples.
16. Do you watch too much TV? Discuss with examples.
17. What kinds of programs do you like to watch on TV? Why?
18. Describe the television-watching habits of people in your native country or in the United States — for example, when they watch TV, what they watch, how much they watch, and so on.
19. Do you think that people do not communicate enough? Discuss with examples.
20. What are the negative effects of people failing to communicate with each other?
21. Discuss one or more ways to help people learn to communicate with each other better.
22. Do you feel that television is used too much as an “electronic babysitter”? Discuss with examples.
23. Do you feel that there is too much violence on TV? Why?
24. Do you think people used to be happier before television existed? Why?

## A Guide for Silver Spoon Parents

**Money is not the root of all evil — just money without values. You can help your kids appreciate both**

On page 89 of the new book *Silver Spoon Kids*, a guide for wealthy parents on how to raise fiscally responsible children, is a list of the 10 worst things you can say to your kids about money. Things like: We can't afford it, Time is money, and We'll talk about it later.

I wasn't guilty of them all, but enough to start me thinking. I want my kids to work hard, appreciate what they have and give to causes they believe in. Yet we live in an age when “affluenza” makes

the cover of Forbes, and young adults have serious credit-card problems. Does the fact that my daughter sees me whipping out my credit card several times a day mean she will be back on our doorstep with her hand out at age 25?

Hoping not, I dug into this book, written by Jon and Eileen Gallo, husband (he's an estate-planning attorney) and wife (she's a psychotherapist), who have spent the past 17 years raising their three kids. And I came away cautiously optimistic. The Gallos, it turns out, are realists. They believe it's normal for children to want everything they see on TV. They know that kids can be relentless. And they're not of the opinion that money is a bad thing; quite the opposite in fact. "We tell people money never hurt anyone", says Jon Gallo. "It's money without values that's the problem".

But how do you instill the right values in your kids? It's a matter of showing them three things, according to the Gallos:

Show them balanced behavior by separating wants from needs. One parent the Gallos worked with watched her daughter run down the Barbie aisle at Toys "R" Us and insist she "needed" a purple purse for her doll. The mother paused and said, "Your Barbie already has a pink purse. Do you think she needs a purple one too?" On her own, the little girl decided no.

Show them the money. Giving your kids money — an allowance when they're young and, the Gallos suggest, a prepaid credit card like Visa Buxx when they're teens — is key to teaching them how to live within their means as adults. Use the start of an allowance (or a raise) to discuss what your kids are expected to do: Are they responsible for buying their own candy at the movies, their own CDs at the mall? Are they expected to save some and give some away? (For youngsters, I've recently come across a terrific plastic piggy bank called the Money Savvy Pig. It's clear (so the kids can see money adding up) and has four slots, one each for saving, spending, investing and donating. You can get it on the Web at

<http://www.moneysavvygeneration.com/> for \$14,95.

Show them how to give. Particularly when they are young, they're open to the message that they need to help. Spend a morning stocking the shelves at a local food pantry. Walk with them for causes like breast cancer or heart disease. Help them count the change they save, then write a check for that amount to a charity they choose. And be sure to request that the thank-you note comes to them.





# THE GLOBALIZATION DEBATE

## Contents

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  2. Globalization, Jobs, and Incomes.
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-

**Pre-reading tasks:**

Think what you can say on the following problems.

Share opinions with your partners in the group.

- The role of global trade
- Benefits of globalization
- Concerns about globalization
- Globalization and the future
- Globalization and social changes

Try to concentrate on these problems while reading the following information. Be ready to talk on them by the end of the chapter.

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READING 1

## Prosperity or Impoverishment?

1. Is the shift toward a more integrated and interdependent global economy a good thing? Many influential economists, politicians, and business leaders seem to think so. They argue that falling barriers to international trade and investment are the twin engines that are driving the global economy toward ever-greater prosperity. They maintain that increased international trade and cross-border investment will result in lower prices across the board for goods and services. They believe that globalization stimulates economic growth, raises the incomes of consumers, and helps to create jobs in all countries that choose to participate in the global trading system.

2. The arguments of those who support globalization have considerable foundation. There are good theoretical reasons for believing that declining barriers to international trade and investment do stimulate economic growth, create jobs, and raise income levels. Moreover, considerable empirical evidence supports this theoretical position. Nevertheless, despite the existence of a compelling body of theory and evidence, over the last few years globalization has been the target of a growing number of critics. We

would be remiss if we did not mention their concerns. Here we highlight the main themes of the emerging debate about the benefits and costs of globalization.

## Globalization, Jobs, and Incomes

### Terms:

NAFTA — North American Free Trade Agreement

WTO — World Trade Organization

1. One frequently voiced concern is that falling barriers to international trade destroy manufacturing jobs in wealthy advanced economies such as the United States. The basic thrust of the critics' argument is that falling trade barriers allow firms to move their manufacturing activities offshore to countries where wage rates are much lower. Barlett and Steele, two journalists for the *Philadelphia Inquirer* who have gained notoriety for their attacks on free trade, cite the case of Harwood Industries, a U.S. clothing manufacturer that closed its U.S. operation, where it paid workers \$9 per hour, and shifted manufacturing to Honduras, where textile workers receive 48 cents per hour. Because of moves like this, argue Barlett and Steele, the wage rates of poorer Americans have fallen significantly over the last quarter of a century.

2. Supporters of globalization reply that critics such as Barlett and Steele miss the essential point about free trade — the benefits outweigh the costs. They argue that free trade results in countries specializing in the production of those goods and services that they can produce most efficiently, while importing goods that they cannot produce as efficiently from other countries. When a country embraces free trade there is always some dislocation — lost textile jobs at Harwood Industries, for example — but the whole economy is better off as a result. According to this view, it makes little sense for the United States to produce textiles at home when they can be

produced at a lower cost in Honduras or China (which unlike Honduras, is a major source of U.S. textile imports). Importing textiles from China leads to lower prices for clothes in the United States, which enables U.S. consumers to spend more of their money on other items. At the same time, the increased income generated in China from textile exports increases income levels in that country, which helps the Chinese to purchase more products produced in the United States, such as Boeing jets, Intel-based computers, Microsoft software, and Motorola cellular telephones. In this manner, supporters of globalization argue that free trade benefits all countries that adhere to a free trade regime.

3. Having said this, supporters of globalization do concede that the wage rate enjoyed by unskilled workers in many advanced economies has declined in recent years. For example, recent data from the Organization of Economic Cooperation and Development suggest that since 1980 the lowest 10 percent of American workers have seen a drop in their real wages (adjusted for inflation) of around 20 percent, while the top 10 percent have enjoyed a real pay increase of around 10 percent. Similar trends can be seen in many other countries.

4. While critics of globalization argue that the decline in unskilled wage rates is due to the migration of low-wage manufacturing jobs offshore and a corresponding reduction in demand for unskilled workers, supporters of globalization see a more complex picture. They maintain that the decline in real wage rates of unskilled workers owes far more to a technology-induced shift within advanced economies away from jobs where the only qualification was a willingness to turn up for work every day and toward jobs that require employees to possess significant education and skills. They point out that within many advanced economies there is a shortage of highly skilled workers and an excess supply of unskilled workers. Thus, growing income inequality is a result of the wages for skilled workers being bid up by the labor market and the wages for unskilled workers being discounted. If one agrees with this logic, a solution to the problem of declining incomes is to be found not in limiting free trade and globalization, but in increasing society's investment in education to reduce the supply of unskilled workers.

5. A second source of concern is that free trade encourages firms from advanced nations to move manufacturing facilities offshore to less developed countries that lack adequate regulations to protect labor and the environment from abuse by the unscrupulous. One point often made by critics is that adhering to labor and environmental regulations significantly increases the costs of manufacturing enterprises and puts them at a competitive disadvantage in the global marketplace vis-a-vis firms based in developing nations that do not have to comply with such regulations. Firms deal with this cost disadvantage, so the theory goes, by moving their production facilities to nations that do not have such burdensome regulations or fail to enforce the regulations they have on their books. If this is the case, one might expect free trade to lead to an increase in pollution and result in firms from advanced nations exploiting the labor of less developed nations. This argument was used repeatedly by those who opposed the 1994 formation of the North American Free Trade Agreement (NAFTA) between Canada, Mexico, and the United States. The vision they painted was one of U.S. manufacturing firms moving to Mexico in droves so that they would be free to pollute the environment, employ child labor, and ignore workplace safety and health issues, all in the name of higher profits.

6. Supporters of free trade and greater globalization express serious doubts about this scenario. For a start, they point out that tougher environmental regulations and stricter labor standards go hand in hand with economic progress. In general, as countries get richer, they enact tougher environmental and labor regulations. Since free trade enables developing countries to increase their economic growth rates and become richer, this should be correlated with the introduction of tougher environmental and labor laws. In this view, the critics of free trade have got it backward — free trade does not lead to more pollution and labor exploitation, it leads to less! Moreover, supporters of free trade point out that it is possible to tie free trade agreements to the implementation of tougher environmental and labor laws in less developed countries. NAFTA, for example, was passed only after side agreements had been negotiated that committed Mexico to tougher enforcement of environmental protection regulations. Thus, supporters for free trade argue that factories based in Mexico are now cleaner than they would have been without the passage of NAFTA.

7. Supporters of free trade also argue that business firms are not the amoral organizations that critics suggest. While there may be a few rotten apples, the vast majority of business enterprises are staffed by managers who are committed to behave in an ethical manner and would be unlikely to move production offshore just so they could pump more pollution into the atmosphere or exploit labor. Furthermore, the relationship between pollution, labor exploitation, and production costs may not be that suggested by critics. In general, a well-treated labor force is a productive work force, and it is productivity rather than base wage rates that often has the greatest influence on costs. Given this, in the vast majority of cases, the vision of greedy managers who shift production to low-wage companies in order to “exploit” their labor force may be misplaced.

8. A final concern voiced by critics of globalization is that in today’s increasingly interdependent global economy, economic power is shifting away from national governments and toward supra-national organizations such as the World Trade Organization (WTO), the European Union, and the United Nations. As perceived by critics, the problem is that unelected bureaucrats are now sometimes able to impose policies on the democratically elected governments of nation states, thereby undermining the sovereignty of those states. In this manner, claim critics, the ability of the national state to control its own destiny is being limited.

9. The World Trade Organization is a favorite target of those who attack the world’s headlong rush toward a global economy. Critics frequently cite the WTO arbitration panel, which can issue a ruling instructing a member-state to change trade policies that violate WTO regulations. If the violator refuses to comply with the ruling, the WTO allows other states to impose appropriate trade sanctions on the transgressor. As a result, according to one prominent critic, the U.S. environmentalist and consumer rights advocate Ralph Nader.

10. Under the new system, many decisions that affect billions of people are no longer made by local or national governments but instead, if challenged by any WTO member nation, would be deferred to a group of unelected bureaucrats sitting behind closed

doors in Geneva (which is where the headquarters of the WTO are located). The bureaucrats can't decide whether or not people in California can prevent the destruction of the last virgin forests or determine if carcinogenic pesticides can be banned from their foods; or whether European countries have the right to ban dangerous biotech hormones in meat. At risk is the very basis of democracy and accountable decision making.

11. In contrast to Nader's inflammatory rhetoric, many economists and politicians maintain that the power of supranational organizations such as the WTO is limited to that which nation states collectively agree to grant. They argue that bodies such as the United Nations and the WTO exist to serve the collective interests of member-states, not to subvert those interests. Moreover, supporters of supranational organizations point out that in reality, the power of these bodies rests largely on their ability *to persuade* member-states to take a certain action, if these bodies fail to serve the collective interests of member-states, those states will withdraw their support, and the supranational organization will quickly collapse. In this view then, real power still resides with individual nation states, not supranational organizations.

### **Critical Reading**

1. In what ways is this article what you expected? Was there anything in the article that you did not expect? Are there statements in the article that you do not believe either because you do not have enough information or because of your personal experience?

2. For what kind of a magazine do you think this article was written? Who is the audience? Find parts of the article to support your opinion.

### **Writing task:**

Write down one sentence from each paragraph that can be viewed as a key one for understanding the whole paragraph.

### **Discussion:**

Discuss your ideas in small groups and then have a class discussion.

Prepare short reports about various aspects of globalization and deliver them in a round table discussion.

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# Globalization and the University

by Peter Scott, Vice-Chancellor, Kingston  
University, United Kingdom  
52nd Bi-Annual Conference — Valencia, 28–29 October 1999

*Keynote speech*

## INTRODUCTION

1. Globalization is perhaps the most fundamental challenge faced by the University in its long history — more serious than the challenge posed to the medieval university by the rise of humanism and later the Scientific Revolution; more serious than the challenge posed to the universities of the *ancien regime* by Revolutionary Europe, or by the industrialization, urbanization and secularization that followed in its wake; more serious even than the challenge posed by totalitarianism in our own century (now at its end).

2. What is at stake now in the age of globalization is the survival of the University as a recognizable institution. The forces of globalization are refashioning not only economic structures and life-styles; they are also challenging the authority of the national state (in which, we should remember, so many of our notions of civic and democratic rights are embedded); they are penetrating deeply into the private world of informal associations, communities and families — and even, deeper still, into the intimate world of personal identity. If globalization is having such a radical impact on the great institutions (and ideas) of the modern world — the Market, the State, the Individual — surely is it not likely to have equally radical impact on that other great institution and idea — the University?

3. But what is that impact likely to be? To put it simply, will the University thrive or will it wither away in this new global environment? Will it reach new heights as the leading knowledge institution in a Knowledge Society, or will it be superseded, by-passed, by more



vigorous rivals (some of which, of course, may steal our name as a convenient “brand”)? And will the University of the 21<sup>st</sup> century, of the new millennium, be anything like the universities that have existed up to this point in history? This address is divided into three main sections:

FIRST, a clear distinction will be drawn between internationalization, a condition with which universities have always been comfortable, and globalization, a much more volatile and turbulent phenomenon.

SECOND, the idea of the Knowledge Society, which is intimately related to globalization, will be discussed. This is not simply a technological, or even a socio-economic, phenomenon, but an intellectual and cultural one as well.

THIRD, and finally, the implications of both globalization and the Knowledge Society for the University will be considered. What will happen to its conservative, and preservative, responsibilities in such a volatile environment — or will the University become exclusively an agent of movement, change, innovation?

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READING 4

## Internationalization and Globalization

1. It is necessary to draw a sharp distinction between internationalization and globalization. This is an important distinction because the university, of course, has always been an international institution (although not as “international” as we like to think) but it has never been a global institution — if only because globalization is an entirely new phenomenon.

Internationalization reflects a world-order dominated by nation states. As a result it has been deeply influenced by the retreat from Empire, and the persistence of neocolonialism, and by the geo-politics of Great Power rivalry (notably the Cold War). In the context of internationalization the inequalities between rich North and poor South remain prominent — whether the intention is to alleviate these inequalities through aid or exploit them by trade. The empha-

sis continues to be on strategic relationships. And higher education is not an exception. The recruitment of international students, staff exchanges and partnerships between universities in different, countries are all conditioned to a significant extent by this geo-political context.

Globalization is a very different phenomenon. It reflects not only the processes of global competitiveness — between, for example, the great “market” blocs of the United States, the European Union and the Pacific Rim nations. It also involves intensified collaboration, as a global division of labour between low-cost mass manufacture and services provision (largely, but not exclusively, centered in the poorer South) and high-value technology and innovation (located mainly in the rich North, but with some intriguing deviations). The result, therefore, is not a stable world-order of Great Powers and their allies and client states, however dangerously that stability was achieved. Instead globalization implies a radical re-ordering of this world-order as new regional blocs emerge as old enemies become new allies (and *vice versa*); and as national boundaries are rendered obsolete by the transgressive tendencies of high technology and mass culture.

2. So globalization cannot be regarded simply as a higher form of internationalization — for three main reasons:

FIRST, internationalization presupposes the existence of established nation states: globalization is either agnostic about, or positively hostile to, nation states;

SECOND, internationalization is most strongly expressed through the “high” worlds of diplomacy and culture; globalization in the “low” worlds of mass consumerism and global capitalism;

THIRD, internationalization, because of its dependence on the existing (and unequal) pattern of nation states, tends to reproduce, even legitimize — hierarchy and hegemony; globalization, in contrast, because it is not tied to the past, because it is restless, even subversive, force can address new agendas — of global climate change, world-wide pollution, sustainable technologies and (most important of all) the inequalities between North and South (and also within nations).

3. For the university all this presents a radical challenge. In a rhetorical sense, of course, internationalism has always been part of

the life-world of the university. From the very start the University was defined as an international institution. But we must be careful not to accept this internationalist rhetoric at its face value. When the university first emerged as a distinctive institution in the High Middle Ages, its heartland was confined to a particular part of Europe — very similar; in fact, similar to that part of Europe that today comprises the territory of the European Union (which may not be entirely coincidental). It also emerged into a world in which nation-states did not yet exist in a form we would recognize them. In that sense the university could not be an “international” institution. Rather it shared an archaic notion of “universalism” with other institutions of medieval Europe — the Holy Roman Empire and, of course, the Catholic Church.

4. The contemporary university, however, is the creature of the nation state not of medieval civilization. It was during the early modern period, between the Renaissance and the coming of the Industrial Revolution, that the university took on many of its present functions — servicing the professional needs and ideological requirements of the new nation states of Europe and, later, of the world. And it was in the nineteenth and twentieth centuries that the university acquired its identification with science and technology (although only belatedly: the university contributed little to the processes of industrialization and urbanization, the key elements in the making of the modern world, until fairly late in the nineteenth century). And it was even more recently, in the years after 1945 and (most decisively) 1960, that the university came to be embraced within a wider democratic movement aimed at expanding educational opportunity. The modern university, therefore, is a national and a novel institution. Three-quarters of the extant universities, even of universities in Europe, its ancient heartland, have been established since 1900; half since 1945.

5. Before it could become an international institution the university had first to become a national institution just as internationalization presupposes the existence of nation states. The internationalization of the university has taken two main forms.

- The first cannot be separated from the history of EMPIRE. One of the first acts of the Puritan settlers of New England

was to establish Harvard College in 1638, just as it had been among the first acts of the Spanish colonial administrators to establish universities in Mexico City and Lima 70 years earlier. Well into the twentieth century the processes of modernization and imperialism were deeply entwined.

- The second form arose from the prestige of “objective” (and, therefore, “universal”) SCIENCE with which the University came to be associated in the course of the 19th and especially 20<sup>th</sup> centuries. So it was able to build a new form of internationalism based on science. But even that was unhealthily dependent on the ideological and technological dynamics of Great Power rivalries. It may be no coincidence that the post-war Golden Age of the university was also the period of the Cold War.

6. Even, (or especially) today, universities are still locked into national contexts, they are state institutions. As a result they may be bypassed by the new currents of globalization — and more generally, of post-industrial change. Indeed they can be regarded as classic “Fordist” institutions still preoccupied with the large-scale production of public-service, professional and business elites (despite three decades or more of massification). As a consequence, the universities are fundamentally challenged by globalization in three main ways:

- First, because of their close identification with the promulgation of national cultures;
- Second, because of the standardization of teaching through the impact of communication and information technology, and the emergence of global research cultures and networks; and
- Third, because global markets have undermined high-public expenditure welfare states on which they depended for the bulk of their income.

7. Of course, it is possible to argue that universities can reach back into their earliest memories and construct models of transnational co-operation to apply to the new situation they face. They still possess global affinities, international networks, which, although developed with very different purposes in mind, may still be useful. Certainly on a regional basis these old associations can be resurrected, as they are being in Europe. Furthermore, the university at any

rate has the potential to become the leading institution in the Knowledge Society as the primary location at which symbolic goods are, if not produced, at least conceived and designed.

### **Critical Reading**

1. In what ways is this article what you expected? Was there anything in the article that you did not expect? Are there statements in the article that you do not believe either because you do not have enough information or because of your personal experience?

2. For what kind of a magazine do you think this article was written? Who is the audience? Find parts of the article to support your opinion.

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READING 5

## **The Knowledge Society**

1. This is the second topic I wish to address this morning — the nature of the society that is variously labelled “post-industrial”, “network”, “risk”, “information”, “knowledge”. I want to talk about four things under this second heading:

- Two rival accounts of this future (and present) society — is it the culmination of modernity and technology or their rejection?
- The decay — or, rather, transcendence — of the great categories (and institutions) of modernity — the State, Culture, the Market (and also the University?);
- The “abolition” of time and space and their recombination in novel ways;
- The emergence of new paradigms of knowledge production, which challenge the dominance of Science.

### **TWO ACCOUNTS OF SOCIAL CHANGE**

2. There are two broad accounts of this new kind of society. The first has been around since at least the 1960s, and is the staple of

social-theory futurologists and business gurus. This account emphasizes the centrality of “knowledge” — in essence, technology. This new kind of society is seen as the linear extension, the culmination, of modern industrial society. The shadows of “dark Satanic” industrialization are dispersed by the rise of new “knowledge” enterprises; the rough work of productive labor is relieved by the rise of playful consumerism; the tensions of urbanization are replaced by “dispersed” living and tele-working; the bloody rivalry of nation states are succeeded by a peaceful globalization; class hierarchies by the welfare state; and so on. Linked to this is the belief in the triumph of democratic capitalism — the challenge of Communism having been successfully confronted and social democratic alternatives largely absorbed into the “Third Way”.

3. The second account is very different. The dismantling of industrial society — along with its physical and bureaucratic structures — is seen not as leading on to a higher form of society, kinder and cleaner, but as leading back to older, and darker, forms of social and economic organisation. The despoiling of the environment, natural and man-made; the destruction of communities rooted in shared experiences of industrialisation and urbanisation; the denial of collective responsibilities implied by all the great political and social movements of 19<sup>th</sup> and 20<sup>th</sup> century Europe — these are the characteristics of the post-industrial order. The empowered citizen and the dignified worker have been diminished to mere consumers, manipulated by global forces. Risks have proliferated — uncontrollably.

4. The University, for obvious reasons, is much more comfortable with the first of these accounts than the second. After all, through its role in research, it is the source of much of the innovation on which the Knowledge Society depends. But the University is also the source of the darker thoughts, which characterise the second account.

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## The Erosion of Institutions

1. Let me now consider a further issue — what is happening to institutions and, in particular, grand over-arching institutions such as the State, Culture, the Market. These are categories that have structured the modern world. But today they appear to be becoming increasingly unstable, even fuzzy.

- The nation State, at any rate in its classic welfare-state form, is now a beleaguered institution — assailed by globalisation (whether multi-national corporations or Greenpeace); weakened by pressures for greater privatisation; and tempted to transform itself into a “market” institution;
- Much the same has happened to the market — now more metaphor than mechanism. Once a comparatively straightforward dynamic, it has become a web of complex relationships and negotiations. Far from being “outside” politics and society, the market is embedded in them, now radically politicised and socialised. But the market is also radically reshaping them.
- Similarly with the culture. Once seen (perhaps misleadingly) as a domain or aesthetic autonomy, the counterweight to politics and market-place, it has become an arena of intense market exchanges in the new cultural-goods economy.

As a result the frontiers between State, Market and Culture have been breached. They are more and more difficult to tell apart. As a result, State institutions, Market institutions and Cultural institutions are also more difficult to distinguish. The University, for example, is all three. And, more radically still, the very idea of stable institutions is being undermined by technological innovation and organisational volatility.

2. A further thought: if the forms of socialisation, credentialisation, professionalisation and institutionalisation that are typical of modern society are becoming increasingly anachronistic, if its functional differentiation is becoming increasingly dysfunctional, what does this mean for the university — an institution which has been

intimately associated with these processes? The link between the growth of modern higher education systems and the development of a professional, or expert, society is perhaps too tight to be abandoned without radical disturbance.

### **Critical Reading**

1. In what ways is this article what you expected? Was there anything in the article that you did not expect? Are there statements in the article that you do not believe either because you do not have enough information or because of your personal experience?

2. For what kind of a magazine do you think this article was written? Who is the audience? Find parts of the article to support your opinion.

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READING 7

## **Time and Space**

1. Closely linked to this instability and ambiguity is our changing conceptions of time and space. There is not time to enter the intriguing theoretical debate about the abolition (and also manipulation) of time, the annihilation of space and their effective re-combination in a single category of time-space. Nor is there really time to discuss the technologies, communications and information and social technologies that are bringing this about. All I want to do is to consider their implications for the university, one of the most resilient and prominent institutions of the modern world. The first issue is crucial because, for all its international traditions and despite successful experiments in “distance” education and “distributed” learning, the university still has a very strong sense of place. It is somewhere students come to (or from which others are excluded?). Its physical presence, whether spread around a city or on an out-of-town campus, is still very powerful.

2. And the university is more than a place; it is also a space, a relatively autonomous space protected from the transgressions of



politics or the market, a space in which free inquiry and critical learning can flourish. However, in the post-industrial, post-modern, post-Fordist world in which time and space have been collapsed into a single category there may no longer be room for either “places” or “spaces”. The idea of relatively autonomous “spaces” is also challenged by the emergence of new paradigms of knowledge production, which is the next subject I would like to consider.

## **New Paradigms of Knowledge Production**

1. Just as the State, Culture and the Market are being (in some sense) de-constructed, so too is the idea of Science. It is not simply that old canons of knowledge are being challenged and alternative knowledge traditions are now recognized (women’s writing, black history and so on), or that advances in experimental techniques are transforming the methods of Science. New paradigms of knowledge production are developing which emphasize:

- The crucial importance of context — not simply in terms of the end-uses of Science; not only in terms of helping to define scientific problems and to select appropriate methodologies; but by re-defining reliable knowledge as knowledge that is socially robust.
- The proliferation of research communities: not only have advances in communication and information technologies enabled research collaboration to take place on a global scale, but also these new communities embrace socially distributed “researchers”.

2. In one sense the implications of these new paradigms of knowledge production for the University can be contained by placing greater emphasis on knowledge transfer and applied research. This tactic is apparent in university and research policy in many

countries. But it only works up to a point. Just as the decay of Empire has tended to compromise the old forms of internationalization from which the University benefited, so any weakening of the prestige and questioning of the authority of Science are likely to compromise the University's alternative claims of universalism. But it can be argued that to the extent the growth of mass higher education systems has been accompanied by a parallel democratization of knowledge (social diversity has stimulated academic pluralism), the University is now able to accommodate itself more comfortably to new these paradigms of knowledge production. However, even that argument can be turned against the University — and transformed in charges of “dumbing down” or *trahison des clercs*.

3. My argument so far has been that globalisation is different from internationalisation and that globalisation is a far-reaching phenomenon which cannot be separated from the growth of new forms of society (in which traditional institutions may have a smaller part to play and in which time and space have been radically transformed) and the emergence of new paradigms of knowledge production. In this extended form globalisation has fundamental implications for the University, some of which I have already mentioned. I would now like to turn to the third, and final, part of my talk and address more directly the future of the University.

## Universities in Transition

1. Let me return for a moment to the two rival accounts of social — or global — change that I mentioned earlier. If the first is preferred, the university becomes a dynamic cutting-edge institution. Not only will it be a primary provider of the scientific and technical knowledge and professional skills on which advanced economies will depend to generate future wealth and to improve the quality of social and individual life; the university will also offer alternative, and fairer and more rational, principles for social stratification. In

combined with the idea of “movement”, the wider projects of progress, opportunity, emancipation, modernity, innovation. We have become so used to this idea of the University that we can barely recall its “other face” as an institution of order (not innovation), of hierarchy (not access), of autonomy (not accountability). To attempt to recall it now, in the turbulent environment of globalization and the Knowledge Society, seems absurd.

4. And the pace of change, the tempo of innovation, have never been more rapid than in the past three decades. The modern university is quite unlike the university of the mid-twentieth century. Student numbers have doubled or trebled. And students are no longer drawn predominantly from privileged social groups, nor are they any longer destined to occupy elite positions or follow elite careers (if there are such careers, or indeed any careers, still to be followed). Although not completely broken, the linkages between universities and national elites have been radically modified. New institutions have been established, or re-labelled as universities, which do not share the attributes of traditional universities. New subjects, new curricula, new teaching (and learning) technologies, new conceptions of science and knowledge — have swept into, and through, the university. And a fundamental shift has taken place in the organisational character of universities. They have become big corporate bureaucracies. In almost every sense the university has been transformed.

5. Two conclusions are drawn from this by most people. The first conclusion is that not only the University’s core mission out its exclusive mission is to promise innovation; and the second conclusion is that the University’s adaptability in the past suggests that even in the new global environment of the future it will continue to be the leading knowledge organisation. I believe it is at least worth considering the possibility, that neither is true — that, in a fractured and dislocated society the University’s other responsibilities as the guardian of academic order, of stabilization may become more important, and that, the scale of the transformation, required to complete successfully in the global Knowledge Society may be beyond the University’s capacity to adapt. Or — let me rephrase what I have just said — that the University should not try to do

earlier generations, nations calibrated their greatness in terms of their conquests and colonies, and their prestige in terms of the brilliance of their cultures. In the Knowledge Society universities will become key agencies (perhaps the key agencies) of national self-esteem and global competitiveness. And their social significance will increase as greatly. Universities will not only become large-scale redistributors of cultural capital, as they have imperfectly become in our present age, but will themselves define, validate and even generate such capital — in the shape of credentials that substitute for the older demarcators of class, gender and race.

2. But if the second account is preferred, the rate of the university appears in a rather different light. In the flux of the Knowledge Society, in which “knowledge” itself has slipped its moorings and in which the constitution of ‘society’ is both contested and shapeless, that role may amount to being the main institution of stabilisation. That stabilisation cannot take the form of a reaffirmation of elite culture or a regression to the university’s traditional role in the production and reproduction of social and technical elites. The first, elite culture, will be part-anachronism and part-commodity. The second, the reproduction of elites, may also be a vain, even reactionary, endeavour — because elites, where they continue to exist, will have become so volatile as to be insubstantial; and because these elites will be denominated not so much in terms of graduate credentials but of ephemeral life-styles. Instead this stabilisation role may need to take the form of the university acting as a mediator, and interpreter, between the “expert” systems that will litter the global (and, increasingly, “glocalised”) economy on the one hand and on the other the intensifying individualisation of life-chances and life-styles.

3. This contrast between the role of the University as an institution of movement (or innovation) and the University as an agency of stabilisation (or preservation) is not new. The University is, at once, among the most stable and the most dynamic institutions of the modern world. From their earliest origins in Bologna, Paris and Oxford during the high Middle Ages universities were institutions of remarkable novelty; for the first time discrete “knowledge” institutions had been created. Modern universities are now inescapably

everything itself (our instinct based on the triumphant experience of the second half of the 20<sup>th</sup> century), but instead to work in broad coalitions with other institutions.

6. Why do I say that? There are *three main reasons*. The **first** is that novel forms of knowledge organisation are developing. Of course, both high-level training and high-level research have always taken place outside the University and the public research system. The rule-of-thumb estimate always is that in the United States the so-called “corporate classroom” is as big as the entire higher education system — and the significance of research, even pure research, in the private sector has never been in question. However, the explosion of “corporate universities” is doubly important. It is important in terms of numbers because growth-rates are much higher than in the formal educational system (especially in business and management and IT); and it is important because the increasing adoption of the term ‘university’ is both a threat and a compliment. Its use is a compliment because it demonstrates the strength of the “university” brand (although the fact that the University is now a “brand” is a demonstration of how pervasive post-modern consumer culture has become). But the use of the term “university”, however loosely, is evidence of how transgressive and volatile institutional categories have become. (Established universities, of course, have played their part in these transgressions by establishing hybrid partnerships with other kinds of institution).

7. It is too early to say how important the overall impact of “corporate universities” will be. They are still largely confined to the United States — which, of course, also has the most mature higher education system (maybe not a coincidence). But they strike me as compelling evidence of the commercialisation of higher education. Because Governments are urging public universities to behave more entrepreneurially, they will be far more reluctant to curb the activities of “corporate universities” than in the past — even if, under conditions of globalisation, they had the effective power to do so (which is doubtful). The growth of “corporate universities” is also evidence of the changing economy of higher education — in terms of course delivery, human resources and organisational structures. It is probably not an accident that “corporate universities” and “virtu-

al universities” are so often linked. And, of course, “corporate universities” are only the lip-of-the-iceberg. The most powerful rivals of the University in the next century will be the mass-media and entertainment industries or consulting firms, which can organise themselves into global alliances far more easily than universities.

8. My **second reason** for questioning the instinctive assumption that the University will dominate the global economy and Knowledge Society of the future relates to the changing economy of higher education. The present configuration of academic activities within the institutional framework of the University — undergraduate education (until recently reserved to social elites), higher professional training, scientific research — may reflect an anachronistic economy. There have always been tensions between these different functions (notably between teaching and research), but on the whole they were glued together by common professional structures, shared academic values, traditional technologies of delivery, common regulatory regimes and (perhaps) economies-of-scale. In short all these functions were bundled together in the University for essentially pragmatic reasons.

9. But these old constraints may be weakening not simply (and banally) because of advances in communication and information technology but also because the gravity of institutionalisation as a whole may be growing feebler. If you also take into account the emergence of new and pluralistic paradigms of knowledge production, the case for the University hanging together may be much weaker. So the threat may not come from *new* kinds of “university”, but from *no* kinds of university. Maybe in a society pervaded by knowledge we will no longer need universities — at any rate, as they currently (or conceivably?) exist.

10. My **final reason** for at least wanting to question the conventional wisdom about the onward-and-upward path of the University in the Knowledge Age is that coalitions, partnerships and networks are becoming more important than institutions, and systems are in decline. The University has been able to survive as a distinctive institution, and powerful idea, in an age of “higher education” (even of mass higher education). But can it survive the transition to the age

of “lifelong learning”? “Lifelong learning” will be the business of many different agencies, organisations and institutions. It will no longer be the unique business of the university (or of institutions that are very like universities). Instead it will be highly distributed — socially and globally — as knowledge production is rapidly becoming. Indeed our present demarcation between knowledge production, or research, and knowledge dissemination or transfer, or teaching, may be breaking down as well.

11. “Higher education” still required the creation and maintenance of autonomous spaces, insulated to some degree both from politics and the market — and so of separate and distinctive institutions. So did research. In contrast “lifelong learning” requires the breaking-down, certainly the transcendence, of traditional institutional boundaries. So does knowledge production. Both depend upon, at the very least, ever-closer partnerships between different types of institutions and organisations or, more radically, on their replacement by new webs of relationships and activities that cannot easily be contained within institutional structures. The University, therefore, may need to redefine itself as a mere partner without special privileges or pretensions in much broader “learning” (and researching?) coalitions, or as strands in such a web.

## **Conclusion**

What conclusions, then, do I draw? Essentially that universities will have to work very hard to adapt to the new age of globalisation that is dawning. If they are not flexible enough, they may become redundant — relegated to the sidelines by new kinds of education-tainment organisations, or merely as primary producers of academic materials that are processed, packaged, disseminated by global corporations. But if they are too flexible, they may cease to be universities, at any rate in a recognisable form. If they abandon their commitment to liberal learning, to critical knowledge, to disinterested scholarship and science — in other words if they, sacrifice their core, their fundamental values on the altar of novelty — universities may not be worth defending. So the universities of the 21<sup>st</sup> century, of the new millennium, will have to walk a narrow path between obsolescence and abandonment. But, let me not end on such a sombre note. Of

all the institutions created by human effort it is difficult to find one more benevolent, more creative, more emancipatory, more dynamic than the University. It is hard to believe that such an institution will cease to be central to our aspirations, individual and collective. Rather, surely, it will be more important than ever. Thank you.

### **Critical Reading**

1. In what ways is this article what you expected? Was there anything in the article that you did not expect? Are there statements in the article that you do not believe either because you do not have enough information or because of your personal experience?

2. For what kind of a magazine do you think this article was written? Who is the audience? Find parts of the article to support your opinion.

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READING 10

## **Preliminary Report on Globalization**

*by Steve Rozman*

### **Terms**

Give your interpretations for the following terms from the text. After reading the text compare your interpretations with text. Discuss them with a partner.

1. to empower the constituency of...
2. to bring about.
3. agenda.
4. *lingua franca*.
5. commercialism.
6. consumerism.
7. careerism.
8. laissez-faire capitalism.
9. impoverished nations.
10. a minimal level of living.
11. contribute to.
12. feel a lack of.
13. empowerment.
14. disempower.
15. a knowledge bearer.
16. enhance the position of.
17. economic theory of comparative advantage.
18. carve out a special niche.
19. health maintenance organizations (HMO).
20. bottom line.
21. for-profit education.
22. franchises.
23. retool.
24. pendulum.
25. Great Depression.
26. In so doing...



1. Using the framework established by Peter Scott in his keynote speech on “Globalisation and the University” we are distinguishing between internationalization and globalization by defining globalization as involving “intensified collaboration... a global division of labour between low-cost mass manufacture and services provision... a radical re-ordering of this world-order as new regional blocs emerge as old enemies become new allies (and *vice versa*); and... national boundaries... rendered obsolete by the transgressive tendencies of high technology and mass culture”.

Questions we have addressed include:

1. What measures should universities take to address globalization?
2. What new institutions and institutional change do we need to address issues related to globalization and establish the necessary interconnectedness among universities and with other institutions to do so?
3. Do we need a new agency to promote this?
4. How can we establish the mobility and flexibility to address issues related to globalization?

The basic question arising from the previously stated question is whether universities are prepared to respond to globalization. Our group agreed that globalization is inevitable; it is an ever-strengthening force gathering momentum and expanding in scope and effect. We can experience it fatalistically as a hurricane, chart, its course, and wait for it to make its impact (destroying established structures). We can experience it passively as a perhaps positive, though strong, wind, one that we influence (related to the course it is taking), so we must flow with it and accommodate ourselves to its effects. We can experience it as a positive wind (or one with some positive flow) that we can influence by adding our currents to it.

2. The group identified with the third approach, since it serves to empower the constituency of the university to contribute to whatever course of change is to take place, with the potential for minimizing damage to vital institutional interests and helping to bring about changes which add new vitality to the institution.

This approach relates to the question of whose agenda is being carried out through globalization. Is it really an American agenda,

with globalization simply being a cloak for the Americanization of the world? Or is it a broader agenda, reflecting a variety of national and cultural interests. Although English is becoming the *lingua franca* of the world, and thus facilitating global communication, Americanization was seen by our group as over-emphasizing commercialism, consumerism, and careerism, and stressing the economic dimensions of globalization to the detriment of social, cultural, and spiritual dimensions. Moreover, the economic approach seems unbalanced in the direction of competition and *laissez-faire capitalism*, with the free market being the ultimate arbiter. The net effect is likely to be an increasingly widening gap between the rich and poor within a nation and between economically wealthy and economically impoverished nations. Universities, in the spirit of social concern, could promote the principles of sharing, which would provide a safety net for those who are unsuccessful in the competitive struggle and could work toward the goal of promoting a minimal level of living for all individuals on the planet, based on an adequate diet, shelter, clothing, health care, and education.

3. The group felt that other national cultures, particularly non-Western cultures, could contribute to the globalization process by introducing non-materialistic, more spiritual values, and values related to cooperation; and that universities in these diverse cultural settings could play a leading role in developing strategies and providing education conducive to making such contributions. Currently, many nations and their educational institutions feel a lack of empowerment to join actively in the process of promoting globalization, and see themselves more as subjects than as participants. A process leading to empowerment is essential for meaningful action to take place.

The group felt that the university, in playing a positive role in the globalization process, should develop a series of partnerships, both internally and externally. Students, faculty, and administration should work together on the basis of mutual empowerment. With the Internet and universal access, each individual is potentially empowered and becomes a knowledge bearer and potential creator of knowledge. Externally, the university should develop linkages with community organizations and corporations, based on shared interests.

4. Corporations as partners can provide meaningful resources and finance new programs which enhance the position of the university in becoming a major player in the new world order. They may also help universities rationalize their programs to build on their strengths in an increasingly competitive world. Based on the economic theory of comparative advantage, each institution should determine its strengths and weaknesses and employ its resource to address its situation. It may be that those institutions which will survive in the competition are those who have carved out a special niche which makes them and their programs marketable — perhaps on a regional, national, or even international scale.

However, while the corporation is seen as a valued partner — especially in a time where public funds are very limited and often declining — its profit-motive agenda should not be allowed to play the controlling role and to overshadow the university's basic identity and mission.

5. The recent development of health maintenance organizations (HMO's) provision of health care may be very relevant to the current environment facing universities. In the interest of cost effectiveness and efficiency, the main constituents related to health care provision — the physician, as provider, and the patient, as receiver — have been disempowered, and the insurance industry has become the ultimate arbiter. The net result has been the alienation of many physicians and patients and decisions which have in many cases been harmful to the health of patients, sometimes even causing patient deaths. The insurance industry, like other corporations, is mainly concerned with profits and the bottom line. If corporations gain control of higher education, will non-profits education be replaced by for-profit education, and programs which are not currently cost effective be weeded out? Will transnational corporations gain international franchises where they shift resources from one institution to another, one country to another, based on anticipated profitability; and using the Internet and distance learning to facilitate the process?

6. In the face of such a challenge, the university must maintain its integrity, while being flexible to address changing students needs and changing environmental conditions. To strengthen their voice and impeded their manipulation by outside interests, universities

should also explore networking with other universities, perhaps on cross-national levels, and develop multi-cultural approaches toward the promotion of globalization. Non-Western cultures, through their own experiences and strengths, may contribute effectively to balancing off forces with agendas overly weighted toward bottom line economics. University input may help bring about a more holistic globalization, with a balance which strengthens quality of life in a broader sense.

To play a meaningful role in the globalization process, universities must first consider what kind of knowledge they need to produce to develop the necessary skills in faculty and students. Faculty, too, must retool and undergo a transformation in order to be effective agents of change and successfully mentor their students to become active and empowered global citizens.

7. Finally, universities must develop alternate strategies for addressing the future, since the process of globalization may take diverse courses. We must plan our response to growing privatization and a market-dominated world in order to take part effectively in the process. However, we must also plan a response to the possible eventuality that an economic reversal may occur which undermines faith market mechanisms and leads to support for greater public planning and control of economic forces. The pendulum has swung in both directions over the course of history: toward a stronger role for government in making economic decisions and toward a weaker role for government. Currently, we are in an anti-big government mode, as exemplified by the growing conservative attack on the federal government in the United States and the growing pressure to deregulate business and provide added tax breaks to corporation. However, the optimism of the 1920s related to laissez-faire capitalism experienced a sudden reversal with the Great Depression of the 1930s and the demand for government to step in and address pressing social needs. We should carefully review history and use our insights to plan for alternate eventualities. In so doing, we establish ourselves as essential participants in addressing whatever change is to come about, and we lessen the likelihood that we will be relegated to the role of simple agents for carrying out someone else's agenda.

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## **Globalization: Viewpoint. American Culture**

1. American culture is everywhere. But are Uncle Sam's exports opening doors for the worlds' consumers, or closing them?

The reach of American culture has extended far and wide across the world. Disney now runs theme parks on three continents; McDonalds, having opened restaurants to sell hamburgers and fries nearly everywhere, has recently expanded into the hotel business in Switzerland; the Marlboro man sells cigarettes throughout Europe, Latin America and Asia; surveys routinely find that American sports (Michael Jordan), music (Madonna), and movie (Julia Roberts) stars are the most recognized people in the world; American TV shows such as "Friends", "ER", and "The Simpsons" are dubbed into dozen of languages and rebroadcast; and American staples such as blue jeans and Nike shoes have become staples everywhere else as well.

### **THE VALUE OF AMERICAN DOMINATION**

2. American cultural domination has grown ever stronger over the past fifty years, and today American culture can be found in almost every country. However, many question the value of this dominance.

- Is the United States opening opportunity to people around the world, or destroying local cultures and customs?
- Do American cultural exports offer people more choices or fewer choices?
- Are we heading toward a global uniformity, or can we retain regional and cultural differences?
- And what caused American culture to be so dominant anyway?

### **THE ROLE OF GLOBAL TRADE**

3. It is important to recognize that American culture has spread primarily as a result of trade. Executives at McDonalds, Nike and Coca-Cola export their products around the globe not out of a sense

of moral obligation, nor as part of a crafty plan to subvert the world's population; they export their products, and with them American culture, in an attempt to make a profit.

The past 40 years have seen the biggest and longest economic boom in history, resulting in rising standards of living for people around the globe, and massive profits for the international corporations, which have benefited from global trade opportunities.

This expansion in trade is largely due to reductions in the trade barriers between countries. Where most governments once tried to protect and isolate their country's economy from the global marketplace, there is now a rush to participate in global trading. Today companies regularly merge across national lines to form multinational corporations, and relocation of manufacturing sites to countries with cheaper labor costs is normal.

## **BENEFITS OF GLOBALIZATION**

4. This global trade has both advantages and disadvantages. Supporters of trade argue that it creates jobs, as the large global market needs more workers to produce more goods. It has also been credited with aiding economic growth. For example, countries such as Hong Kong and Taiwan have dramatically increased their average incomes per person by trading globally. And some have even suggested that globalization has contributed to the spread of democracy and an increased respect for human rights. This seems logical — as individuals gain more economic power, they seek more rights politically as well.

## **CONCERNS ABOUT GLOBALIZATION**

5. Opponents of globalization, on the other hand, denounce global trade as causing more harm than good. They believe that it is responsible for creating poor working conditions and poverty in developing countries. Wealthy corporations open factories in poorer nations, where labor is cheaper, and often exploit these workers. The workers may face horrendously long hours and brutal conditions, for wages that are typically less than \$1 per day.

It has also been claimed that global trade encourages environmental damage. Developing nations often recklessly exploit their

environment, in an effort to export to the global market. Lastly, there is the worry that globalization leads to cultural degradation. Rather than producing a greater choice of products in each nation, global trade may lead to the world becoming similar. Multinational corporations promote the same products the world over. Small local companies cannot compete with the high advertising budgets and low prices of these corporations, so they drop out of the market.

## **REASONS FOR AMERICA'S SUCCESS**

6. But why has American culture come to dominate in this way? To begin with, North America itself is a large and wealthy country, with a huge and diverse population. US corporations that do well at home have already succeeded in marketing and distributing for a great number of consumers. For American companies, the jump from national to international marketing and distribution is not as great as it is for those from smaller countries. Further, American companies can afford to spend a great deal of money marketing their products around the world, and are able to undercut the prices of local products.

It is worth noting that, for entertainment, fast food, carbonated drinks and so on — areas in which the US has come to dominate — America was first in the field.

In the development of music recording technology, the US was ahead of anything anywhere else in the world. This made jazz music accessible to people of all classes, and exportable around the world. It is even truer for moving pictures, an American invention in their mass-market form. So it seems that very early in the last century, a pattern of American dominance in key areas of mass entertainment had already been created.

## **WHY AMERICAN SUCCESS CONTINUED**

7. Much of American culture's success appears to lie in the fact that American corporations are wealthy, and that they were ahead of others in certain areas. But how have they continued this dominance? One answer to this lies in the fact that people associated the United States with wealth and success. This is particularly true in countries from which many people have emigrated to America. The

idealized view of America as the land of the free, where the streets are paved with gold, lives on. By purchasing American products, people can buy a little of the country's glamour. Wherever you live, and however much you earn, wearing Calvin Klein jeans makes you look like a wealthy westerner.

American culture has the added appeal that not only is it glamorous; it is also usually easy to digest. This applies to products from the sweet fizzy taste of Coca-Cola to Hollywood action movies. U.S. culture is generally unsophisticated, and so can be appreciated by everyone. American TV shows and movies rarely have an unhappy ending, and are usually fast-paced, holding your attention with car chases and love scenes. Like hamburgers and ice-cream-laden milkshakes, American entertainment provides us with simple pleasures.

## GLOBALIZATION AND THE FUTURE

8. American culture today owes its dominance to combination of glamour, technology, marketing and the US' massive wealth.

In all, globalization is a scary term. It somehow implies the world turning into one giant American-style shopping mall, where cultures, languages, customs, and individual rights are dissolved by commerce. But this is not what globalization has to be about. America itself has been greatly influenced by other cultures — Western and non-Western alike. One needs only to look at the Afro-Caribbean roots of jazz and rap music, the popularity of Pokemon, the growth in the practice of Islam, the Mexican food in US diets, and the tens of thousands of American kids who enroll in karate classes every year, to realize that American culture is continually influenced by cultures, ideas, and individuals throughout the world. Globalization need not imply influence in only one direction.

From "*Current*"

1. What the biggest contributor to the spread of American culture?
  - a) TV
  - b) Music
  - c) Trade
  
2. What does globalization mean?
  - a) Worldwide influence of culture and trade.



- b) Worldwide economic growth.
  - c) Worldwide loss of national culture and identity.
3. What is *not* an effect of globalization?
- a) It creates jobs and increases the average person's income.
  - b) Small companies can do more business.
  - c) Wealthy corporations exploit workers in poorer nations.
4. How has the USA become so successful?
- a) It's a big country and everyone has heard of it.
  - b) There is a lack of competition.
  - c) It is a wealthy country and it can afford to spend a lot on marketing and distribution.
5. Why does the USA continue to be successful today?
- a) Its exports are of high quality than those from other countries.
  - b) It is the only country that makes many of the things it exports.
  - c) American products are associated with wealth and glamour.
6. What is likely to happen in the future?
- a) America's cultural exports will increase further.
  - b) America's cultural exports will lessen.
  - c) Other cultures will have more influence than American.

## **Discussion / Writing topics**

**The role of global trade**

**Benefits of globalization**

**Concerns about globalization**

**Globalization and the future**



# MIGRATION OF PEOPLE

## Contents

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1. Asylum Centers.
  2. The Arrival.
  3. Deportation.
  4. Integration.
  5. Across The New Frontier.
  6. The Application.
  7. The Skills Gap.
  8. Land of Equality and Freedom?
  9. The New Immigrants: Still The Promised Land?
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**Immigration in Europe**

## Asylum Centers

### Pre-reading task

#### Predicting.

Before reading the article, look at the given definitions of the word ASYLUM and try to predict, which meaning has been chosen for the title.

After reading the article, discuss whether your predictions were true.

#### asylum *n.*

1. An institution for the care of people, especially those with physical or mental impairments, who require organized supervision or assistance.

2. A place offering protection and safety; a shelter.

3. A place, such as a church, formerly constituting an inviolable refuge for criminals or debtors.

4. The protection afforded by a sanctuary.

5. Protection and immunity from extradition granted by a government to a political refugee from another country.

1. Residents in this rural village some 80 km northwest of London are by turns anxious, indignant and downright angry. When they meet at the Plough, one of its two pubs, the conversation inevitably turns to one topic: the proposed accommodation center for asylum seekers to be located just down the road. With 750 refugees, the center will equal the populations of Arccott and nearby Piddington combined. To stop it, the three-month-old Bicester (pronounced Bister, a nearby town) Action Group sent a 10,000-signature petition to Parliament with names gathered from the area. On top of being angry at the lack of consultation, Arccott residents both resent and fear the arrival of asylum seekers. They have been told that up to 80 % could be young males who, during a two- to six-month stay while their applications are processed, will not be permitted to work but will be allowed to leave the center by day. The villagers worry that the presence of so many unemployed young men will bring

crime, an apprehension fed by stories of riots and knife fights at Sangatte, near Calais, where French authorities house 1,300 refugees in a bleak hangar close to the cross-Channel railway terminal. Television footage of groups of refugees breaking into freight yards to stow away on Britain-bound trains hasn't helped.

2. Sangatte is a powerful reminder of how badly many asylum seekers want to reach Britain. In the first three months of this year, there were 19,520 asylum applications — with Iraqis, Afghans and Zimbabweans the most numerous — compared to 18,005 the previous quarter. The government is pushing new asylum legislation through Parliament to reform the country's slow, backlogged processing system and is promising to deport promptly those whose asylum claims are "clearly unfounded".

<p><b>“47 % of white Britons believe the country has been damaged by immigration over the past 50 years”</b></p>
<p><b>BBC / ICM, May 2002</b></p>

3. But in Arccott, villagers still feel aggrieved that millions could be spent on creating and staffing a center with educational, medical and sports facilities while their own public services are deteriorating and short of funds. “Some old people are losing their day-care centers, and we don't have a local football pitch because it is too expensive to maintain”, says Kathy Merriman, owner of the grandly named Arccott Emporium, the village's only shop. At the Plough, Michael Tiffin, 54, an ex-serviceman who was wounded in the Falklands War, agrees that asylum seekers must be housed somewhere, but grumbles, “The authorities can find lots of money for them, but when I lost my job and needed a place to live, I could not get housing help of any kind”. Says his friend Fred Campbell, gloomily, “I had buyers for my house until they heard about the center. Now, I can't sell it at all”.

4. There are also mutters in Britain about refugees coming to sponge off the social-welfare system. But many refugees find the accusation insulting. “I would be much better off financially in my own country”, says Alex, a 23-year-old asylum seeker from

Belarus. “I would have a car. Here I have to live on very, very little”. A computer science student who now lives in Oxfordshire, Alex was on vacation in Britain in 1999 when he was warned from home that his political activism was under police scrutiny. He lives in a permanent state of uncertainty, waiting to hear whether he will be granted asylum. Mekonen (not his real name) also rejects the view that most refugees come seeking an easy life. “You always feel that you have betrayed your country by leaving, and no matter how much you achieve here, you are still a nobody, a refugee”, says Mekonen, who came to Britain 10 years ago to escape political persecution in Ethiopia. “At home you can contribute to your society, be someone”. He has received permission to stay in Britain indefinitely, but still misses home. Some area residents are embarrassed by the hostility shown to asylum seekers, and have formed a Bicester Refugee Support group. But feelings are also running high in villages around two other sites in rural Britain earmarked for refugee centers. If these prove successful, a dozen or more may be built.

5. Meanwhile, the small extreme right British National Party has been quick to exploit the protests, and Arcott soon received leaflets offering help to stop the center. Bicester Action Group coordinator Dionne Arrowsmith says her organization wants nothing to do with the party, but adds: “If the government doesn’t listen to the people who elected them, there will be some who feel the B.N.P. is the only way to get their views heard”.

6. That’s a somber warning. And ironically, refugee experts and asylum seekers like Mekonen agree with the villagers — if for different reasons. They argue that the rural facilities will leave them too isolated from support networks. Yet the government may not listen. It’s convinced that rural areas should house refugees just as urban centers do. In the end, though, this could leave neither the asylum seekers nor the villagers satisfied.

### **Vocabulary Work**

Key words that will help you understand better the general mood of the article.

Look them up in the dictionary, note down their English explanations. Use them in describing the situation in the Bicester community.

anxious, indignant, downright angry, resent, television footage, aggrieve, sponge off, embarrass, hostility,

## OPINIONS

### Agree or disagree.

- Immigrants bring many troubles to the local residents and government.
- Local residents demand closing the asylum center.
- New immigrants are dissatisfied with their social status.
- Local community can benefit from the asylum centers.
- Immigrants don't trust the local government.
- There is always a chance for immigrants to return back to their mother country.

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READING 2

## The Arrival

**Terms:** raft, smuggler, ferry, harrowing, touch down, choppy ride, backdrop, fingerprint, shatter

### Anticipation activity:

- What events and happenings will be described in the article: social or private? Ground your choice.
- What characters will act in the article: young middle-aged or old?
- What is the mood of the story: encouraging, happy, or sad and gloomy?
- Discuss your prediction after the article.

1. The Adriatic Sea is a glassy calm as the first hint of dawn turns the horizon a deep, dark blue. Another day is breaking across Italy's

heel, and nothing more than the faint lights of a fishing boat is visible from the coast. But after a short walk along this beach near Otranto, a policeman's flashlight reveals scattered shirts and jeans, several pairs of warm-up pants, one kid-sized sneaker, shoes, underwear, a gym bag. Shed like the skin of a former self, the week-old, waterlogged belongings of perhaps six to eight people are all that remain of the latest wave of the human tide that crashes on Western Europe's far southeastern shores.

2. Over the past decade, a harrowing 96-km motorized raft trip across the Adriatic from Vlore, Albania has become one of the main routes for would-be immigrants seeking work and a better life inside the European Union. Many spend four or five months traveling over land and across other waterways before paying Albanian smugglers €500 to €1,500 to ferry them to Italy. They are usually forced to abandon ship well short of the shoreline, and then wade in to look for a safe place to change into dry clothes. The immigrants, most of them economic migrants but some seeking political asylum, arrive from all points east and south — China, India and Pakistan, Iraq, Iran and Turkey, the Balkans and North Africa. But if they receive legal resident status, or manage to evade the authorities, they almost all wind up farther north — not just in Rome and Milan, but in Frankfurt, Calais, Dover and London too. Authorities estimate that 20,000 immigrants land illegally each year on the Italian coast. In addition to the Puglia region, they also touch down in Sicily and Reggio Calabria. And police estimate that at least half of all illegal immigrants simply disappear into the landscape.

3. Some, however, seek legitimate entry. Leaving behind poverty and a family of six in eastern Turkey, Mustafa Celik made a two-month journey by land across Bulgaria, the former Yugoslavia and Macedonia before begging Albanian smugglers to let him on board a raft for just \$300. "It was all I had", the 38-year-old says, pulling at his shirt to indicate that he arrived in Italy with just the clothes on his back. After a choppy ride across the Adriatic, the smugglers motioned for the 40 or so passengers to jump into the water. Celik, soaking wet, was picked up by police and brought to a nearby church-run holding facility north of Otranto to await a month of processing by Italian immigration authorities. Even if his request for



Look them up in the dictionary, note down their English explanations. Use them in describing the situation in the Bicester community.

anxious, indignant, downright angry, resent, television footage, aggrieve, sponge off, embarrass, hostility,

## OPINIONS

### Agree or disagree.

- Immigrants bring many troubles to the local residents and government.
- Local residents demand closing the asylum center.
- New immigrants are dissatisfied with their social status.
- Local community can benefit from the asylum centers.
- Immigrants don't trust the local government.
- There is always a chance for immigrants to return back to their mother country.

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1. The Adriatic Sea is a glassy calm as the first hint of dawn turns the horizon a deep, dark blue. Another day is breaking across Italy's

requires extra care: “Yes, there are laws that must be respected. But in those very first moments we are concerned solely with the safety of the immigrants”. Occasionally, disaster strikes. In the predawn hours of June 8, for example, smugglers forced 43 Kurdish refugees into the water at knife point a kilometer from the coast just south of Otranto.

7. Four drowned. Such incidents form a tragic backdrop to the wider debate in Italy over immigration. In 1990, the number of new legal immigrants into the country was 24,200; in 2000, it was 181,300, a mere fraction of the 2,2 million already in Italy. The Lower House of Parliament this month approved a bill to make deportation easier and require all immigrants to be fingerprinted. Prime Minister Silvio Berlusconi has been swaying between right-wing allies who want a strict limit on arrivals and industry executives who value them as a ready source of labor. Otranto Mayor Franco Bruni says that the European Union must establish a common immigration policy to coordinate controls and challenge the non-E.U. states that are the source of unchecked arrivals. “Maybe with Iraq it’s difficult”, Bruni says. “But if Turkey wants to join the E.U., it can’t play a clever man’s game on this issue”. After working a 10-hour night shift, fisherman Mauro Trotto is back in the port of Otranto at dawn untangling the scorpion fish and mullet from his giant yellow net.

8. The 50-year-old father of five didn’t see any immigrants heading inland last night. But over the years he’s seen more than his share of over-crowded rafts filled with desperate people. “Most see Europe like we saw America”, he says, “a place where you can live well and live free”. But with the tide of political opinion turning against immigration, those dreams of a better life may shatter on Europe’s shores.

## Comprehension

**Fill in the gaps with the words from the text.**

1. The Lower House of Parliament this month \_\_\_\_\_ to make deportation easier and require all immigrants to be fingerprinted.

2. The European Union must establish \_\_\_\_\_ to coordinate controls and challenge the non-E.U. states that are the source of unchecked arrivals.
3. Raft traffic first began in the early 1990s in response to political and economic \_\_\_\_\_ in Albania.
4. 43 % of black Britons believe Britain \_\_\_\_\_ from immigration.
7. The immigrants, most of them economic migrants but some seeking \_\_\_\_\_, arrive from all points east and south
8. If they receive legal \_\_\_\_\_, or manage to evade the authorities, they almost all wind up farther north.
9. With the tide of political opinion turning against immigration, those dreams of a better life may \_\_\_\_\_ on Europe's shores.

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READING 3

## Deportation

### Frankfurt, Germany

**Terms:** persecution, destination, alien, influx, shunting, whence, incarceration, languish, deterrence, loophole, lodge, stranded,

1. Salwan Jaber Ghareb's dream has become a nightmare. In 1999, hoping to escape religious persecution in Iraq, where he grew up in the country's tiny Baptist community, the 19-year-old fled to Jordan. On April 18, 2002, after he'd scraped together \$4,000 to pay a people smuggler to get him to Germany, he finally boarded a plane bound for his chosen destination, Germany. On arrival in Frankfurt, however, Ghareb was arrested as an illegal alien and his application for asylum was turned down within a couple of days. Now, he awaits deportation at the airport's transit area. "I was told this was the best country to live in peace", he says. "Now I have no future".

2. Like Ghareb, many refugees try to enter the country by plane, the vast majority of them — more than 25,000 during the last nine years — via Frankfurt's busy international airport. Detained at the

holding facility, recent arrivals are subjected to the so-called airport procedure. Introduced in 1993, a year after the influx of asylum seekers skyrocketed to almost 440,000 — primarily in response to the Bosnian war — the airport procedure is a fast-track way of shunting illegal asylum seekers back from whence they came. Within two days, claims by refugees can be rejected as “manifestly unfounded”. In about one-fourth of these cases, expulsion is the result. Germany has long been a prime destination for asylum seekers. Between 1990 and 2001, almost 2.05 million people applied for asylum in the country — and according to the Federal Office for the Recognition of Foreign Refugees (BAFL) this amounts to 41 % of the overall number of applicants in Western Europe during that period. According to BAFL, only 10 % were eventually granted asylum, although some rejected asylum seekers may be allowed to stay for humanitarian reasons.

3. While asylum seekers are supposed to stay in the airport’s refugee center for a maximum of 19 days, an increasing number “voluntarily” remain for weeks or months while they wait for new passports or visas — or a flight back to the country from which they fled. The alternative is incarceration. Though a new €13 million facility with 25 rooms for 100 inmates has just opened, most refugees think life in the sterile transit quarters is like being in jail anyway. “This place is a prison”, says Ghareb, who has languished here for eight weeks. “There are security cameras and I can’t get out. It’s driving me crazy”.

<b>“45 % of Germans think the number of immigrants in the country should be reduced”</b>
<b>Emnid, March, 2002</b>

4. Small wonder that, in the past, some inmates have escaped or gone on hunger strike to draw attention to their plight. “Frustration and fear of being expelled sometimes vent themselves in self-mutilation or suicide attempts”, says Clemens Niekrawitz, head of the Ecumenical Service for Refugees at Frankfurt airport. In May of 2000, these fears became too much for Algerian asylum seeker Naimah Hadjar. After spending eight months in detention at the airport, a mental institution and a jail — and terrified at the thought of returning home to face persecution — she hanged herself in the shower.

5. Hadjar's suicide intensified criticism of the airport procedure and the no-man's-land the refugee center had become. Commissioner for Foreigners' Issues Marieluise Beck — a member of the Greens, junior coalition partner in Chancellor Gerhard Schröder's center-left government — believes the procedure with its "mad conditions" is a "deterrence scenario" designed "to prevent immigration by air". Any "improvement necessary for humanitarian reasons" — such as shortening the maximum stay in the transit area — "is considered a loophole" for increased immigration, Beck complains. So far, though, the Greens' repeated attempts to remedy the situation have failed.

6. Human-rights organizations are even more vociferous in their condemnation. "This is a parody of what an asylum procedure should be", says Bernd Mesovic, head of legal affairs at the pro-refugee group Pro Asyl. Currently, asylum seekers only have three days to lodge an appeal against a negative first decision by the BAFL. "That's much too short", Mesovic argues. He wants the airport procedure abolished completely.

7. Since the number of asylum applications in Germany has fallen dramatically over the past decade, the number of refugees deported from Frankfurt has fallen too. With the country now likely to accept only skilled immigrants, the drop in deportations should continue. But the flow of asylum seekers won't cease, and people like Ghareb — with no prospects in Germany and no hope at home — could still find themselves stranded at the airport's transit facility.

## Integration

### Amsterdam, the Netherlands

1. It's midmorning in a nondescript classroom on the top floor of a municipal building in a run-down Amsterdam neighborhood. The students four men and nine women from eight different countries whose professions range from physicist to truck driver to house-

wife are mostly in their 20s and 30s. They're alert and eager as they struggle to answer questions based on a recent newspaper article.

2. The questions themselves are easy; the hard part is answering in Dutch. Most of the students are recent immigrants who have only been in the Netherlands for a few months, and they are in the first stage of a year-long integration course mandated by the Dutch government. "I had a job in a factory where it didn't matter that I couldn't speak Dutch, but I gave it up to do this course", says Badia Mozouzi, a 28-year-old secretary from Morocco. "Not only to get a better job, but so that I can be independent".

3. In the Netherlands, language courses have been required by law since 1998 when Minister for Urban Policy and Integration of Ethnic Minorities Roger van Boxtel introduced an assimilation program for new immigrants from outside the E.U. In addition to instruction in Dutch, most new arrivals who are granted residence permits must take courses to familiarize themselves with the Dutch healthcare, education and welfare systems, the labor market and national customs. "The aim is to teach newcomers both their rights and their obligations", says Van Boxtel. "We're not asking immigrants to give up their cultural identity, but they must learn Dutch if they want to live here". Despite their tradition of tolerance, the Dutch are unhappy at the growing number of non-E.U. immigrants coming into the Netherlands. This dissatisfaction was skillfully exploited by the List Pim Fortuyn, which is now part of a governing coalition that plans to clamp down on immigration. Under new laws, only immigrants earning 30 % more than the minimum wage of around \$14,500 per year will be entitled to bring a spouse into the Netherlands. And those that do get in will have to pay half of the cost of the mandatory assimilation course themselves.

<b>"46 % of 18- to 30-year-old Dutch favor zero Muslim immigration into the Netherlands"</b>
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<b>Nieuwe Revu, February 2002</b>
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4. Despite the eagerness of most of the students, one in five of the 18,000 immigrants who start the course every year drops out.

Officially, those who fail to finish the course can be fined or have their welfare benefits cut, but in practice that seldom happens. “Newcomers are desperate to learn Dutch, but you can hardly withhold benefits to a woman because she gets pregnant half way through the course”, says Annelies Bongers, a social worker with the Bres Foundation in Dordrecht, which guides immigrants through the assimilation process. Childcare provisions are also available, but “many women may not feel comfortable leaving young children in the care of people they don’t know”, says Bongers. She would like to see a more flexible time frame for completing the course, which now must be finished within a year. The government has begun to deal with such criticism, and courses are now tailored more to individual capabilities and needs.

5. The courses can be crucial to a new immigrant’s successful transition into Dutch society. Lutfullah Sayed, a 50-year-old architect from Afghanistan, learned Dutch as part of the assimilation program. But he also took classes on surveying created specially for him. “I needed to learn technical words and specific skills if I was to get a job in my field”, says Sayed, who now works as a draftsman with an architectural firm in Rotterdam. “The classes on Dutch society and traditions helped me to build a relationship with my colleagues, and many of them have become good friends”.

6. Yasin Olcer, a 28-year-old physicist from Turkey, speaks for his classmates when he says: “It is important to speak Dutch and to understand the society you are going to live in”. And the Dutch government seems to realize that integration is not a one-way street. “As well as spending money on assimilating immigrants, we must educate the native Dutch population to accept the democratic freedoms other cultures have in our country”, Van Boxtel says. All the language courses in the world cannot eliminate discrimination against immigrants, Van Boxtel admits, but the ability to talk to one another is surely the first step toward better understanding.

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## Across the New Frontier

**Governments across the E.U. are cracking down on immigration. Will their tough new measures create more problems than they solve?**

***Terms:* political no-brainer, compelling, withering, still-nascent, astride, modicum of credit, unelected mandarins, enshrine, stymie progress, shuffle.**

1. A hard line on immigration looks like a political no-brainer these days. Politicians throughout Europe have read the writing on the wall and think they've discerned there a populist, anti-immigrant scrawl. Jean-Marie Le Pen's exploitation of the issue helped put him into the second round of France's presidential elections, though it wasn't compelling enough to prevent the withering of the National Front in this month's legislative elections. In the Netherlands, the late Pim Fortuyn's straight-talking take on the issue propelled his party into a still-nascent government coalition. The new Danish government rode to power astride that issue last fall, and polls suggest that it could help German conservative Chancellor-candidate Edmund Stoiber do the same in September. So, isn't it only fair to give Europe's politicians a modicum of credit for finally responding to public concern?

2. Up to a point, yes. When they convene this week in Seville for their semi-annual European Council meeting, European Union leaders will focus on immigration — especially illegal immigration. When it comes to this, Spanish Prime Minister Jose Maria Aznar declared on a pre-summit tour of European capitals, “the masks of hypocrisy have to drop”. Yet it seems likely that whatever decisions are made at Seville, more than a few hypocrisies will remain firmly in place. Despite the recognized need for a common E.U. policy on immigration, no government is eager to give power over such an explosive issue to unelected mandarins in Brussels. And no number of British warships in the Mediterranean, Italian cigarette boats in the Adriatic or watchtowers on the Poland-Belarus border are likely



to reverse this natural law: human beings have always wanted to escape misery, and today many see the European Union as their final destination. “I don’t see any important new developments in migration today”, says Jean-Pierre Garson, the top expert on the matter with the Organization for Economic Cooperation and Development in Paris.

<b>40 % of Italians believe that immigrants pose a danger to public safety</b>
<b>La Repubblica, March 2002</b>

3. In a political sense, though, much has changed. A little over two and a half years ago, when E.U. leaders gathered in Tampere, Finland, to launch a common policy for asylum and immigration, the discussion was suitably noble and not a little vague. The principle, enshrined in the Amsterdam Treaty of 1999, was to make the E.U. a common “area of freedom, security and justice” within five years. Since then the European Commission has put forward numerous proposals to better apply those principles in practice. But with few exceptions, national governments have done more to stymie progress on the European level than further it. Now the leaders’ political antennae have been tuned to a new frequency. In the current environment, freedom appears less important, justice is seen less as an ideal than as a question of enforcement and security has top billing. “The leaders want to take short-term action to show that the illegal flows can be stemmed”, says a top Spanish official involved with preparing the summit. “After that, we’ll proceed to the Tampere ideals”.

4. For now, the political action on immigration still happens almost entirely on the national level. Laws have been tightened across the E.U., often without regard to the consequences in neighboring countries. The U.K. is ticked off about the flow of migrants from the Red Cross migrant center at Sangatte, by the French end of the Channel Tunnel. The Swedes don’t like the toothpaste-tube effect that stricter Danish laws have had on their rising asylum numbers. And Italy’s tough new proposed immigration laws include no provisions to apply the all but unenforceable Dublin Convention, by

which asylum seekers in the E.U. are supposed to be processed where they first enter the Union — instead of being shuffled on to the next country. With all those and more red flags to slalom around, E.U. leaders will be hard-pressed to come up with a meaningful catalog of joint action at Seville. A more precise picture is likely to emerge there of how E.U. countries can work together to tighten controls at the borders, and they will come up with tough language that threatens source countries with consequences unless they crack down on illegal immigrant flows. But those efforts occur at the margins of the Union; core state functions like integrating newcomers are likely to remain under the jealously guarded purview of member states.

## The Application

### Copenhagen, Denmark

**Terms:** sweeping reform, residence permit, permanent residency, social benefits, renegades, take effect

1. When he arrived as an Iraqi asylum seeker in Denmark a year ago, Mohammed Al-bayati believed he had a good chance of settling down. His brother had been accepted as a refugee here five years earlier, and Iraq was the kind of awful dictatorship that virtually guaranteed acceptance of his application. Since then, however, the Danish government has adopted a sweeping reform of its refugee rules that is likely to make Al-bayati's future in the country far less certain.

2. An unmarried physician, Al-bayati has yet to receive a decision on his application — a considerably longer wait than the six to seven months refugees faced in the past. “The decision on my application is now several months overdue”, Al-bayati says. “When I call them they say that my case is under consideration right at the moment, but they

give exactly the same answer to my friends”. If he is granted a residence permit, Al-bayati will face a much tougher start in Denmark than his brother did. For one, it will take seven years instead of the current three to get permanent residency and earn the right to obtain full Danish social benefits. In the meantime, until he finds a job, he will be given \$270 per month — about 35 % less than refugees currently receive — to cover food and clothing expenses.

3. His housing costs will continue to be paid for by the local council. If he wants to get married, it will be difficult to bring his wife to Denmark from overseas. Worst of all, the Danish government has decided that Iraq is a country where it is safe for asylum seekers to return, meaning he could be sent back anytime in the next seven years. “Iraqis seeking asylum in other countries are considered renegades by the Iraqi regime, in the same sense as Muslims who abandon their religion”, he says. “And they are punished in the same way, usually by death”. The new rules take effect July 1, but Al-bayati, 31, is lucky in one respect — the Danish government has ruled that asylum seekers who arrived in the country before the new laws come into force will be treated under the old rules, which makes acceptance much more likely.

4. Denmark’s refugee and immigration reforms were adopted by a center-right coalition government elected last autumn and enthusiastically backed by the anti-immigration Danish People’s Party. The reforms have been sharply criticized in the E.U., particularly by neighboring countries. It’s easy to see why. Even before the laws take effect, the number of new asylum seekers has fallen dramatically in Denmark and risen just as sharply in Norway and Sweden. In Denmark, the number has fallen from around 3,000 in the first quarter of 2001 to about 1,900 in the first quarter of this year. In Norway, the number has risen from around 1,500 to 4,300 during the same periods; and in Sweden, the comparable figures are around 4,300 and 7,200. With Denmark taking over the E.U. presidency on July 1, Prime Minister Anders Fogh Rasmussen has suggested that his country’s tough new laws could serve as the model for E.U. — wide legislation.

5. Al-bayati is awaiting the decision on his future at a remote asylum center south of Copenhagen. Asylum seekers are not allowed to

work while their application is pending, so Al-bayati is studying up on his possible new home. “I immediately started to learn Danish and read about Danish society to prepare myself for integration”, he says. “There is nothing to do at the camp, so if you don’t find anything meaningful to occupy yourself you get sick from boredom”. He’s joined a group of other asylum seekers that visits schools and other institutions to give talks to Danes about the situation of asylum seekers and refugees in Denmark. Al-bayati also meets with a group of asylum-seeking doctors to discuss professional questions such as how the Danish health system works and to keep up their medical knowledge.

6. One thing Al-bayati can look forward to should he win acceptance as a refugee is a job; Danish hospitals currently have at least 600 vacancies for physicians. “Iraqi doctors have good qualifications”, Al-bayati says. “We can easily pass the exams, and I hope to begin to work as soon as I am allowed to get a real job”. While Al-bayati may eventually win a residence permit, it’s clear that Denmark is becoming a far less welcoming place for asylum seekers.

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READING 7

## The Skills Gap

**Bonn, Germany**

**Terms:** Scarce, secure, labor shortage, fast-track program, ingrain, influx, dire, hostility, leery

1. Dmitri Levitin has come a long way. Six years ago, the then 22-year-old was facing a grim future in his home town, the Ukrainian industrial city of Zaporozhe, where jobs are scarce and badly paid, if they pay at all. In 1996, after earning an electrical engineering degree, he decided to get out. Today, Levitin works as a well-paid systems administrator at Postbank Systems, the IT sub-

subsidiary of German banking giant Postbank, in Bonn. “It was the right decision to come to Germany”, he says.

2. Levitin is one of a growing number of immigrants who are filling Germany’s ever-widening skills gap. An estimated 750,000 professional posts — some 35,000 in the IT sector alone — urgently need to be filled right now. And people like Levitin, as well as skilled workers from countries like Pakistan, Algeria and Romania, are eager to take those jobs. “The recruitment of qualified foreign personnel was — and is — necessary to secure the competitiveness of German companies”, says Helmut E. Klein, of the Cologne-based Institute of the German Economy.

3. To offset the domestic skilled labor shortage, Chancellor Gerhard Schroeder’s government launched a fast-track program to grant five-year work permits to 20,000 tech experts from non-E.U. countries. Almost 12,000 “green cards” have been issued since the program’s start in August of 2000, most of them to Indians and Eastern and Central Europeans. In March, a controversial bill according permanent residency to a limited number of skilled workers was passed by the lower house of parliament. The bill now awaits approval by the German President, Johannes Rau. The new legislation is “a great success” since it helps “establish Germany as a destination for qualified personnel”, says Christoph Kannengiesser, manager of the Confederation of Employers’ Associations.

4. While the business community is enthusiastic about the prospect of more skilled workers, many Germans are wary of further opening the country to immigration. With roughly 4 million registered unemployed, about 9,5 % of the labor force, the fear of losing jobs to foreigners is too deeply ingrained. Yet, because of increased longevity and declining birthrates across the E.U., Germany needs an annual influx of 600,000 immigrants to sustain its welfare and pension systems. And without immigration, Germany’s working-age population will drop from 41 million now to a mere 27,3 million in 2050.

5. Despite dire statistics like these, a recent Emnid poll found that 76 % of those surveyed believed that increased immigration will

make unemployment worse. Only 9 % thought it would boost economic growth.

**“65 % of Danes believe that if immigrants had jobs there would be fewer integration problems”**

**Gallup, March 2002**

6. In eastern Germany, where unemployment tops the 20 % mark in some areas, hostility runs particularly high, scaring away foreign specialists. “I didn’t like the atmosphere in the east”, says Levitin, who spent his first six months on a language course in Rostock on the Baltic Sea coast. “People were less friendly because of the economic situation. That’s why I moved to the western part of the country”. Given the hostility, it’s not surprising that only 553 green-card holders have so far taken up jobs in the east.

7. Arguing that many of Germany’s 7.3 million foreigners — roughly 9 % of the population, one of the highest levels in the E.U. — have failed to adapt to their new environs, the opposition Christian Democrats and its sister party the Christian Social Union are leery of more immigration. “We cannot afford to expand immigration when, in terms of integration, we cannot cope with existing immigration”, says Edmund Stoiber, the conservatives’ candidate for Chancellor in the September general election. Stoiber opposes the immigration bill currently making its way through parliament, and may kill it if he wins in September, as current opinion polls suggest he might. That’s a stance likely to go down well with the roughly half of the voting population who think Germany has too many foreigners already.

8. Despite the controversy over immigration, Germany is likely to remain attractive to skilled foreigners in search of good wages and benefits. “There is political stability, social security and order”, says Levitin, who wants to become a German citizen. For him, living in Germany “is a matter of purely utilitarian thinking”: he profits from a good job and a high standard of living, and Germany profits from his contribution to the country’s economic growth. Not a bad basis on which to build a lasting relationship.

From *TIME*, 2002

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**Immigrants in the USA**

## Land of Equality and Freedom?

All Americans (except Native American Indians) have immigrant roots. Most immigrants arrived in the USA as poor, uneducated outcasts hoping for a better life in the “Land of Opportunity”. From these humble beginnings, immigrants and their descendants have created one of the wealthiest, most powerful countries on earth. Americans are proud of their history.

However, today in the United States there is great fear that too many immigrants are allowed into the country. Rather than help society become wealthier and more powerful, as immigrants did in the past, it is feared that immigrants will take Americans’ jobs and drain government resources.

1. Fear of immigration is nothing new. Historically, every time a new group of immigrants arrived in the United States — Irish, Italians, Chinese, Eastern European Jews, or Japanese — there was fear among those who came before.

In the 1800s it was the Chinese and the Irish — we needed them to help run textile mills and build railroads but we didn’t want them to move near us. They ended up living in separate communities with their own neighborhoods and stores.

For most of America’s past, there were almost no limits on immigration — if you could get here, you could stay. By the twentieth century, however, open borders were no longer reasonable. The attraction of America had grown as the US became richer, and, thanks to better boats and trains, it was easier to get here. In 1924 a quota system dramatically limited immigration.

2. Today, quotas still exist. Preference is given to applicants with parents or children in the United States or with job skills that are highly needed. Some are also able to gain admission through sponsorship by an American family, church, or non-profit agency, or by

applying for asylum to escape persecution. Most immigrants today come from Latin America and Asia.

Concern about immigration centers around two issues: the number and the quality of immigrants. New reforms are being designed to make sure that the immigrants who come to America will be able to contribute to the economy and not disrupt the American way of life. The ideas are controversial and have been hotly debated in the United States.

America wants immigrants who are willing to work. A new law gives them no choice. Government aid for needy immigrant families stopped in 1997. No longer can families receive Food Stamps (vouchers that help very poor families purchase food) or Supplementary Security Income for needy Seniors and the disabled. Many legal immigrants are also unable to receive help paying for health care. 1.5 million immigrants lost their welfare benefits because of the law.

3. **Irma Balderrama**, 30, doesn't know how she can support her elderly mother and father much longer. A Mexican immigrant, she is proud that she has never received welfare benefits and that her husband's job cleaning trucks in Denver and her part-time work cleaning houses has been enough to support their family of two children.

"We have used up our savings. I will need to work day and night, but that's not possible because I have to take care of my house and my children", she said in Spanish, "How are we going to live? How are we going to take care of our parents when my mother is so sick? We all pay taxes, and I don't think its fair".

4. **Thao Xiong**, a 34-year-old refugee from Laos is studying for the citizenship test after 10 years in America. Thao, who works assembling personal computers, wants to become a citizen for the sake of his wife and five children.

When Thao's wife lost her sewing job last year, Thao applied for food stamps but was denied because he is not a citizen. Thao makes \$10 an hour, but with five kids, money was tight.

"We work low-income jobs", he said. "Food stamps are not much, but a little bit helps". Thao knows that it will take eight months from the time he turns in his application to the time he can take the test. By then, his family may not need food stamps. But he wants to become a citizen for broader reasons as well.



“I am here in America now”, he said. “My kids have grown here. It’s good to become an American citizen because most of our people think about going back to Laos, but there is no peace at all there”.

5. Over 275,000 people have come to the US illegally in 1998. They are unwanted and feared by many Americans. The majority are poor, uneducated, and have few job skills. Most are from Mexico and Central America.

Laws already exist that make it illegal for these people to come; but the laws are not always enforced.

The government has recently doubled the number of border patrol officers, sped up the deportation process, and increased penalties for people who profit by smuggling illegal immigrants across the border. Using spotlights, barbed wire fences and surveillance equipment, agents will be able to guard a “buffer zone” between the two countries and quickly return any immigrants caught trying to cross illegally.

Opponents of the tighter security, argue that the policy creates a war zone that punishes the wrong people.

6. Research shows that most immigrants enter the US to work and will continue to come as long as their’ country offers them fewer opportunities than the US. Also; although many people may object to illegal immigrants, plenty of businesses are happy to hire them as they are cheaper than American workers.

In a highly controversial decision, the voters of California approved a measure in the Fall of 1994 that would have forced illegal immigrant children out of schools, denied illegal immigrants access to health care, and required teachers, doctors, and nurses to report any suspected illegal immigrant. Now Washington is considering making a similar law for the whole country.

7. US President is expected to veto the bill. He agrees with opponents who argue that the policy unfairly punishes children for the behavior of their parents. It also risks the health of the immigrant and non-immigrant communities by denying people such basic health services as immunization, medicines and check ups.

For 130 years anyone born on US soil was automatically granted American citizenship. According to conservatives, this guarantee has acted as a magnet that draws illegal immigrants to this country to deli-

ver their babies. Congressman Bilbray of San Diego claims that 16 % of the births in California are to illegal immigrant mothers. To stop this trend, Bilbray and others want to see an end to automatic citizenship for children whose parents are not “long-term legal residents”.

8. **Jose Fernandez** tried to cross the border five times before he finally made it. His frost-bitten toes are evidence of the extremes he went through to come to the US. “We had to go to the mountains to cross”, he explains.

Fernandez now works picking strawberries in California’s central valley. Jobs, he explains, are the main attraction of the United States. “No matter how many fences and laws they make, I will come because there are more opportunities here than in Mexico”. He laughs at the idea that illegal immigrants take away American jobs. “I work 12 hours a day bent over in a field. I get paid very little. No American wants to do my job”.

## **IMMIGRATION FACTS**

- Legal immigrants currently living in US = 10 525 000.
- Undocumented immigrants currently living in US = 5 000 000.
- Top country of birth = Mexico (18 % legal, 54 % undocumented).
- top state of residence = California (35 %).
- Country with highest percent of foreign-born residents = Israel (42 %).
- Country with highest number of foreign-born residents = USA (14 080 000).

### **Match words in A with their Ukrainian equivalents in B.**

**A.** 1. outcast. 2. humble. 3. mill. 4. gain admission. 5. non-profit. 6. asylum. 7. persecution. 8. needy. 9. security. 10. senior. 11. the disabled. 12. welfare benefit. 13. use up. 14. tight. 15. enforce. 16. penalty. 17. smuggle. 18. spotlight. 19. barbed wire. 20. approve. 21. deliver. 22. frost-bitten. 23. currently. 24. descendant. 25. drain.

**B.** 1. отримати дозвіл (на в’їзд). 2. виснажувати. 3. притулок, прихисток. 4. вигнанець, бездомна людина. 5. соціальна допомога. 6. скромний; непомітний. 7. інваліди. 8. нащадок. 9. тепер; на цей час. 10. проводити в життя (про закони). 11. фаб-

рика, завод. 12. таємно проносити (проводити). 13. некомерційний. 14. покарання, штраф. 15. переслідування. 16. нужденний, бідний. 17. обморожений. 18. колючий дріт. 19. мізерний; непроникний. 20. соціальне забезпечення; безпека. 21. прожектор. 22. людина похилого віку. 23. витратити. 24. схвалювати, затверджувати. 25. народжувати.

## One Million Immigrants a Year Flock to US

1. America is experiencing the second great tidal wave of immigration in its history, literally changing the country's face before its very eyes. To grasp the scale, imagine a city almost the size of London mushrooming from the earth every five years.

Today more than 28 million immigrants — legal and illegal — now live in the US, three times as many as only 30 years ago. Their number is growing by 1,2 million a year, and now accounts for more than 10 per cent of the population, the highest proportion since the first great migration to America in the decades before the Great War.

2. The phenomenon is not confined to the other side of the Atlantic. Britain and the other rich, weary old countries of Europe are experiencing their own millennial immigration boom and mostly hating every minute of it. So, however, is America, a nation whose very invention is the work of immigrants. Hard as it may be for those who gape at the aweinspiring open spaces of the New World, Americans feel they are being swamped. And not for the first time.

Most Americans think of immigration as a problem that has come to the fore in the last half-century or so. And when they think of immigrants they think of olive-skinned Italians or bearded Jews or Polish peasant women with bright shawls coming down the gangplank on to Ellis Island. They do not think of the Pilgrim Fathers or the French Huguenots or the Scots Irish. Certainly they do not think of the poor black folk enduring the hell of the Middle Passage.

3. In those days the “native stock” descendants of the Pilgrim Fathers looked down on the olive-skinned Italians. Today the latter look with suspicious disdain on the Chinese, Mexicans, Vietnamese, Indians, Haitians and the rest as they flood into America. No one after all is keener to protect a nice neighborhood than the last people to move on to the block.

The urban black underclass, meanwhile, look resentfully at everyone, as one new group after another threatens to vault over them in the scramble up the economic ladder.

In some ways great cracks remain between the groups, papered over by the formal rituals of America — from “have a nice day” to the ubiquitous political correctness.

4. Americans themselves are ambivalent about immigration. They know full well the contributions made by the Einsteins and the Enrico Fermis, they understand that the issue of green cards to tens of thousands of computer specialists from the Indian subcontinent is vital if America is to retain its lead in information technology.

The foreign restaurants, the entertainers with the foreign sounding names, all are a universally appreciated addition to national life.

But Americans are as unwilling as Europeans to admit that without immigrants to fill the menial jobs they shun — from home pizza deliveries to autumn leaf sweeping, to hospitals and rubbish collection — many public and private services could not function.

5. Many of today’s immigrants will become US citizens; the “wetbacks” who dodge flood-lights and tracker dogs to cross the Rio Grande from Mexico calculate that whatever the immediate hardships sooner or later an amnesty will come along, giving them a chance one day to become citizens, with the same opportunity for their children born in this modern Eldorado. Their motives are the same as those that brought their predecessors to Ellis Island a century ago: escape from war, famine, persecution and poverty, the desire to give their children a better life.

6. And despite itself America can’t help being flattered by the attention. Buried beneath American prejudices still flickers an instinctive idealism, and that much-tarnished, much-abused notion of “the American dream”.

For the newcomers the goal is that stirring occasion, a US nationalization ceremony.

This is America as it prefers to see itself, a place where the national motto of *E Pluribus, Unum* — “Out of Many One” — still means something. Britain confers citizenship in a Whitehall brown paper envelope and a pro-forma warning to “keep this document in a safe place because it cannot be replaced”.

7. America summons its fortunate “petitioners” to a special federal courtroom to watch a uniformed military detachment present the colors. There follows much rousing speechifying, and then the Oath of Citizenship with its daunting requirement: “entirely renounce and abjure all allegiance and fidelity to any foreign prince or potentate, state or sovereignty”.

Typically 100 people will take the Oath, from 35 or 40 different nations.

But the federal courthouse is the rainbow’s end. The reality is not dissimilar to that first tide of immigration, when 20 million people arrived in the 40 years between 1870 and 1910. More than half of post-1970s immigrants live below or at the official poverty line, according to the CIS.

From “*The Independent*”

### Vocabulary of the article

- A. 1. **flock** — стікатися 2. **grasp** — зрозуміти, усвідомити 3. **account for** — становити певну частину 4. **be confined (to)** — обмежуватися 5. **weary** — який втратив терпіння 6. **gape** — дивуватися 7. **awinspiring** — що вселяє благоговіння 8. **swamp** — затягати в болото 9. **come to the fore** — виступати 10. **stock** — плем’я 11. **descendant** — нащадок 12. **Pilgrim Fathers** — англійські колоністи, що поселилися в Америці в 1620 р. 13. **disdain** — гордовитість 14. **flood** — рушити 15. **keen** — запопадливий 16. **reject** — відмовлятися від
- B. 16. **block** — житловий масив 17. **resentfully** — з обуренням 18. **vault** — перестрибувати 19. **scramble** — боротьба, бійка 20. **papered** — заклеєний папером 21. **biquitous** — повсюдний 22. **ambivalent** — суперечливий 23. **shun** — уникати 24. **menial** — чорна робота 25. **full well** — дуже добре 26. **wetback** — амер. розм. сільськогосподарський робітник, що незаконно приїхав з Мексики до США 27. **dodge** — ховатися від 28. **floorlights** — прожектор 29. **flatter** — лестити 30. **flicker** — жевріти

- C. 31. **tarnish** — тьмяніти 32. **abuse** — ганьбити 33. **stirring** — хвилюючий  
34. **confer** — дарувати 35. **pro-forma** — формальний 36. **petitioner** —  
проситель 37. **detachment** — загін 38. **colors** — прапор 39. **speechify** —  
виголошувати пишномовну промову 40. **daunting** — страхаючий  
41. **renounce** — не визнавати 42. **abjure** — зрікатися 43. **allegiance** —  
відданість 44. **fidelity** — вірність 45. **potentate** — монарх  
46. **dissimilar** — несхожий

## The Tew Immigrants: Still the Promised Land?

Many people around the world are dissatisfied with their living conditions. They suffer from poverty, discrimination, lack of education, lack of job opportunities, lack of freedom, etc. One way to try to solve these problems is to move to another country. This doesn't necessarily mean that their problems will be solved. In fact, they will encounter many new problems upon arriving in a new country, such as having to learn a new language, getting used to new customs, etc. Nevertheless, people continue to emigrate. One of their most common destinations is the United States.

1. It is hard. It is hard to turn the key and lock the door. Hard to leave, probably forever, the little white house in the Peloponnesian town of Argos. The little house was given to Nikki Kaffas when she married Theodosios twelve years ago, and the tears come to her eyes as she speaks of "the wonderful garden and the birds that sing all day. Now we must leave it all behind. But they tell me America is a nice place". Theodocios Kaffasis determined to make it so". A barber who had to go out of business, a restaurant cook who couldn't earn more than \$300 a month, he has dreamed of going to America ever since he was a boy. Now he is 36. "Argos is a good place for those who own fields and orange trees", says Kaffas, "but the workers are better paid in America. I want a better life for my family. I want to educate my children".

2. Victor Valles Solan, too, is greatly concerned about his children. He has five of them, and in Cuba, where he once had a small steel factory, he began to feel that they were becoming slaves of the state. “We were allowed only one liter of fresh milk every other day”, says Valles, 46, “but what is more important is that every day the children learned Communist ideas in the schools and going to church was never talked about. I realize that I am going to the United States with many illusions, but for me your country is the place on earth where democracy is strongest.

3. Dr. Brian Pethica already knows the U.S. well, and he has no problems, political or financial. Now 49, a chemist at the Unilever Company in Port Sunlight, near Liverpool, Pethica has been crossing the Atlantic at least once a year since 1958, and he likes his job. But he wants to teach. He says, “The university system in England seems somehow less open. In the U.S. there are many different kinds of schools, which allows you to educate everyone as far as he can go. That opportunity to have a richer life is an American quality”.

4. Last week, these voyagers all left for America, just in time to celebrate their first July 4 holidays. The Kaffases, with their two children of 11 and 8, were going to Philadelphia, where Nikki’s brother hopes to find Theodosios work in a restaurant. Victor Valles Solan took his family to Melrose Park, Illinois, where he has a job in a factory. Dr. Pethira was going to Potsdam, New York, where he will become dean of the school of arts and sciences at Clarkson College.

5. These are just a few of the new immigrants who today are entering America. Their goals are somewhat different from those of earlier immigrants. Political problems are still an important cause of immigration, but religious problems are no longer a major cause. The new immigrants do occasionally talk of getting rich, but they know this is no longer a land of gold rushes and oil discoveries. Yet they do see in America something that many Americans take for granted or even forget they possess — freedom. That means not only freedom from discrimination and hunger but also from unbreakable social class systems and ignorance. To many, America is still the Promised Land. The newcomers find out soon enough that the United States too has its share of poverty and prejudice, but in their eyes it is nevertheless a kind of Utopia.

## **For discussion and composition**

**Choose one of the following to discuss or write about.**

1. Why do people decide to emigrate to the United States?
2. What are some difficulties that people have when they emigrate to the United States?
3. What is the worst problem that immigrants have in the United States? Why?
4. Describe one problem in a specific country that causes people to emigrate (such as the political situation, poverty, unemployment, low pay).
5. Describe the experience of a particular family that decided to emigrate to the United States. (You may choose to describe your own family if they are immigrants.) Why did they emigrate? What was life in the United States like for them at first? What is it like now?
6. Compare the advantages of living in the United States to those of living in another country (for example, in your native country).
7. What could be done in the United States to make life easier for immigrants?
8. Describe a particular group of immigrants living in the United States. Where do they live? What do they do? How do they feel about living in the United States?
9. Describe the situation of “illegal aliens” in the United States. Should these people be forced to leave the United States? Should they be allowed to become citizens?
10. Discuss the advantages and disadvantages of an “open” education system, where everyone can be educated as far as he or she can go.

## **ORGANIZE A ROUND TABLE DISCUSSION**

The round table is a form of group discussion in which the participants exchange views around the table (not necessary round!) under the leadership of a chairman. The number of participants usually doesn't exceed a dozen. Mind the duties of participants in a group discussion.

**The chairman should:**

- know the subject thoroughly;
- make a brief introduction statement;



- introduce the speakers to the audience;
- ask questions to stimulate discussion;
- see that everybody has a chance to speak;
- summarize the discussion;
- thank the audience and the speakers.

**A speaker in a group discussion should:**

- know the subject thoroughly;
- listen intelligently: when you agree with another speaker, listen to increase your information on the subject; when you disagree, listen to accept a different viewpoint if it is supported by sufficient evidence;
- speak so that everyone can hear;
- recognize and acknowledge the truth of what others say;
- always be polite: sarcasm is out of place, self-control is a mark of maturity, disagree reasonably — and with factual evidence.

**Topics for discussion**

1. Asylum centers
2. Arrival process.
3. Reasons for migration.
4. Promised land or land of curse?
5. Crushed expectations or realized opportunities?
6. Deportation from the new country.
7. Integration into new society.
8. Demand for new skilled workers.
9. New problems in a new society.
10. Green Card — a blessing in disguise or a counting your blessings?



# HUMAN RIGHTS

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# UN Universal Declaration of Human Rights

## COUNTRY REPORTS ON HUMAN RIGHTS PRACTICES — 2000

Released by the Bureau of Democracy,  
Human Rights, and Labor  
February 23, 2001

### Preamble

*Whereas* recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

*Whereas* disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

*Whereas* it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

*Whereas* it is essential to promote the development of friendly relations between nations,

*Whereas* the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

*Whereas* Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

*Whereas* a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

*Now, therefore,* The General Assembly, proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

**Article 1**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

**Article 2**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3**

Everyone has the right to life, liberty and the security of person.

**Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6**

Everyone has the right to recognition everywhere as a person before the law.

**Article 7**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

### **Article 8**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

### **Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

### **Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

### **Article 11**

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2. No one shall be held guilty without any limitation due to race, of any penal offence on account of nationality or religion, have the any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed

### **Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

### **Article 13**

1. Everyone has the right to freedom of movement and residence within the borders of each state.

2. Everyone has the right to leave any country, including his own, and to return to his country.

### **Article 14**

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

### **Article 15**

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor be denied the right to change his nationality.

**Article 16**

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family.

They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

**Article 17**

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

**Article 18**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

**Article 19**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Article 20**

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

**Article 21**

1. Everyone has the right to take part in the Government of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

## **Article 22**

1. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

## **Article 23**

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favourable remuneration insuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

## **Article 24**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

## **Article 25**

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance.

All children, whether born in or out of wedlock, shall enjoy the same social protection.

## **Article 26**

1. Everyone has the right to education.

Education shall be free, at least in the elementary and fundamental stages.

Elementary education shall be compulsory.

Technical and professional education shall be made generally



available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27**

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**Article 28**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

**Article 29**

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Hundred and eighty-third plenary meeting  
Resolution 217(A)(III) of the United Nations General Assembly,  
December 10, 1948

[End.]

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## Globalization and Human Rights

**Ambassador George Moose,  
U.S. Delegation and U.S. Permanent Representative  
to the UN Offices in Geneva**

Remarks to the 57th Session of the UN  
Commission on Human Rights  
Geneva, Switzerland  
April 23, 2001

Mr. Chairman:

The United States does not accept the premise that the net effect world-wide of the many phenomena grouped under the term “globalization” has been an increase in poverty, nor that globalization has had a broad negative impact on the enjoyment of human rights. In its non-economic aspects, the vastly increased information flows facilitated by globalization have allowed a much brighter light to be focused on human rights abuses around the world, bringing greater international attention than ever before.

As for globalization’s economic aspects, the past three decades have seen more people rise out of absolute poverty than in any comparable period in the world’s history. The countries that have succeeded best at helping their citizens escape from poverty have been those with effective governments that largely embraced freer markets, freer trade, and technological change.

It is certainly true that globalization embodies change, that change presents challenge to any society, and that among these challenges is the problem of helping those who may find it difficult to adapt for whatever reason. National policies promoting participation in globalization’s opportunities and providing safety nets for those who may be adversely affected are vital in this regard.

The lessons of recent decades are clear, however. The developing countries with the fastest growth rates for extended periods have been those that are most integrated in the world economy, and the most involved in the process of globalization. Failure to take advantage of new opportunities, even where these are accompanied by

challenges, will condemn populations to further economic marginalization and stagnation.

This reality is not reflected in the current draft. For these reasons, among others, the U.S. opposes this resolution.

Thank you.

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READING 3

## **Violation of Human Rights and Fundamental Freedoms in Any Part of the World**

**Ambassador Shirin Tahir-Kheli,  
Head of the U.S. Delegation**

Remarks to the 57th Session of the UN Commission on  
Human Rights  
Geneva, Switzerland  
March 30, 2001

Mr. Chairman:

The past year a number of countries have taken important steps to improve the human rights conditions facing their own citizens. Such steps are not always easy to take, nor sufficiently appreciated by the international community, so I would like to begin my remarks today by commenting on a few of the more notable achievements.

The first is Mexico, our close neighbor, friend, and trading partner. In December, the first opposition candidate in recent Mexican history took office as the freely elected president of his country. Mexico's commitment to democracy and political pluralism has made significant gains over the past decade, and we view the election of President Vicente Fox as a major opportunity for the Mexican people. There is much our two nations have in common, yet much we need to work on, too. President George W. Bush made these points very clearly when he visited President Fox last month.

Mexican Foreign Minister Jorge Castanada's remarks to the Commission on March 20 made a very strong and positive impres-

sion, as did the commitment he expressed on behalf of “a new Mexico” to “ensuring respect for human rights throughout the world”. The human rights agenda he outlined is broad, ambitious, and well conceived; and his country is sure to benefit from it. So, too, is this Commission.

The election of a new president in Yugoslavia in September demonstrated clearly that time had finally run out on Slobodan Milosevic’s regime. Many challenges lie ahead as Yugoslavia seeks to rebuild and integrate itself into a Europe that is fully committed to implementing universal human rights and fundamental freedoms. The United States stands ready to work with the democratically elected government led by President Kostunica. We are looking forward to his appearance here at the Commission today and hope that the people of Yugoslavia will continue to pursue freedom, democracy, and accountability for past crimes and respect for human rights as a national goal.

In Peru, domestic and international criticism of last year’s flawed elections led to the creation of a national dialogue that produced sweeping democratic reforms. Following the resignation of Alberto Fujimori in November, the Paniagua administration has accelerated the reform process and committed itself to preparing for new, free, and fair national elections on April 8, 2001. The United States welcomes these steps which have put the country back on the path to fully democratic government and an increased respect for human rights. We look forward to working with the future democratic leadership in Peru, and we hope to see further promotion human rights, the rule of law, and fundamental freedoms within the country.

Croatia continued to improve its human rights record during the past year, as respect for freedom of speech and press improved significantly, although some problems remain. At the same time, the country’s presidential and parliamentary elections were conducted in a calm and orderly fashion, and the government’s record of cooperation with international human rights and monitoring organizations continued to improve somewhat.

While some problems remain, the fact that Ethiopia and Eritrea ended their border war has clearly improved the human rights conditions for people in both countries. Free and fair presidential elections in Ghana and Senegal last year permitted opposition candidates to take power in orderly fashion in both countries. Under the

leadership of King Mohamed VI, Morocco continued to make human rights an important part of its policies. Meanwhile, Nigeria continues to consolidate its return to democracy, while South Africa's commitment to democracy, racial reconciliation, and universal human rights remains a testimony to that country's resilience and inner strength.

At the same time, Mr. Chairman, there are a number of countries where universal human rights and fundamental freedoms are neither enjoyed nor respected. The United States is sometimes criticized for speaking frankly here about these cases, as if the Commission on Human Rights were an improper place to speak of human rights and the countries that abuse them. But if not here, where? If not now, when? We are here to promote human rights, and we cannot do that unless we first critically assess genuine problems.

And the truth is that while we all may speak the language of human rights here in Geneva, there are vast differences in the way countries deal at home with individuals who seek their universal human rights. As members of the Commission, therefore, we see it as our duty to help give voice to the voiceless and hope to the hopeless. In doing so, we recognize those who have risked their lives and fortunes for the cause of human rights, individuals like:

- Dr. Oscar Elias Biscet, as he languishes in a Cuban jail for peacefully advocating human rights;
- Aung San Suu Kyi, the Nobel Peace Prize winner, who remains under house arrest in Burma;
- Rebiya Kadeer, the Uighur businesswoman convicted in a secret trial in China, apparently for sending newspaper articles overseas to her husband; Ngawang Choephel, the ethno-musicologist Chinese authorities convicted in another secret trial 5 years ago for filming traditional Tibetan music;
- Shageldi Atakov, the Baptist whose real crime appears to be practicing his religion in Turkmenistan.

These are but a few of the people, who are suffering for their beliefs today, victims of governments that refuse to abide by their international human rights obligations. Sadly, there are millions more like them, men and women whose names we may not know so well, but who suffer torture, jail and even death for simply speaking out in public, advocating free elections, publishing a newspaper, practicing religion, or organizing trade unions, or civic associations.

We all recognize that China has substantially liberalized important sectors of its economy in recent years, and that this has resulted in dramatic improvements in people's daily lives. We welcome the country's increasing prosperity and the atmosphere of greater personal freedom enjoyed by the Chinese people as a whole. But the truth of the matter is that China has numerous human rights problems and that its already poor human rights record worsened the last year, particularly with respect to religious minorities, and the Tibetan people. The government also continues to suppress any person or group it perceives as a threat. We seek no blanket condemnation of China. But we must address human rights abuses that contradict international norms. By speaking out the Commission can best serve the cause of human rights and fundamental freedoms. It should not be silent when the Chinese authorities demolish Christian churches and Buddhist temples and brutally repress Falun Gong practitioners exercising rights to freedom of belief and expression. It should not be silent when those who call for democratic government or more cultural preservation and religious freedom in Tibet and elsewhere in China are suppressed or when advocates of labor rights are thrown in jail.

The Chinese Government continues to detain up to 1,000 people for "counter-revolution", a crime which was taken off the books in 1997. Hundreds of others remain imprisoned under the State Security Law, while thousands are sentenced, without trial, in reform-through-labor camps. And what are their crimes, Mr. Chairman? None save a desire to experience the human rights that belong to everybody, everywhere: freedom of association, expression, assembly, religion, conscience, and belief.

Another country that this Commission must study closely is Cuba, for the government there systematically violates the fundamental civil and political rights of its citizens. Between 200 and 300 political prisoners remain in prison, many under deplorable conditions. Hundreds are regularly, if temporarily, detained. Indeed, over 200 Cubans were detained in the month of December alone, in an effort to stop peaceful celebrations of Human Rights Day. Throughout the year, Cuban authorities regularly harass, threaten, arbitrarily arrest, detain, imprison and defame human rights advocates. Members of independent professional associations, including journalists, economists, doctors, and lawyers, as well as members of

their families often suffer the same fate. The government uses both internal and external exile against its citizens. There are harsh government restrictions on freedom of speech, press, assembly, and association. Foreign news and publications are restricted to only the party faithful; there is strict censorship of news and public information.

Cuba allows some religious freedom but strictly limits church activities and expansion. The government also keeps tight restrictions on freedom of movement, including foreign travel. It denies the right of emigration to many members of the medical profession who have applied for and received foreign visas. For all their high-flown rhetoric here at the Commission on Human Rights, the Cuban Government remains hostile to all who question its human rights practices. A case in point was the two Czech citizens, one of whom was a member of the Czech Parliament, that the authorities detained for 3 weeks this January for meeting with two Cuban activists. How these activities accord with the “transparent and humane” human rights record that Cuban Foreign Minister Perez Roque so glowingly described the other day is hard indeed to fathom.

Mr. Chairman, the extraordinary scale of human rights violations perpetrated by the Government of Sudan demand this Commission’s vigorous condemnation. As Secretary of State Colin Powell recently said: “There is perhaps no greater tragedy on the face of the earth today than the tragedy that is unfolding in Sudan”.

How will history judge the 57<sup>th</sup> Commission should it fail to acknowledge the heinous practice of slavery of people of southern Sudan? A long series of reports by UN special rapporteurs and many others have it made amply clear that the Sudanese Government continues to tolerate, if not encourage slavery. Many of the women taken north by the government-backed militias have been raped, sexually abused, or forced into becoming sex slaves. Others are forced to work as field hands or domestic laborers. In his interim report last fall, then-Special Rapporteur Leonardo Franco, described the conditions these enslaved people face as “extremely harsh: abuse, torture, rape, and, at times, killing being the norm”.

At the same time, the Government in Khartoum continues its severe religious persecution of non-Muslims and Muslims who deviate from the government’s interpretation of Islam. Various NGOs have reported the residents of displaced-persons camps are some-

times pressured to convert to Islam. The U.S. Commission on International Religious Freedom, an independent panel created by the U.S. Congress, has closely studied the situation in Sudan and concluded that the government is, in fact, “the world’s most violent abuser of the right to freedom of religion and belief”.

In addition, Khartoum has intensified the aerial bombardment of civilian hospitals, schools, feeding centers and other targets over the past year. More than 100 such bombing incidents were recorded during the past year by aid groups, a number of which were cited in the Special Rapporteur’s interim report. The Rapporteur noted that on some occasions, “civilians were deliberately targeted as they gathered for food distribution”.

In the Democratic Republic of the Congo war and uncertainty have further aggravated an already very troubling human rights situation. We are pleased that all concerned with the conflict have agreed to a process, which hopefully will end the regional violence. It is now even more important, therefore, that we renew our efforts to ensure that these commitments are met. Meanwhile, we feel it vital that human rights abuses in the country — wherever they occur and whoever is responsible for them — must cease.

North Korea remains another of the world’s most serious human rights violators. The people have no right to change their government, voice their opinions, worship as they please, assemble freely, or enjoy due process. The government continues to perceive most international human rights norms as illegitimate, alien, and subversive. The Penal Code is draconian. It stipulates capital punishment and confiscation of all assets for a wide variety of so-called “crimes against the revolution”, including writing “reactionary” letters, and possessing unauthorized printed matter. All forms of cultural and media activity are under the strict control of the party.

The United States is also deeply concerned about the continuing human rights violations in Chechnya. One year ago, this Commission adopted a resolution, calling on the Government of the Russian Federation to take actions that would strengthen human rights protections in Chechnya and hold those responsible for human rights violations and breaches of international humanitarian law accountable. As the High Commissioner concludes in her report on Chechnya, however, Russian efforts to do so have not nearly corresponded to the scope of the violations their forces have committed.



Over the past year, we have seen numerous credible reports of torture, arbitrary detentions, summary executions, beatings, and kidnappings. Added to these is the discovery of a mass grave outside Grozny. In its report, "The Dirty War in Chechnya", Human Rights Watch describes in detail the disappearances of Chechens taken into custody by Russian forces.

Chechen separatists have also reportedly committed human rights violations. We call on them to hold their forces accountable for their actions and renounce the use of tactics such as the kidnappings as well as the terrorist bombings that took place last weekend in southern Russia.

The United States calls on the Russian Federation to meet its international commitments and obligations to promote universal respect for and observance of human rights and fundamental freedoms, including protection of non-combatants in armed conflict not of an international character. Further efforts to comply with last year's resolution are necessary. Specifically, the Russian Federation should initiate a dialogue leading to a political settlement, establish a National Commission of Inquiry, and facilitate the visits of the UN the Russian Federation's cooperation with the International Committee of the Red Cross and with the Council of Europe. The work of President Putin's Special Representative for Human and Civil Rights and Freedoms in Chechnya, Mr. Kalamanov, has shown promise within the limits of his mandate. The international community, through the Office of the High Commissioner and elsewhere, stands ready to assist Russia in taking these necessary steps and in working toward a peaceful and long-term resolution to this tragic conflict.

Over the past several years, the Iranian people have made clear their demands that fundamental civil and political rights be respected in their country. However, increasingly those demands are being met with arbitrary arrests, newspaper closures, and the use of the judiciary to harass political opponents. The Government of Iran remains a house divided against itself, with hard-line elements continuing to oppose the fundamental desire for freedom. Against this backdrop, systematic human rights abuse persists: extrajudicial killings and summary executions, disappearances, the widespread use of torture, arbitrary arrest, and detention. Judicial proceedings were instituted against some officials, but much of their abuse was pepe-

trated with impunity. The treatment of those who are Bahai's or belong to other religious and ethnic minorities fails to meet international standards.

The Iraqi Government remains one of the most repressive in the world. People who voice dissent face torture, repression and often death. The regime of Saddam Hussein has no qualms about executing its political opponents, including prominent Shi'a leaders. Security forces routinely torture, beat, rape, and otherwise abuse detainees. There is increasing evidence that rape is a part of state policy. Arbitrary arrest and detention are frequent, and freedom of speech, press, assembly, association, religion, and movement are virtually non-existent.

Violence, ethnic tension, and armed insurrections in several regions of the country have all challenged to the utmost the Indonesian Government's ability to provide security to its citizens. The government, however, cannot use these problems as an excuse to commit human rights violations of its own, and we urge it to resolve these issues through dialogue. The government must also step up its efforts to keep warring factions and ethnic groups from committing violence against each other. The United States is concerned at the continued culture of impunity, as illustrated by the relatively minor charges brought against those on trial for the murder of the three UNHCR workers in West Timor last year.

Mr. Chairman, we have consistently and vigorously opposed Taliban policies which have crushed the human rights and fundamental freedoms of all Afghans. The Taliban's pursuit of a military solution to Afghanistan's long-term problems has brought destitution and destruction to large areas of the country. The Taliban's military forces continue to command much of Afghanistan and appear to be unable or unwilling to provide even the most rudimentary governance. The result being a humanitarian disaster with hundreds of thousands of displaced persons. The treatment of women and girls has been particularly abominable.

The United States has vigorously and consistently opposed the Taliban's cruel and misguided treatment of women and girls. Keeping women from earning a living outside the home is reducing many families to utter destitution. Keeping girls from attending schools is ensuring that this destitution will continue in future generations. At the same time, the United States is deeply

concerned about the desperate condition of the Afghan people living in refugee and displaced persons camps. We strongly believe that humanitarian aid should have no political strings, for fear that its primary mission — saving lives — would be jeopardized. As the largest donor to the World Food Programme, we call on other nations to act quickly to avert a rapidly deteriorating humanitarian situation. Finally, the Taliban's wanton destruction of Afghanistan's ancient Buddhist statues earlier this month has been deplored by religious and secular groups from around the world. The United States strongly condemns this act of senseless cultural violence.

The Government of Belarus continues to resist the democratic tide of human rights and fundamental freedoms that swept across Central and Eastern Europe more than a dozen years ago. The parliamentary elections of this past October were neither free nor fair. The opposition was denied access to the media and most independent opposition candidates were denied registration on trivial technicalities. Former President Lukashenko, whose term ended in 1999, still refuses to leave his office and continues to quash protest and intimidate peaceful demonstrators. As recently as March 25<sup>th</sup>, for example, riot police commanded personally by the Minister of Internal Affairs attacked a demonstration in Minsk, beating numerous participants. In addition, a number of prominent opposition figures and journalists have disappeared — amid strong indications of government involvement — while others have been jailed. This is an outrage. We call upon Belarus to uphold its commitments, permit freedom of association and media coverage, and create a climate that will facilitate free and fair elections with full participation of all opposition parties.

Mr. Chairman, Americans speak from over 200 years of experience when we express our concern whenever fundamental liberties are suppressed. The United States has fought the battle for human rights and the dignity of humankind both at home and abroad, in war and in peace. In closing, I am proud to say that ours is a country with global interests and a deep and abiding concern for the promotion of universal human rights in every country of the world, including our own. We look forward, therefore, to speaking out on these concerns and other country situations later in this session.

Thank you.

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## Civil and Political Rights

**David A. Schwarz,**  
**NGO Member of the U.S. Delegation**  
Remarks to the 57th Session  
of the UN Commission on Human Rights  
Geneva, Switzerland April 4, 2001

Mr. Chairman:

Two hundred and twenty five years ago our nation declared its independence by asserting the self-evident truth “that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness”.

These notions — that the individual has rights which are prior to government; that protection of these rights is the very purpose of government; that the just powers of government depend on the consent of the governed — are the essence of democracy.

We believe the protection and promotion of human liberty to be a central undertaking of the United Nations. We also believe that the promotion of democracy is the best way to protect human rights. As President Bush has said: “We propose our principles; we must not impose our cultures. Yet the basic principles of human freedom and dignity are universal. People should be able to say what they think. Worship as they please. Elect those who govern them”. For these reasons, the protection of civil and political rights should be the central work of this Commission. These rights should be uniformly applied without prejudice to ethnicity, political affiliation, or race.

Freedom of expression is the enabling civil and political right. No other universally recognized right — including self-determination, freedom of the press, freedom of assembly, and freedom of religion — can flourish without it. Most days at the Palais the distinguished delegates do a pretty good job of exercising that right, even though that right is not always protected in their own countries.

Tolerance for the opinions of others is the price we pay for a free society. That rule applies in this chamber; it should apply in all of

our countries. It means that we must make room for dissent, whether voiced on the Internet, in the press, or in the public square — on the Mall in Washington, DC, the Place des Nations in Geneva, Red Square in Moscow, or Tiananmen Square in Beijing.

It means that the Special Rapporteur on Freedom of Expression should not be prevented from visiting those countries from which he has requested invitations, but from which he has not yet received an answer.

It means that beliefs and opinions, no matter how offensive, need to be heard, debated, and tested in what Justice Oliver Wendell Holmes called the marketplace of ideas. That is the only way reasonable people can hope to tell the difference between fact and fiction. That, at any rate, is the theory of our Constitution. It also is a central premise of the Universal Declaration of Human Rights.

Now, the Framers of our Constitution understood that the expression of these fundamental rights — to speak, to assemble, to worship, or to leave one's country of origin — is an inherent part of our humanity. The right to life, liberty, and security of person does not exist because it is written in the Universal Declaration of Human Rights. Rather, these rights are stated in the Declaration and codified in the International Covenant of Civil and Political Rights because they really do exist — and always did. We know in our hearts that to massacre, to torture, and to enslave are fundamentally wrong. That knowledge is what distinguishes us from all other of God's creatures. "Man", as the great English essayist, William Hazlitt, observed, "is the only animal that laughs and weeps; for he is the only animal that is struck with the difference between what things are and what they ought to be".

Men and women of good conscience who heard Archbishop Tutu's statement on respect and tolerance could not help but be shocked by his description of the testimony before the Truth and Reconciliation Commission. He talked of the massacre of innocent men, whose murderers dismembered and burned the bodies of their victims: He quoted: "It takes about 9 hours to burn a human being, and so we made a barbecue of the fire whilst we watched the bodies burn". We are shocked because an unspeakable crime had been committed. We are shocked because we all know — even the people who committed these obscene acts knew — that what was done was terribly wrong.

A child may not know the meaning of the word genocide; but a child knows that to take life indiscriminately is wrong. Yet, words do matter. The words must fit the crime; otherwise, words like “genocide” and “racism” and “Apartheid” — indeed, the entire vocabulary of human rights — becomes drained of meaning.

Many of the nations in this assembly, mine included, owe their independence to the notion of human rights. That notion exercised its influence over the old colonial powers; it created new nations; it offered hope to millions that lived, and still live, under regimes that do not respect these rights.

When the language of human rights loses its specific meaning; when we call every goal a right, and every wrong a “crime against humanity”; when the language of Jefferson and Rousseau and Gandhi is worn out, or destroyed, or perverted, we stand a good chance of giving away something that cannot be regained.

That, unfortunately, has happened and is still happening. The terrible irony of the Nazi regime sprang not just from its lawlessness, but from its creation of a perverse and comprehensive set of laws intended to “justify” the persecution of millions of Jews. Pol Pot’s murderous utopia slaughtered two million Cambodians as the imperative of the “right to national unity”.

Today, some nations — including some members of this Commission — are using the language of human rights to deny individual freedom, rather than to protect it. They assert the supremacy of their “rights” to justify the denial of freedom or to trump universal human rights. They pervert the language of the rule of law by insisting that they do not have any religious or political dissenters rotting in their prisons, their labor camps, or their psychiatric hospitals — just people who violate their laws or who constitute “political harm to society”.

Examples abound of this perversion of law. A short while ago a man named Huang Qi went on trial before a closed session of the Intermediate Court in Chengdu, China for something most of us do every day — sending and receiving e-mail. His crime? Allegedly posting texts critical of the Chinese government. In Cuba, independent journalist and labor activist, Jose Orlando Gonzalez Bridon, was arrested February 15. Prosecutors are charging him with disseminating “enemy propaganda” because he publicly criticized the police. In Vietnam, Father Tadeus Nguyen Van Ly is under

house arrest after he submitted written testimony on behalf of religious freedom before the U.S. Commission on International Religious Freedom and called for freedom of religion in Vietnam. In the Ukraine, the death of the journalist Heorhiy Gongadze, who published texts critical of the government, is particularly disturbing. In Belarus, critics of the Lukashenko regime like Dimitry Zavadsky, Yury Zakharenko, Victor Gonchar, and Anatoly Krasovsky have “disappeared”. These men were punished for the exercise of their human rights. Nothing more.

We also reassert the freedom of conscience, belief and religion. This freedom is at the heart of individual morality — that which helps us understand right from wrong. As Ambassador Jeane Kirkpatrick has written: “Freedom of conscience is the most deeply held freedom because it involves the most basic aspects of the human being, of his desire to understand his world and place himself in it”.

Many of the first settlers to arrive on our shores were looking for freedom of conscience, freedom of belief, freedom of religion. Fundamental to the dignity of the individual, freedom of conscience is also fundamental to the development of democratic institutions. The founding fathers of the United States recognized this and guaranteed the protection of freedom of religion and belief in the first clause of the First Amendment of the U.S. Constitution.

Mr. Chairman, democracies tend to flourish where religious freedom is protected. The converse is also true: where there is no religious freedom, democracies often perish, or never take root. Today, this freedom is under continuous and unrelenting assault. Not surprisingly, the governments that engage in egregious and direct religious persecution are seldom democratic and systematically deny other human rights. These governments all share an approach that insists that a single, approved ideology be accepted by all their citizens.

In China, people who practice Buddhism, Christianity, or Islam outside government sanctioned organizations, or who engage in certain kinds of spiritual pursuits, are arrested — not for any harm they have done, but for their religious and spiritual practices. Some are beaten, or tortured, or imprisoned in so-called “reeducation through labor” camps. In China, some Falun Gong practitioners have been placed in police-run psychiatric hospitals. Sometimes, they die in

police custody. And we wonder how any nation can justify the closure or demolition of over a thousand places of worship, as did China, just before Christmas.

The Government of Sudan is trying to forcibly impose its own strict interpretation of Islamic law on its diverse population thus contributing to a civil war that has caused two million deaths and twice that many internally displaced persons. Khartoum also encourages the practice of slavery and denies humanitarian access to needy populations in areas outside its control.

The Government of Vietnam restricts freedom of religion, with a focus on the activities of religious organizations not approved by the State. Recently, the Government has intensified its attempts to harass and repress groups of dissident Buddhists, including the leaders of the Unified Buddhist Church of Vietnam and the unofficial Hoa Hao association, as well as leaders of independent Protestant churches in the Central Highlands. Forms of harassment have included detention, imprisonment, and house arrest. The Government of Vietnam has also repressed attempts by some of these leaders and some priests of the Catholic Church to form an autonomous interfaith association.

The Government of Laos has not protected the religious freedom of the country's Protestant minority. Almost 100 Protestant believers were detained during 2000, and some were sentenced to long prison terms on vague and dubious charges. In Vientiane province, local authorities during the year implemented campaigns of religious harassment that included coerced personal renunciations of faith on a wide scale and closure of established churches.

The Iraqi regime has murdered clerics, desecrated mosques and holy sites, imprisoned, persecuted, and killed tens of thousands of Shi'ites and members of other religious groups. Iran deprives Baha'is of their basic human rights because of their religious beliefs. Both Baha'is and members of the country's small Jewish community are imprisoned on trumped-up charges. In North Korea, genuine religious freedom does not exist. The regime appears to have cracked down on unauthorized religious groups in recent years. Reports of executions, torture, and imprisonment continue to emerge.

Why is it that the freedom to worship is so reviled and feared by tyrannical governments? It is not just because its expression



depends, as it must, on the protection of other, basic human rights — such as the right to speak, to assemble, and to dissent. It is feared because it threatens the monopoly of loyalty, the monopoly of thought, that a tyranny must assert to maintain order and control over the individual. Tyranny rests on the premise that every word, thought, and deed of every individual must be subordinated to the state. Any belief system that stands for the primacy of the individual over the state is seen as a threat to a totalitarian system of government. That is why tyrannies fear religious expression. It is contrary to the notion that the individual owes his existence to the state, rather than the notion that the state owes its existence to the individual.

While freedom of religious belief is necessary to the fulfillment of civil rights, it is not enough. Freedom of religious belief places a double responsibility on the state: To guarantee the right of the individual to worship as he wishes, and to ensure that neither individuals nor the state abridges that right. This means that governments cannot acquiesce in that persecution by failing to protect vulnerable religious minorities or by failing to punish their tormentors. This means that atrocities, whose perpetrators falsely claim to be acting in the name of religion, must be stopped. It means that private acts of religious persecution must be stopped. It also means that governments must assume the responsibility of protecting churches, mosques, synagogues, temples and houses of worship of every kind from acts of destruction.

To this, we add one final thought. Part of the genius of the Internet and satellite television is their ability to broadcast instantaneously graphic evidence of human rights violations. The question is no longer whether we are hearing about the commission of these crimes. The question is whether we are listening. The sad fact of the 20<sup>th</sup> Century is not that the world was unaware of the Holocaust, or of Pol Pot's genocide, or of the massacres in Rwanda. The sad fact is that the world did too little, or waited too late, to stop these tragedies.

And so, Mr. Chairman, the question before the Commission is not whether there are violations of the rights under discussion today. The question before the Commission is whether we have the will to believe that such wrongs are occurring — and to stop them.

Thank you.

## **Resolution L. 17, Human Rights in Parts of Southeast Europe**

**Steven Wagenseil,**  
**NGO Member of the U.S. Delegation**  
Remarks to the 57th Session  
of the UN Commission on Human Rights  
Geneva, Switzerland  
April 18, 2001

Mr. Chairman:

The Commission on Human Rights has considered the situation in southeastern Europe 10 times in the past 8 years, beginning with its first and second Special Sessions on the subject, in August and December 1992.

In 1993, at the 49th session of this Commission the situation in the region was so serious, with conflict on several fronts, that it even had its own agenda item. I had the burden that year, and in subsequent years, of helping prepare the draft resolutions on the situation. It was not a pleasant responsibility.

While the people of the region and the international community are still dealing with the results of that conflict, the situation there is quite different this year from what it has been, with positive changes virtually everywhere you look. When Secretary of State Colin Powell met April 12 with eleven foreign ministers of the region, all of them came as representatives of democratically-elected governments. Indeed, all of them now speak with one voice on the imperative of respecting fully the rights of their citizens and their neighbors.

The United States is pleased, therefore, to introduce resolution L.17 that reflects a very different human rights picture from the one in that first special session.

We have been fortunate witnesses to the events of the past year. Dramatic and much sought-after changes in Yugoslavia, made possible by Milosevic's fall from power, illustrate the possibilities that exist for democratic change in southeast Europe. Work remains, and some old problems clearly persist throughout the region, but this

year we look forward to a renewed commitment to democratic principles and the increased integration of this region into Europe.

In light of the progress that has been made, this resolution requests the Chairman of the Commission appoint a Special Representative — a new position — to monitor and report on such issues as identification of missing persons, protection of minorities, trafficking of persons, right of return of refugees and internally displaced persons in Bosnia and Herzegovina and the Federal Republic of Yugoslavia, release of Kosovo Albanian prisoners, and cooperation with International Criminal Tribunal on the Former Yugoslavia.

Reflecting the significant progress made there since its change of government, Croatia is no longer included in the operative portion of this resolution. But progress is not perfection, and we note our continued concern over the slow progress that is being made in returning refugees and internally displaced persons, and restoring their property. We encourage Croatia to support the continued presence of the OSCE mission to promote further needed progress on these important issues.

We also watch with concern the attempts of Albanian extremists to disrupt the fragile peace the region has attained. We condemn their violent actions in Macedonia, Kosovo, and southern Serbia, and we urge those political leaders who are in a position to influence their behavior to do all they can to stop this violence.

Another area we are watching with concern is Herzegovina, where extremist Croat leaders have sought to separate a sub-region from the Federation of Bosnia and Herzegovina, an unconstitutional maneuver that would undo years of progress in implementing the Dayton Accords.

Mr. Chairman, the United States hopes the democratic momentum that has emerged in southeast Europe will continue. We look forward to the day when a resolution on this region is no longer needed.

I believe the Commission now has before it a text which can be adopted by consensus. I encourage all delegations to join in welcoming these positive changes by supporting this resolution.

Thank you.

# The Human Rights of Women

## REMARKS TO THE 57TH SESSION OF THE UN COMMISSION ON HUMAN RIGHTS

Geneva, Switzerland  
April 9, 2001

Mr. Chairman:

Article One of the Universal Declaration of Human Rights begins with the statement: “all human beings are born free and equal in dignity and rights” and not “all men are born free and equal in dignity and rights”, as it appeared in some early drafts. The change, as noted in Mary Ann Glendon’s recent book, *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Right*, was not a casual one. As the framers of the Universal Declaration knew, the time had come for the rights of man to give way to the rights of man and woman.

Words hold great value in the world of human rights, for they have the power to promote human freedom or to prevent it. And so the language in the Universal Declaration marked an important milestone for women’s rights.

Women have traveled a great distance in the 53 years since the adoption of the Universal Declaration. It has been a long and difficult journey, one that is far from finished. Few issues strike such deep and emotional strains in any society as a woman’s place within it. Against this complicated backdrop, the progress that women have made is both remarkable and remarkably insufficient.

If there is a single key to women’s progress, it is education, for education is the key to individual empowerment, and individual empowerment the key to a nation’s growth and development. The benefits that accrue to states where women are encouraged to attend school and compete on an equal footing with men in every field cannot be stressed enough. The proof is everywhere around us. Where women have had the opportunity, they have proven themselves, improving their families, their communities and their countries in the process.

Where women have been denied that opportunity, their families and their countries are all the poorer for it. Government policies and

customs that keep women in poverty, subjecting them to ignorance and ill-health, holds nations hostage, and their progress is certain to be slow. Again, the proof is all around us, measured in shortened life spans, endemic poverty, and high rates of maternal and infant mortality.

In retrospect, the United States did not pay enough attention to women's issues early in our history. But ours is a democratic nation, and our laws and customs change when our people want them to. And change they did over the past generation. Today, women in my country are not just making progress, they are breaking new ground and assuming more and more leadership positions in business, government, academia, the sciences, the law, the media and the arts and every field imaginable.

In my 30 years as a teacher and public servant in the United States, I have watched this process with some astonishment. Once my classes were largely filled with males, but now it is just as likely to be filled with women. This tracks with trends throughout our country. Since 1965, the United States Department of Education has prepared extensive reports on female education levels. Its latest report states that "in school and college, females are now doing as well or better than males on many of the indicators of educational attainment, and that the large gaps in education attainment that once existed between men and women have in most cases been eliminated".

I have seen the same phenomenon with national security issues. When I began my professional career, only a handful of women were involved in strategic studies. The situation was similar within the government. Today, however, there is nothing unusual about seeing women at the senior-most levels of our government, working on issues that until recently were almost entirely in the hands of men. The national security team that President George W. Bush has assembled clearly reflects this trend.

The perspective women have brought to our society has been felt in virtually every area, including foreign policy. This has had an important effect on our development assistance. As a result, our assistance now funds numerous health, education, micro-credit and civic empowerment programs for women throughout the world. For example, the United States Agency for International Development maintains a strong girls education program in countries such as

Mali, Senegal, South Africa, Uganda, Egypt, India, Morocco, Yemen, Guatemala, Haiti, and Peru.

But despite the obvious progress, there remains much to do at home. For that reason, we have worked hard to incorporate women's concerns directly into our laws. Today the legal protections against discrimination, sexual harassment, violence, and domestic abuse are far more inclusive than just a decade or two ago.

Mr. Chairman, another issue on which we are now focusing considerable attention is trafficking, one of the fastest-growing and most nefarious types of international criminal activity. While trafficking affects both men and women, women and girls constitute the majority of the victims, and they face a particular set of horrendous problems. Lured from their homelands by false offers of well-paying jobs, these unfortunate individuals face violence, intimidation and sexual abuse at every step, as they pass from hand to hand. Often smuggled across national borders, many wind up in sweatshops, domestic servitude, brothels or other degrading situations, alone, abused, stripped of their documentation and their human dignity, and held as virtual slaves.

To help address this evil, the United States Congress passed the *Trafficking Victims Protection Act of 2000* last October. This statute is designed to prevent trafficking, prosecute the traffickers, and protect the victims. It increases the penalties for the crime, mandates special training for law enforcement authorities and creates a new non-immigrant classification for victims of the most severe forms of trafficking. Individuals who fit this classification gain access to many federal benefits and services.

While we have taken these steps on behalf of the victims, we know that trafficking has deeper roots that must be addressed. Here, too, education is a must. Women need to be alerted to the dangers that may await them. This we are doing through our discussions here. We have published a brochure called *Be Smart, Be Safe* warning potential victims of the risks of trafficking and how they may protect themselves. The brochure has been translated into 24 languages and is distributed through several of our consulates and to local non-governmental organizations. We are also stepping up our efforts to coordinate information with like-minded governments about the criminals and syndicates that prey on human victims, so that we can identify and prosecute them.

Furthermore, we are working with a variety of public and private groups, domestically and internationally, to combat all forms of trafficking. We are working closely with human rights groups to ensure protection for all victims while coordinating with a variety of private service agencies to provide protection and assistance to these victims. Research is critical if we are to educate people of this growing scourge. One of the most interesting of these is the Protection Project, run by a colleague of mine at the Johns Hopkins University School of Advanced International Studies. The Protection Project just recently published its first *Human Rights Report on Trafficking of Women and Children, a Country by Country Report on a Contemporary Form of Slavery*. The report covers every country and describes their trafficking problems and commercial sexual exploitation laws.

Sadly, trafficking is but one of the human rights problems that afflict women and girls. In many places a girl simply is not valued as highly as a boy. This limits opportunities for millions of women to reach their full potential. Prejudice and societal discrimination also put many women at a greater risk with respect to HIV/AIDS, as their lack of control over sexual relationships increases the risk of contracting the virus, and the greater social stigma they face once infected makes it more difficult to seek adequate care and treatment.

Domestic violence plagues women and girls throughout the world. Once hidden in the shadows, the problem is now out in the open where we can fight it. Indeed, our federal, state and local governments and many private organizations now fund programs to help battered women and sensitize law enforcement authorities to the nature of the problem.

Too often women and girls bear the brunt of harmful traditional or customary practices that cause physical and emotional scars. Now that we have entered a new millennium, these practices must end.

Mr. Chairman, my country applauds the International Criminal Tribunal for the Former Yugoslavia for its recent decision, finding that the enslavement for the purposes of repeated rape of Muslim women and girls by three Bosnian Serbs constituted a "crime against humanity".

We applaud, too, those who put women's rights in the Universal Declaration and labored through the intervening years to deliver on its promise. And we applaud the progress women have made in every

country and which made the Beijing Women's Conference and its Platform of Action possible. Women make up half the world's population. We have gone a long way down the road to promote and protect all women's human rights and fundamental freedoms, but we have a long way yet to go. Our path is straight, our duty clear. We will not stop, we cannot stop, until those words are facts in every country of the world.

Thank you.

## Fourth World Conference on Women

Beijing, September 1995

**The problems of women are not different from country to country. They differ only in intensity.**

### 1. Anticipation exercise.

Before reading the whole story discuss the introduction statement with your fellow-students and the questions below:

1. What sort of meeting does the title suggest:

business affairs, deliberation, consultation, congress, military events, festival, summit conference, talk show, press conference, peace conference, staff conference, family relations, social problems ?

2. What is the event connected with: past, present, future? Give reasons.

3. Can you predict what problems /conflicts will be described in the articles?

4. Discuss your predictions after reading the articles.

### 2. Essential vocabulary and word combinations.

1. impede the right — 2. dismaying — 3. circumcision — 4. suffer (physical) assault — 5. advancement — 6. female-targeted violence — 7. explicitly — 8. State intervention — 9. leave sb  
10. maimed — 11. subjugate — 12. deplorable trend — 13. humilia-



tion — 14. perpetrator — 15. vulnerable — 16. infanticide — 17. pledge — 18. impair — 19. gender-based abuse — 20. coercion — 21. amplify — 22. battering — 23. dowry-related violence — 24. marital rape — 25. female genital mutilation sexual harassment — 26. trafficking — 27. gender bias — 28. bystanders — 29. acquitted to — 30. spousal abuse — 31. offender — 32. adverse health effects — 33. asylum — 34. son preference — 35. disfigure — 36. call prey to abuser — 37. to throw into turmoil — 38. untenable — 39. demotion — 40. have little inkling of sth — 41. pimp — 42. appalling — 43. receptacle — 44. law enforcement system — 45. to trample dignity — 46. ethnic cleansing — 47. deployment — 48. prosecution — 49. to eradicate scourge — 50. stipulate —

### **3. Read and translate the article.**

The *Fourth World Conference on Women*, held in Beijing in September 1995, was the largest conference in UN history. Over 45,000 people participated in the conference and the NGO Forum, united through their diversity by the universal struggle for equal rights and equal opportunities for women.

The Beijing conference built on the achievements and momentum of earlier international women's conferences held in 1975 in Mexico City, 1980 in Copenhagen and 1985 in Nairobi. It was the first international women's conference that addressed the issues affecting women in all stages of their lives — from birth, as girls and adolescents, and throughout adulthood. Emphasis was placed on providing women and girls with equal access to education, social services, and economic and political opportunities.

The Beijing Declaration and Platform for Action were unanimously adopted by delegates from all parts of the world. The Platform offers an agenda for the protection of women's human rights, removal of all obstacles to their full and equal participation in all spheres of life, the integration of their concerns into all aspects of sustainable development, and the recognition of the rights and special needs of girls. It is the most comprehensive document to date in translating *women's rights are human rights* into action. By calling on governments to ratify and implement the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), it draws urgent attention to the need for ending violence against women.

The Beijing Conference presented the unique perspective of women on global issues and stressed what can — and must — be achieved by the world for women and by women for the world.

## **THE AGENDA FOR CHANGE**

**The impact of women on life on the planet is of unique range and depth. So is the influence of the cultural and political history of peoples and nations on the experiences of all women.**

An agenda for real and lasting progress for women must be singularly probing and far-reaching. It must recognize that the advancement of women not only deeply affects their own lives, but is crucial for the well-being of their children and communities and for the sustainable and equitable development of their societies. It must also acknowledge and address the experiences and needs of women throughout their life cycle, from childhood to adolescence to maturity.

The platform for action of the Beijing Conference is the most all-encompassing agenda for women yet. The first women's conference in Mexico City in 1979 placed the concerns of women in the context of three themes: equality, development and peace. In Copenhagen in 1980, three sub-themes were added: education, employment and health. At the conference in Nairobi; in 1985, these themes were incorporated into the Forward-Looking Strategies for the Advancement of Women. The Beijing Platform for Action builds on these strategies to drive home the facts that all issues are women's issues and women are an inherent part of the mainstream of life — in development, peacemaking and building the future.

## **THE INVISIBLE LABOUR OF WOMEN**

*For man's work ends at setting sun,  
Yet woman's work is never done.*

Old English couplet

At the heart of the unrecognized and unrewarded labour of women lies the fact that women's work has traditionally not been valued — neither by their families, societies or governments, nor by economic theorists and development experts. Nurturing children, doing domestic chores, cooking, fetching water, collecting firewood, tending the sick,

washing, and the many other contributions of women to daily life tend to vanish from all discourse on “labour”. The common assumption that men are breadwinners is so strong that it overshadows the fact that women grow half the food worldwide and in Africa, two-thirds. It also overshadows the fact that a growing number of women are the sole sources of income for their families throughout the world, in both developing and industrialized countries.

## **WOMEN IN THE PAID LABOUR FORCE**

The domestic work of women is considered to belong to the informal sector of economic production for the reason that it is not paid labour. But women have also always been involved in income generating activities — growing and selling surplus food, to the production of artifacts, and in trade. In recent times, women have been forced into the labour market, often times because they have found themselves the sole supporters of their families. The low-paid jobs held by women in no way reflect the overall improvements in their level of education. While women’s access to the formal labour sector has increased, disparities in compensation for men and women stubbornly persist. On average women around the world earn 30 to 40 per cent less than men for work of comparable value. Factoring in the time that women spend in unpaid labour, they spend considerably longer hours working than men. The lesser pay and more demanding working conditions of the labour market occupied by women have created a female “ghetto” within the work world.

## **EDUCATION, EQUALITY, EMPOWERMENT**

*“Goddess of the Logos,  
Mother of the Gods,  
One with Creation,  
Thou Art Intelligence,  
The Mother of Science...”*

Hindu prayer to the mother of Krishna

At some point in the evolution of human consciousness, womankind became associated with intellectual frailty. But this is a more recent development than commonly held. The myths and le-

gends of many cultures offer evidence of a different perception of women. Queen Isis of Egypt is credited with conferring the alphabet on the Egyptians, as did Medusa on Hercules in Greece.

But the change in perception did occur at some juncture in the social organization of power. Cultural barriers reinforced the subjugation of women: from psychological and intellectual to economic. Limited access to education has long deprived girls and women of their right to personal development and fulfillment, and has led to their limited capacity and power to participate in decision-making in the family, community and society at large.

### **THE ROAD TAKEN: HOW MUCH LONGER?**

In spite of the global education “revolution” in the past decades, in 1990 when the world observed International Literacy Year, 65 per cent of the nonliterate population of the world was female. In developing countries, 45 per cent of women had no formal education. At present, close to two thirds of the children who are not at present enrolled in school are still girls.

Despite the improvement in their level of education, women’s participation in economic activity and policy-making is still negligible in most parts of the world. While female adult literacy rate and school enrolment was increased by two-thirds from 1970 to 1990, the participation of women in the paid labor force increased by only four-percentage point, from 36 percent to 40. And in the realm of political power, women still occupy only 10 per cent of the parliamentary seats and only 60 percent of cabinet positions in the world. In 55 countries, there are either no women in parliament or fewer than 5 per cent.

The Beijing Conference singled out education as key to the empowerment of girls and women. It also stressed the very purpose of education: to gain access to knowledge, power and equality.

### **WOMEN’S RIGHTS: EQUALITY BEFORE LAW AND CUSTOM**

For centuries, millions of women throughout the world have been deprived of an independent legal or social status, which, in turn, has sanctioned gross violations of their human rights. International

instruments such as the Vienna Declaration and Programme of Action for human rights, the United Nations Convention on the Elimination of All Forms of Discrimination Against Women and the Convention on the Rights of the Child have established an unprecedented legal basis for the rights of women and girls everywhere.

## **THE MANY FACES OF VIOLENCE AGAINST WOMEN ASSAULTS OF ARMED CONFLICT**

While women have virtually no role in the decisions leading to wars and armed conflicts and are seldom combatants themselves, they are the most victimized by them. They are often left to maintain families under impossible conditions. With their dependents, they constitute 80 per cent of the world's refugee population. They are also often victims of torture, abduction and systematic rape as weapons of war.

## **ASSAULTS BY CUSTOM**

An estimated 80 million girls and women in Africa, and millions more in the Middle East, are victims of genital mutilation. "Female circumcision" is intended to ensure chastity and fidelity by making sexual intercourse painful and undesirable for women. The mutilation is performed without hygienic facilities and often results in dangerous, even fatal, hemorrhages, chronic infections, and subsequent complications in childbirth. A great risk to the physical and mental health of young girls, genital mutilation is frequently justified or condoned on the basis of custom, tradition or religion.

## **DOMESTIC ASSAULTS**

The rate of domestic violence against women surpasses that of armed conflict. Recent surveys indicate that about a quarter of the world's women are violently abused in their own homes. Assaults on women by their husbands or male partners are the world's most common form of violence. Linked to male power, privilege and control, the prevalence of domestic violence reflects the lack of prohibitive laws and inadequate efforts to enforce existing laws.

HUMAN RIGHTS

UN Backgrounder

## **WOMEN AND VIOLENCE**

Violence affects the lives of millions of women worldwide, in all socio-economic and educational classes. It cuts across cultural and religious barriers, impeding the right of women to participate fully in society.

Violence against women takes a dismaying variety of forms, from domestic abuse and rape to child marriages and female circumcision. All are violations of the most fundamental human rights.

In a statement to the Fourth World Conference on Women in Beijing in September 1995, the United Nations Secretary-General, Boutros Boutros-Ghali, said that violence against women is a universal problem that must be universally condemned. But he said that the problem continues to grow.

The Secretary-General noted that domestic violence alone is on the increase. Studies in 10 countries, he said, have found that between 17 per cent and 38 per cent of women have suffered physical assaults by a partner. In the Platform for Action, the core document of the Beijing Conference, Governments declared that “violence against women constitutes a violation of basic human rights and is an obstacle to the achievement of the objectives of equality, development and peace”.

## **THE WORK OF THE SPECIAL RAPPORTEUR**

The issue of the advancement of women’s rights has concerned the United Nations since the Organization’s founding. Yet the alarming global dimensions of female-targeted violence were not explicitly acknowledged by the international community until December 1993, when the United Nations General Assembly adopted the Declaration on the Elimination of Violence against Women.

Until that point, most Governments tended to regard violence against women largely as a private matter between individuals, and not as a pervasive human rights problem requiring State intervention. In view of the alarming growth in the number of cases of violence against women throughout the world, the Commission on Human Rights adopted resolution 1994/45 of 4 March 1994, in which it decided to appoint the Special Rapporteur on violence against women, including its causes and consequences. As a result of

these steps, the problem of violence against women has been drawing increasing political attention.

The Special Rapporteur has a mandate to collect and analyze comprehensive data and to recommend measures aimed at eliminating violence at the international, national and regional levels. The mandate is threefold:

- To collect information on violence against women and its causes and consequences from sources such as Governments, treaty bodies, specialized agencies and intergovernmental and non-governmental organizations, and to respond effectively to such information;
- To recommend measures and ways and means, at the national, regional and international levels, to eliminate violence against women and its causes, and to remedy its consequences;
- To work closely with other special rapporteurs, special representatives, working groups and independent experts of the Commission on Human Rights.

## **INCEST, RAPE AND DOMESTIC VIOLENCE**

Some females fall prey to violence before they are born, when expectant parents abort their unborn daughters, hoping for sons instead. In other societies, girls are subjected to such traditional practices as circumcision, which leave them maimed and traumatized. In others, they are compelled to marry at an early age, before they are physically, mentally or emotionally mature.

Women are victims of incest, rape and domestic violence that often lead to trauma, physical handicap or death.

And rape is still being used as a weapon of war, a strategy used to subjugate and terrify entire communities. Soldiers deliberately impregnate women of different ethnic groups and abandon them when it is too late to get an abortion. The Platform for Action adopted at the Fourth World Conference on Women declared that rape in armed conflict is a war crime — and could, under certain circumstances, be considered genocide. Secretary-General Boutros-Ghali told the Beijing Conference that more women today were suffering directly from the effects of war and conflict than ever before in history.

“There is a deplorable trend towards the organized humiliation of women, including the crime of mass rape”, the Secretary-

General said. “We will press for international legal action against those who perpetrate organized violence against women in time of conflict”.

A preliminary report in 1994 by the Special Rapporteur, Ms. Radhika Coomaraswamy, focused on three areas of concern where women are particularly vulnerable: in the family (including domestic violence, traditional practices and infanticide); in the community (including rape, sexual assault, commercialized violence such as trafficking in women, labour exploitation, female migrant workers etc.); and by the State (including violence against women in detention as well as violence against women in situations of armed conflict and against refugee women). In the Platform for Action adopted at the Beijing Conference, violence against women and the human rights of women are two of the 12 critical areas of concern identified as the main obstacles to the advancement of women.

## **COMMITMENTS BY GOVERNMENTS**

Governments agreed to adopt and implement national legislation to end violence against women and to work actively to ratify all international agreements that relate to violence against women. They agreed that there should be shelters, legal aid and other services for girls and women at risk, and counseling and rehabilitation for perpetrators.

Governments also pledged to adopt appropriate measures in the field of education to modify the social and cultural patterns of conduct of men and women. And the Platform called on media professionals to develop self-regulatory guidelines to address violent, degrading and pornographic materials, while encouraging non-stereotyped, balance and diverse images of women.

## **DEFINING GENDER-BASED ABUSE**

The Declaration on the Elimination of Violence against Women is the first international human rights instrument to exclusively and explicitly address the issue of violence against women. It affirms that the phenomenon violates, impairs or nullifies women’s human rights and their exercise of fundamental freedoms.

The Declaration provides a definition of gender-based abuse, calling it “any act of gender-based violence that results in, or is



likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life". The definition is amplified in article 2 of the Declaration, which identifies three areas in which violence commonly takes place:

- *Physical, sexual and psychological violence that occurs in the family, including battering; sexual abuse of female children in the household; dowry-related violence; marital rape; female genital mutilation and other traditional practices harmful to women; non-spousal violence; and violence related to exploitation.*
- *Physical, sexual and psychological violence that occurs within the general community, including rape; sexual abuse; sexual harassment and intimidation at work, in educational institutions and elsewhere; trafficking in women; and forced prostitution.*
- *Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.*

## **GROUNDWORK IS LAID IN VIENNA**

**The importance of the question of violence against women was emphasized over the last decade through the holding of several expert group meetings sponsored by the United Nations to draw attention to the extent and severity of the problem.**

In September 1992, the United Nations Commission on the Status of Women established a special Working Group and gave it a mandate to draw up a draft declaration on violence against women. The following year, the United Nations Commission for Human Rights, in resolution 1993/46 of 3 March, condemned all forms of violence and violations of human rights directed specifically against women.

The World Conference on Human Rights, held in Vienna in June 1993, laid extensive groundwork for eliminating violence against women. In the Vienna Declaration and Programme of Action, Governments declared that the United Nations system and Member States should work towards the elimination of violence against women in public and private life; of all forms of sexual harassment, exploitation and trafficking in women; of gender bias in the admi-

nistration of justice; and of any conflicts arising between the rights of women and the harmful effects of certain traditional or customary practices, cultural prejudices and religious extremism.

The document also declared that “violations of the human rights of women in situations of armed conflicts are violations of the fundamental principles of international human rights and humanitarian law”, and that all violations of this kind — including murder, systematic rape, sexual slavery and forced pregnancy — “require a particularly effective response”.

### **Discussion**

- What is your opinion of the problem brought up in the article?
- Discuss the problem as it appears in your country. What similar or different trends can you trace? Can they be really be called desperately worrying?
- Comment on: “Combating violence against women requires challenging the way that gender roles and power relations are articulated in society”.
- Discuss the relations between men and women in the article. Be sure to address the importance of the article frame.

### **Written practice**

- Write a short summary of the article, (an essay) expressing your attitude towards the problems and the plot.

# ENVIRONMENT

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## A Gloomy Picture

The environment is everything that surrounds and affects the character and growth of living things. When talking about environmental problems, ecological issues cannot be separated from their effect on mankind, nor can human actions be separate from their effect on the ecology. The condition of life, our daily actions, and the state of the global environment are interdependent, yet often this interdependence is overlooked.

What follows is a summary of the environmental issues.

### POPULATION EXPLOSION

Today the planet holds more than 6 billion people. Global population has doubled in the last 40 years and is expected to double again by 2050, with 90 percent of that increase occurring in developing countries.

African nations are expanding at the fastest rate. In the year 2000, Africa will have 900 million people with an annual population growth of 3 percent. Nigeria, Africa's most populous country, will soar from 112 million to 274 million. China, now the most populous country in the world with 1,2 billion people, will retain the lead with a population expected to reach over 1.5 billion by the year 2050.

### HUNGER

Despite claims that there is less famine in the world today, over 150 million children go to bed hungry every night. According to a United Nations report, 37 percent of people in India cannot buy enough food to feed their families, and in the Horn of Africa, it is estimated that more than 20 million people, mostly women and children are at risk of starving. The United Nation's Food and Agriculture Organization reports that there are more than 786 million underfed people in developing nations. But the developing countries are not alone.

The United States is not exempt. Due to the recession and structural changes in the economy, a record number of 23 million people,

or 10 percent of Americans, were dependent on food stamps in 1992, over half were families with children under the age of 5. We are looking at one-quarter of the globe plagued with hunger and lacking the most basic needs in life.

## **POLLUTION**

For many people, the most alarming of all human assaults on the environment is the contamination of air, earth, and water from dumping. Evidence of dumping can be found everywhere, done by individuals and large corporations alike. Hong Kong dumps more than 1,000 tons of plastic a day. Americans throw away 16 billion disposable diapers each year. Open sewage drains and festering landfills are common sites in many parts of the world.

In a small Malaysian village, babies are born deformed and children die of rare illnesses, which their doctors claim are caused by exposure to radiation from a multinational company that set up business in this small community.

Creatures of the sea are also vulnerable to pollutants that enter the rivers, lakes, and oceans of the world. Over half of the world's population lives along coastlines that are being increasingly polluted by sewage, industrial waste water, and runoff from cities and farms. Half of the fish in these areas polluted by toxic chemicals fail to spawn, and many die. Those that are fished may pass on high levels of cancer-causing chemicals to the consumer. It appears that humans are polluting at the expense of their own lives

## **DEFORESTATION**

The rapid reduction of forest land around the globe appears on every list of critical environmental issues. Its effects are of importance to all living things. Forests absorb carbon dioxide from the air and supply oxygen. They are home to fragile plants and fascinating creatures, and they have provided people with fuel, food, and shelter for centuries. But with the growth in human population, forests have been converted into farms, commercial enterprises, and industrial developments.

It is estimated that every year 6.3 million hectares of tropical forest alone are cleared for agriculture and that 4.4 million hectares are used in commercial logging. This involves big corporations buying

large chunks of forest in order to fell and export timber to Europe, Japan, and North America. One-tenth of all the timber for this market comes from tropical forests from such countries as Brazil, Indonesia, Malaysia, and the Philippines.

## **EXTINCTION**

Biological diversity — the variety among living organisms and their habitats — is more threatened now than at any time in the past. Tropical deforestation is the main reason behind this crisis, but the destruction of temperate forests and the pollution of rivers, lakes, and oceans also plays an important role.

The total number of species is not known. Biologists estimate that there are between 5 and 30 million species, many of them insects, tiny sea creatures, and lesser known plants and animals. As these species become extinct, they in turn take with them more of nature's wealth. The removal of a single species, no matter how tiny, can set off a chain reaction affecting many others. It has been estimated, for example, that a disappearing plant can take with it up to 30 other species, including insects, higher animals, and even other plants. Each species, no matter how small or obscure, plays an essential role in maintaining the balance of nature.

## **GLOBAL WARMING**

Human activity is altering the composition of the atmosphere in ways that could bring rapid changes in climate. Although naturally occurring greenhouse gases keep the Earth's surface warm by trapping infrared radiation given off by the sun, human activity is increasing the concentration of these gases, as well as adding new, more dangerous chemicals to the atmosphere.

Carbon dioxide, the most important greenhouse gas has increased in the atmosphere over the past four decades from the burning of fossil fuels and, more recently, from deforestation. Carbon dioxide is pouring into atmosphere from motor vehicles and factories.

But perhaps the most dangerous is the production of chemically synthesized chlorofluorocarbons (CFCs), which are used in cooling systems and aerosol spray cans and in the production of some fast food containers. This greenhouse gas has been blamed for heating up

the atmosphere as well as thinning the upper level of the atmosphere, the ozone layer.

Many scientists are predicting an increase of about 1 degree Celsius in the global mean temperature by 2025 and a 3-degree increase by the end of the next century.

From “Greening”

## VOCABULARY FROM THE TEXT EXERCISE

Match the words in A with the words in B.

A: 1. explosion. 2. famine. 3. starve. 4. underfed. 5. exempt. 6. recession. 7. drain. 8. festering. 9. landfill. 10. vulnerable. 11. pollutant. 12. runoff. 13. spawn. 14. carbon dioxide. 15. logging. 16. mean. 17. chunk. 18. plague. 19. assault. 20. dump. 21. disposable. 22. diaper. 23. sewage. 24. fell. 25. timber. 26. extinction. 27. obscure. 28. trap. 29. fossil. 30. hood sl. 31. monoxide. 32. inhale.

B: 1. швидке зростання. 2. який недоїдає. 3. спад. 4. вмирати з голоду. 5. атака. 6. середній. 7. відбуватися. 8. вільний (*від*). 9. звалище. 10. (*амер*). пелюшка. 11. (*тут*) ділянка. 12. непокоїти. 13. рубати (дерево). 14. вдихати. 15. лісоматеріали. 16. смітник. 17. одноразовий. 18. заготівля і транспортування лісу. 19. нечистоти. 20. одноокис. 21. (*сл*). бандит, гангстер. 22. вуглекислий газ. 23. вимирання. 24. непомітний. 25. водостік. 26. гниючий. 27. поглинати. 28. забруднюючий агент. 29. вразливий. 30. викопний. 31. метати ікру. 32. стік.

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READING 2

## Greenhouse Effect Might Be Useful if We Settle on Mars

The following news article, “Greenhouse Effect Might Be Useful if We Settle on Mars”, reports on what life could be like in the future if the greenhouse effect were to be transferred to Mars.

## VOCABULARY IN CONTEXT

Find the vocabulary items below by referring to the paragraph in Reading Number Two indicated in parentheses (). Read the sentences and try to guess the meaning of these words. Match the vocabulary with the following list of definitions.

morals	_____	blight (4)
imagine	_____	barren (5)
damage or destroy	_____	envisage (8)
become healthy again	_____	investment (11)
announce the ruin of	_____	doom (4)
empty	_____	hospitable (8)
pleasant, favorable	_____	ethics (10)
money used in hopes of making more money	_____	revive (12)

## GETTING THE MAIN POINTS

Think about the following questions as you read “Greenhouse Effect Might Be Useful if We Settle on Mars”.

1. Why have researchers suggested terraforming Mars?
2. What problems would be faced in terraforming Mars?
3. How could Mars be made more hospitable?
4. What ethical issues are created by the idea of terraforming Mars?

## GREENHOUSE EFFECT MIGHT BE USEFUL IF WE SETTLE ON MARS

(1) WASHINGTON — Global warming may be a problem for this planet, but it could make Mars a comfortable second home for earthlings.

(2) Scientists at the National Aeronautics and Space Administration say the same “greenhouse gases” blamed for global warming on Earth could do much to help make Mars habitable.

(3) The concept of terraforming — making Earth — has been studied by a handful of researchers from NASA and elsewhere for more than a decade. But even they are questioning whether humans have any business changing another planet’s atmosphere when Earth’s is such a mess.

(4) Scientists theorize that global warming on Earth, caused by emissions from vehicles and factories, and accelerated by deforesta-



tion, could melt the polar icecaps, blight crops, and ultimately doom the planet.

(5) On cold, barren Mars, however, the warming could be controlled, with factories geared to produce a limited amount of greenhouse gases, mostly carbon dioxide. Accounting for perhaps \$10,000 a year of the U.S. space agency's multibillion dollar budget, the terraforming project is only an intellectual exercise at this point.

(6) But those who have considered it say it is possible. Bevan French, a Mars specialist in NASA's planetary exploration department, says although the idea is feasible, "I would not look at it as a short-term growth stock". Turning the Red Planet green could take two centuries, he said.

(7) Right now, Mars has no atmosphere. Temperatures average minus 60 Celsius, and there are polar icecaps, but no visible liquid water on the surface. Most of the surface is covered with a sort of dusty rust, says Mel Avernier, a NASA planetary scientist who has pondered the problems of terraforming since the mid-1970s, when the Viking space probe looked at the Martian surface.

(8) To make Mars more hospitable to humans, Avernier said, scientists envisage putting solar reflectors in orbit and building factories, which would produce greenhouse gases and ozone substitutes. Over decades, this would produce a thick, warmer — but still unbreathable — atmosphere of carbon dioxide. Simple life forms such as yeast and bacteria could be planted in this environment and would emit oxygen as a byproduct, enabling more complex life forms to survive.

(9) At the same time, the warming of the atmosphere would start to melt the polar icecaps — just as on Earth. The warmth might also unlock icy reservoirs under the surface of Mars, Avernier said. Mars would then have the minimal conditions for a temperate climate — oxygen and water.

(10) Avernier acknowledged that nobody at NASA was thinking of putting this plan into practice. "Clearly when one talks about the kinds of changes that would be brought about by the planetary engineering project... you move from the field of science and technology to the field of ethics", Avernier said. "Clearly, any decision that would be hundreds of years in the future would engage a global discussion, an argument not between scientists, but among all of humanity", he said.

(11) He said all humanity would have to bear the cost, which cannot be estimated now, and would have to wait 10 generations or so to see if the investment paid off. Life magazine, a prominent supporter of the U.S. space program since the first manned flights in the 1960s, has questioned the ethics of terraforming. “Wouldn’t the same benefits... be generated if we spent the same amount of money reviving our own damaged planet?” it asked in a cover story called “Our Next Home”.

(12) Whatever the eventual benefits, if any, the intellectual challenge is the important thing to Averner and others. Just asking the questions about Mars may help determine what kills a planet’s atmosphere and what might revive it.

(13) “Every now and then we slow down and look at the future and ask, will human beings always live on this Earth?” Averner said. “We can stand with our backs to the universe, but if we turn around, there’s everything”.

## TAKING A CLOSER LOOK

Read the following statements. Circle whether they are true (T) or false (F). Once you have finished, go back to the article and find the line that supports your answer. Compare your answers with others in the class.

1. NASA researchers hope that humans will create an environment on Mars just like they have on Earth. T F
2. Yeast and bacteria could be used to support life on Mars. T F
3. Solar reflectors and factories would produce a breathable atmosphere on Mars over the decades. T F
4. Life magazine would rather improve life on Earth then terraform Mars. T F
5. Making Mars habitable would involve a decision-making process involving people around the world. T F
6. Averner thinks we shouldn’t be wasting our time on impossible dreams. T F

## PRACTICE WITH QUOTES

Work in small groups. What do the following quotations mean? What message do they give about terraforming Mars?

*Paragraph 6:* “I would not look at it as a short-term growth stock”. Turning the Red Planet green could take two centuries, he said.

*Paragraph 13:* “We can stand with our backs to the universe, but if we turn around there’s everything”.

## **THINKING ABOUT THE ISSUES**

**Work in small groups. Read the following statements.**

In order to make and keep our environment “green”, individuals, corporations and nations around the world need to think, plan, and act in a “sustainable” way.

The World Conservation Union defines sustainable development as “improving the quality of human life while living within the carrying capacity of supporting ecosystems”.

- What are some examples of sustainable development?
- How can sustainable development be achieved on an international level?

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READING 3

## **The Promise of Rio**

The article, “The Promise of Rio”, examines some of the more important principles that were acted upon at the Rio Earth Summit in June 1992. The declaration that was drawn up at that summit will act as a blueprint for the protection of the environment for decades to come. It encourages all nations to work together in order to achieve a sustainable future.

## **GETTING THE MAIN POINTS**

Read “The Promise of Rio”. Look for the main points as you read. The following questions will help you. Jot down the answers in the margin as you read.

1. Why was the Rio Summit held?
2. What was the main focus of the Rio Summit?
3. What was the outcome of the Rio Summit?

## THE PROMISE OF RIO

(1) RIO DE JANEIRO (A.D.G.) — When American astronaut Neil Armstrong stepped onto the moon in the summer of 1969, he proclaimed his first tentative touch on the satellite's surface "One small step for man, one giant step for mankind". Nearly two and a half decades later, at a massive conference center outside Rio de Janeiro, Brazil, in June 1992, world leaders, scientists, and environmental activists from around the globe proclaimed the beginning of another giant step for mankind.

(2) After 12 days of speeches, presentations, scientific reports, and haggling under the leadership of the United Nations, delegates to the UN Conference on Environment and Development produced a 27-principle declaration designed as the first step in protecting the globe from environmental deprivation.

(3) Like all first steps, the declaration is not a *blueprint* for immediate success in defeating the ravages of air, water, and land pollution, global warming, the population explosion, or the extinction of species. But it does represent a serious decision taken by leaders around the world to pay more attention to our planet. And to begin to right the environmental wrongs of the past.

(4) In the *preamble* to the Rio Declaration on Environment and Development, the delegates, which included the presidents, prime ministers, and premiers from East and West, North and South, agreed upon a goal of "establishing a new and equitable global partnership" to "protect the integrity of the global environmental and development system". It also recognized that humans must be the center of any program to save the environment and that all humans are entitled to "a healthy and productive life in harmony with nature".

## THE RIO DECLARATION

(5) Within the 27 principles decided, emphasis is placed on the right of all *sovereign states* to manage their own resources and development programs. But it also declares that individual states cannot pursue

domestic policies that injure the environment of other states or areas beyond their own national boundaries. Emphasis is also placed on the need to pursue economic and social development in all countries that “equitably meet(s) the needs of present and future generations”.

(6) The Rio Declaration is not binding on countries. It does, however, outline a global approach to the critical issues of our time and holds out promise that individual countries will not be allowed to *debase* their people and damage their environments without international *censures* being close at hand. If followed in the spirit in which it was adopted, it would mean that dirty factories in one country, spewing pollutants into the air and discharging wastes into rivers, lakes, and oceans, could not operate in a vacuum. If acid rain falls on another country, or if drinking water of people in countries downstream from the polluters is contaminated, those states have a United Nations-recognized right to protest strongly the policies of the offending country. Unfortunately, legal provisions and steps to enforce international censure of polluters are still far in the future. But the first step has been taken in Rio.

## DEVELOPMENT AND AID

(7) The fourth principle adopted in Rio is an extremely important one as well. It states that development programs cannot be “isolated” from environmental considerations. Proper implementation of this provision means that international aid institutions (such as the World Bank) or national aid programs (such as those of the Canadian International Development Agency or Japan’s Overseas Economic Cooperation Fund) cannot pursue development policies or provide grants, loans, or technical expertise to programs in recipient countries that would further damage the environment of those countries. It also means that international companies cannot, in conscience, export their *dirty technology* or their waste management problems to developing countries simply because environmental safety standards in those countries may require less recycling, less efficient waste disposal, or lower *noxious* gas emission standards.

(8) Some companies will still flaunt the Rio Declaration. But the international community has taken a public stand on the issue, and many in international society will condemn the offenders just as publicly.

## REDUCING POVERTY

(9) The declaration also calls for all countries to cooperate in the “essential task” of eradicating poverty and reducing the disparity in income and standard of living between rich nations and poor nations. It also calls attention to the special needs of the developing world and urges all nations to embark on environmental programs and development that will address the needs of all countries. The rich North, if this principle is to be met, cannot simply demand that countries with rain forests stop all logging, development, or improvement because the ozone is melting. Deforestation must be stopped, but the remedies must place responsibilities — economic as well as social — on all countries. Those nations that depend on tropical forests for much of their national income cannot bear the hardships alone. Rape of the land and degradation of lakes and oceans must similarly be battled by all, not just a few.

## RESPONSIBILITY

(10) Principle 9 calls for all countries to employ, and to exchange, technological and scientific knowledge so all can benefit from new ways to combat environmental damage. The declaration further calls for the active involvement of citizens from all walks of life in the process of protecting the environment. It also urges countries to enact legislation that actively prevents further damage to the global ecosystem. The international economic system is called upon to promote growth in international trade and in the sharing of resources, but without inordinate damage being inflicted on anyone. Growth, simply for the sake of growth at all costs, can no longer be sustained if the world is to survive for future generations, the declaration adds.

(11) It also calls for *environmental impact assessment* of all plans and projects as a matter of “*national instrument*” to prevent further abuse or damage to protected, endangered, or at-risk species, land, air, and water.

(12) Principle 20 emphasizes the importance of women in managing, protecting, and conserving the environment; Principle 21 urges the “mobilization” of the “creativity, ideas, and courage” of youth for the same purposes. Indigenous peoples across the globe are recognized as having a similarly vital role in conserving, and teaching others how to conserve our *natural heritage*.

(13) The Rio Declaration, then, brings promise to a world under siege. Implementation may take decades, but the framework has been built. Steps toward global solutions to global problems are being taken. At the conference, inevitable conflict among nations, among leaders, and among environmental groups occurred, but a basic understanding was reached. The world cannot go on as it has. Politics will both help and hinder the process.

(14) The final role, however, must be that of every man, woman, and child. Leaders and experts can talk, declare, and guide. But they cannot succeed without the efforts of those who are the actual conservers of the environment. Everyone has a responsibility. The “Promise of Rio” is just that — local, national, and international *coalitions* of ordinary people determined to save their world.

### **Commentary**

*blueprint*: plan

*preamble*: preparing stages

*sovereign states*: self-governing countries

*debase*: lower the worth

*censures*: disapprovals

*dirty technology*: industrial development that is bad for the environment

*noxious*: harmful

*environmental impact assessment*: judgment of the effect on the environment

*national instrument*: something used across the country

*natural heritage*: the environment passed along through generations

*coalitions*: union of groups for a specific purpose

### **COMPARING NOTES**

Discuss your marginal notes with a partner. Are your notes the same? Refer to the text to check your notes.

### **VOCABULARY STUDY**

Use the paragraph markers given in parentheses () to scan or search for the vocabulary that means the same as the definitions

given below. Write the word in the space provided. The first one is done for you.

- (3) ruining effects = *ravages* (5) fairly = \_\_\_\_\_  
(8) show off = \_\_\_\_\_ (8) disapprove = \_\_\_\_\_  
(9) stopping, getting rid of = \_\_\_\_\_ (9) inequality = \_\_\_\_\_  
(9) cures, solutions = \_\_\_\_\_ (10) use = \_\_\_\_\_  
(10) extreme or excessive = \_\_\_\_\_ (13) unavoidable = \_\_\_\_\_

### TAKING A CLOSER LOOK

Read the following statements. Circle whether they are true (T) or false (F). Once you have finished, go back to the article and find the line that supports your answer. Work with a partner and compare your answers.

1. The Rio Declaration represents a blueprint for immediate success in defeating environmental problems. T F  
Supporting detail — \_\_\_\_\_
2. Those attending the Rio Summit agreed that all nations must work together in protecting the environment. T F  
Supporting detail — \_\_\_\_\_
3. One of the main provisions agreed upon was that people around the world are entitled to a healthy life and that everyone must work toward that end. T F  
Supporting detail — \_\_\_\_\_
4. Countries can act independently but must ensure that they are not damaging the environment for future generations. T F  
Supporting detail — \_\_\_\_\_

### Points for discussion and writing

1. What causes pollution?
2. How does air pollution affects humans and the environment?
3. What are causes of water pollution?
4. Why are citizens concerned about landfill sites?
5. What are some of the problems that result from polluted city air?
6. How can air pollution be brought under control?
7. Why don't governments enforce clean-up laws?
8. How do pesticides and herbicides get into drinking water?
9. What is an "environmentally friendly" landfill?



10. What is global warming?
11. How can greenhouse gases affect the environment?
12. What impact could global warming have on humanity?
13. Why have researchers suggested terraforming Mars?
14. What problems would be faced in terraforming Mars?

## The Challenges We Face

**In Johannesburg, leaders will debate what to do about threats to our health, food, water, climate and biodiversity**

1. For starters, let's be clear about what we mean by "saving the earth". The globe doesn't need to be saved by us, and we couldn't kill it if we tried. What we do need to save — and what we have done a fair job of bollixing up so far — is the earth as we like it, with its climate, air, water and biomass all in that destructible balance that best supports life as we have come to know it. Muck that up, and the planet will simply shake us off, as it's shaken off countless species before us. In the end, then, it's us we're trying to save — and while the job is doable, it won't be easy.

2. The 1992 Earth Summit in Rio de Janeiro was the last time world leaders assembled to look at how to heal the ailing environment. Now, 10 years later, Presidents and Prime Ministers are convening at the World Summit on Sustainable Development in Johannesburg next week to reassess the planet's condition and talk about where to go from here. In many ways, things haven't changed: the air is just as grimy in many places, the oceans just as stressed, and most treaties designed to do something about it lie in incomplete states of ratification or implementation. Yet we're oddly smarter than we were in Rio. If years of environmental false starts have taught us anything, it's that it's time to quit seeing the job of cleaning up the world as a zero-sum game between industrial progress on the one hand and a healthy planet on the other. The fact is, it's development — well-planned, well-

executed sustainable development — that may be what saves our bacon before it's too late.

3. As the summiteers gather in Johannesburg, TIME is looking ahead to what the unfolding century — a green century — could be like. In this special report, we will examine several avenues to a healthier future, including green industry, green architecture, green energy, green transportation and even a greener approach to wilderness preservation. All of them have been explored before, but never so urgently as now. What gives such endeavors their new credibility is the hope and notion of sustainable development, a concept that can be hard to implement but wonderfully simple to understand.

Though it's not easy to see it from the well-fed West, a third of the world goes hungry

4. With 6.1 billion people relying on the resources of the same small planet, we're coming to realize that we're drawing from a finite account. The amount of crops, animals and other biomatter we extract from the earth each year exceeds what the planet can replace by an estimated 20 %, meaning it takes 14,4 months to replenish what we use in 12 — deficit spending of the worst kind. Sustainable development works to reverse that, to expand the resource base and adjust how we use it so we're living off biological interest without ever touching principal. "The old environmental movement had a reputation of elitism", says Mark Malloch Brown, administrator of the United Nations Development Program (UNDP). "The key now is to put people first and the environment second, but also to remember that when you exhaust resources, you destroy people". With that in mind, the summiteers will wrestle with a host of difficult issues that affect both people and the environment. Among them...

## **POPULATION AND HEALTH**

**The tide of people may not ebb until the head count hits the 11 billion mark**

5. While the number of people on earth is still rising rapidly, especially in the developing countries of Asia, the good news is that the growth rate is slowing. World population increased 48 % from 1975 to

2000, compared with 64 % from 1950 to 1975. As this gradual deceleration continues, the population is expected to level off eventually, perhaps at 11 billion sometime in the last half of this century.

6. Economic-development and family-planning programs have helped slow the tide of people, but in some places, population growth is moderating for all the wrong reasons. In the poorest parts of the world, most notably Africa, infectious diseases such as AIDS, malaria, cholera and tuberculosis are having a Malthusian effect. Rural-land degradation is pushing people into cities, where crowded, polluted living conditions create the perfect breeding grounds for sickness. Worldwide, at least 68 million are expected to die of AIDS by 2020, including 55 million in sub-Saharan Africa. While any factor that eases population pressures may help the environment, the situation would be far less tragic if rich nations did more to help the developing world reduce birth rates and slow the spread of disease.

7. Efforts to provide greater access to family planning and health care have proved effective. Though women in the poorest countries still have the most children, their collective fertility rate is 50 % lower than it was in 1969 and is expected to decline more by 2050. Other programs targeted at women include basic education and job training. Educated mothers not only have a stepladder out of poverty, but they also choose to have fewer babies.

8. Rapid development will require good health care for the young since there are more than 1 billion people ages 15 to 24. Getting programs in place to keep this youth bubble healthy could make it the most productive generation ever conceived. Says Thoraya Obaid, executive director of the U.N. Population Fund: “It’s a window of opportunity to build the economy and prepare for the future”.

## **FOOD**

*As we try to nourish 6 billion people, both bioengineering and organic farming will help*

9. Though it’s not always easy to see it from the well-fed West, up to a third of the world is in danger of starving. Two billion people

lack reliable access to safe, nutritious food, and 800 million of them — including 300 million children — are chronically malnourished.

10. Agricultural policies now in place define the very idea of unsustainable development. Just 15 cash crops such as corn, wheat and rice provide 90 % of the world's food, but planting and replanting the same crops strips fields of nutrients and makes them more vulnerable to pests. Slash-and-burn planting techniques and overreliance on pesticides further degrade the soil.

11. Solving the problem is difficult, mostly because of the ferocious debate over how to do it. Biotech partisans say the answer lies in genetically modified crops — foods engineered for vitamins, yield and robust growth. Environmentalists worry that fooling about with genes is a recipe for Frankensteinian disaster. There is no reason, however, that both camps can't make a contribution.

12. Better crop rotation and irrigation can help protect fields from exhaustion and erosion. Old-fashioned cross-breeding can yield plant strains that are heartier and more pest-resistant. But in a world that needs action fast, genetic engineering must still have a role — provided it produces suitable crops. Increasingly, those crops are being created not just by giant biotech firms but also by home-grown groups that know best what local consumers need.

13. The National Agricultural Research Organization of Uganda has developed corn varieties that are more resistant to disease and thrive in soil that is poor in nitrogen. Agronomists in Kenya are developing a sweet potato that wards off viruses. Also in the works are drought-tolerant, disease-defeating and vitamin-fortified forms of such crops as sorghum and cassava — hardly staples in the West, but essentials elsewhere in the world. The key, explains economist Jeffrey Sachs, head of Columbia University's Earth Institute, is not to dictate food policy from the West but to help the developing world build its own biotech infrastructure so it can produce the things it needs the most. "We can't presume that our technologies will bail out poor people in Malawi", he says. "They need their own improved varieties of sorghum and millet, not our genetically improved varieties of wheat and soybeans".

## **WATER**

### **In 25 years two-thirds of humanity may live in nations running short of life's elixir**

14. For a world that is 70 % water, things are drying up fast. Only 2.5 % of water is fresh, and only a fraction of that is accessible. Meanwhile, each of us requires about 50 quarts per day for drinking, bathing, cooking and other basic needs. At present, 1,1 billion people lack access to clean drinking water and more than 2,4 billion lack adequate sanitation. “Unless we take swift and decisive action”, says U.N. Secretary-General Kofi Annan, “by 2025, two-thirds of the world’s population may be living in countries that face serious water shortages”.

15. The answer is to get smart about how we use water. Agriculture accounts for about two-thirds of the fresh water consumed. A report prepared for the summit thus endorses the “more crop per drop” approach, which calls for more efficient irrigation techniques, planting of drought- and salt-tolerant crop varieties that require less water and better monitoring of growing conditions, such as soil humidity levels. Improving water-delivery systems would also help, reducing the amount that is lost en route to the people who use it.

16. One program winning quick support is dubbed WASH — for Water, Sanitation and Hygiene for All — a global effort that aims to provide water services and hygiene training to everyone who lacks them by 2015. Already, the U.N., 28 governments and many non-governmental organizations (NGOs) have signed on.

## **ENERGY AND CLIMATE**

### **Car exhaust is a major source of the heat-trapping gases that produce global warming**

17. In the U.S., people think of rural electrification as a long-ago legacy of the New Deal. In many parts of the world, it hasn't even happened yet. About 2,5 billion people have no access to modern energy services, and the power demands of developing economies

are expected to grow 2.5 % per year. But if those demands are met by burning fossil fuels such as oil, coal and gas, more and more carbon dioxide and other greenhouse gases will hit the atmosphere. That, scientists tell us, will promote global warming, which could lead to rising seas, fiercer storms, severe droughts and other climatic disruptions.

18. Of more immediate concern is the heavy air pollution caused in many places by combustion of wood and fossil fuels. A new U.N. Environment Program report warns of the effects of a haze across all southern Asia. Dubbed the “Asian brown cloud” and estimated to be 2 miles thick, it may be responsible for hundreds of thousands of deaths a year from respiratory diseases.

19. The better way to meet the world’s energy needs is to develop cheaper, cleaner sources. Pre-Johannesburg proposals call for eliminating taxation and pricing systems that encourage oil use and replacing them with policies that provide incentives for alternative energy. In India there has been a boom in wind power because the government has made it easier for entrepreneurs to get their hands on the necessary technology and has then required the national power grid to purchase the juice that wind systems produce.

20. Other technologies can work their own little miracles. Micro-hydroelectric plants are already operating in numerous nations, including Kenya, Sri Lanka and Nepal. The systems divert water from streams and rivers and use it to run turbines without complex dams or catchment areas. Each plant can produce as much as 200 kilowatts — enough to electrify 200 to 500 homes and businesses — and lasts 20 years. One plant in Kenya was built by 200 villagers, all of whom own shares in the cooperative that sells the power.

21. The Global Village Energy Partnership, which involves the World Bank, the UNDP and various donors, wants to provide energy to 300 million people, as well as schools, hospitals and clinics in 50,000 communities worldwide over 10 years. The key will be to match the right energy source to the right users. For example, solar panels that convert sunlight into electricity might be cost-effective in remote areas, while extending the power grid might be better in Third World cities.

## BIODIVERSITY

**Unless we guard wilderness, as many as half of all species could vanish in this century**

22. More than 11,000 species of animals and plants are known to be threatened with extinction, about a third of all coral reefs are expected to vanish in the next 30 years and about 36 million acres of forest are being razed annually. In his new book, *The Future of Life*, Harvard biologist Edward O. Wilson writes of his worry that unless we change our ways half of all species could disappear by the end of this century.

23. The damage being done is more than aesthetic. Many vanishing species provide humans with both food and medicine. What's more, once you start tearing out swaths of ecosystem, you upset the existing balance in ways that harm even areas you didn't intend to touch. Environmentalists have said this for decades, and now that many of them have tempered ecological absolutism with developmental realism, more people are listening.

24. The Equator Initiative, a public-private group, is publicizing examples of sustainable development in the equatorial belt. Among the projects already cited are one to help restore marine fisheries in Fiji and another that promotes beekeeping as a source of supplementary income in rural Kenya. The Global Conservation Trust hopes to raise \$260 million to help conserve genetic material from plants for use by local agricultural programs. "When you approach sustainable development from an environmental view, the problems are global", says the U.N.'s Malloch Brown. "But from a development view, the front line is local, local, local".

25. If that's the message environmental groups and industry want to get out, they appear to be doing a good job of it. Increasingly, local folks act whether world political bodies do or not. California Governor Gray Davis signed a law last month requiring automakers to cut their cars' carbon emissions by 2009. Many countries are similarly proactive. Chile is encouraging sustainable use of water and electricity; Japan is dangling financial incentives before consumers who buy environmentally sound cars; and tiny Mauritius is promoting solar cells and discouraging use of plastics and other disposables.

26. Business is getting right with the environment too. The Center for Environmental Leadership in Business, based in Washington, is working with auto and oil giants including Ford, Chevron, Texaco and Shell to draft guidelines for incorporating biodiversity conservation into oil and gas exploration. And the center has helped Starbucks develop purchasing guidelines that reward coffee growers whose methods have the least impact on the environment. Says Nitin Desai, secretary-general of the Johannesburg summit: “We’re hoping that partnerships—involving governments, corporations, philanthropies and NGOs — will increase the credibility of the commitment to sustainable development”.

27. Will that happen? In 1992 the big, global measures of the Rio summit seemed like the answer to what ails the world. In 2002 that illness is — in many respects — worse. But if Rio’s goal was to stamp out the disease of environmental degradation, Johannesburg’s appears to be subtler — and perhaps better: treating the patient a bit at a time, until the planet as a whole at last gets well.

## Gloss

**muck up.** *Informal.* to bungle, damage, or ruin.

**grim** *adj.* **1.** unrelenting; rigid. **2.** uninviting or unnerving in aspect; forbidding. **3.** ghastly; sinister. **4.** dismal; gloomy. **5.** ferocious; savage.

**save one’s bacon.** *colloq.* escape death, injury, punishment

**ebb** *n.* **1.** ebb tide. **2.** a period of decline or diminution. —**ebb** *intr.v.* **1.** to fall back from the flood stage. **2.** to fall away or back; decline or recede.

**decelerate** *v. tr.* **1.** to decrease the velocity of. **2.** to slow down the rate of advancement of. —*intr.* to decrease in velocity. — **deceleration** *n.*

**haze** *n.* **1. a.** atmospheric moisture, dust, smoke, and vapor that diminishes visibility. **b.** a partially opaque covering.



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## Selling Smoke

**On Wall Street, people say anything can be sliced up and traded. A firm called Natsource proves the point**

1. When Dawn Schrepel, an environmental and energy consultant in Washington, wanted to thank her 10 interns for a job well done, she bought each of them an unusual gift — a ton of carbon dioxide. “They were pretty surprised”, she says, laughing. “And it took a little explanation”. Schrepel, 33, bought the carbon dioxide not in giant tanks but on paper, through Natsource, an energy brokerage based in New York City.

2. Natsource trades not only standard commodities like coal and natural gas but also a new currency known as greenhouse-gas credits. These credits represent, in effect, the right to emit a certain amount of carbon dioxide, methane or other gases thought to contribute to global warming. Such credits trade in earnest in nations like Britain and Denmark, which have capped emissions from such sources as factories and power plants. And the credits are trading on an experimental basis in the U.S., as industries anticipate the eventual imposition of similar emission limits here.

3. Natsource arranged for Schrepel to pay a retail price of \$17 a ton for carbon dioxide that is part of the natural chemistry of a 1,200-acre patch of Illinois grassland in a nature preserve. In return for part of that payment, the land’s owner agreed not to burn, pave over or otherwise release that carbon dioxide. Schrepel wryly explained to her interns that buying the credits would help offset the carbon dioxide they emitted by, among other things, breathing.

4. Schrepel’s gift is but a tiny part of a global greenhouse-gas trading industry that is growing rapidly. Between 1996 and 2002, about \$500 million worth of carbon dioxide was traded among companies in the U.S. and Europe. The World Bank’s Prototype Carbon Fund, which helps countries preserve forest and reduce CO<sub>2</sub> emissions, says the number of greenhouse-gas trades and the volume of

gas affected will double this year. Experts predict that the right to emit a ton of carbon dioxide, which costs between \$3,50 and \$6 if purchased in bulk today, will cost between \$7 and \$12 by 2005. That would make the global market for greenhouse-gas credits worth well over \$3 billion a year.

5. Two events drive this growth: the expectation that the Kyoto Protocol on Climate Change will go into effect this year and require many countries to reduce carbon dioxide emissions by 2008, and the emergence of government-backed emissions-trading schemes in Britain and Denmark. Despite President George W. Bush's assertion two years ago that Kyoto would wither, 2003 looks to be the year the treaty will come to life. Canada ratified it in December, and if Russia joins this year, as its President has promised, the treaty will have enough support to go into effect. It would not bind the U.S., but it could induce U.S. multinationals to reduce emissions by their plants in signatory countries.

6. Even in the U.S., there is a growing consensus that greenhouse-gas reductions are inevitable. In January, Senators John McCain of Arizona and Joseph Lieberman of Connecticut introduced legislation that would cap emissions and allow rights trading. Thirteen U.S. companies, including American Electrical Power, Dupont and Ford, have joined the new Chicago Climate Exchange. Members volunteer to reduce carbon dioxide emissions in a system that lets them practice trading greenhouse-gas credits while trying to deflect regulation and public criticism.

7. Jack Cogen, president of Natsource, couldn't be happier about this trend. Besides trading in energy and emissions credits, Natsource consults with firms that are weighing the idea of operating cleaner. Greenhouse-gas trading and consulting provide only 10 % of Natsource's revenue, but the company expects that share to rise to 50 % by 2007. "It's a fascinating business opportunity. Can you use market forces to effect environmental and societal goals?" asks Cogen, 46. "Can you put a cost on what was a free resource?"

8. Cogen thinks you can, and he's not alone. In 1990 the Clean Air Act capped emissions of sulfur dioxide, a major contributor to

acid rain, and ordered that they be gradually reduced. The government issued “allowances” to companies and let them trade polluting rights on the open market. A power company that cut its emissions at relatively low cost could sell its leftover emission rights to another utility facing higher costs for pollution control.

9. Robert Stavins, an economist at Harvard’s Kennedy School of Government, estimates that this cap-and-trade system, vs. a system of rigid caps on each firm’s emissions, saves U.S. companies about \$1 billion a year in compliance expenses. “It’s the most cost-effective way to reduce emissions”, he says, “and companies have an incentive to cut pollution so they can sell credits”. The Environmental Protection Agency estimates that sulfur dioxide emissions have been halved since 1990 and that Americans save \$50 billion a year in health and environmental costs associated with acid rain.

10. Expecting that international support for Kyoto will grow despite U.S. government opposition, companies around the world — including U.S.-based multinationals — want to be prepared. Cogen says today’s nascent trading of CO2 credits forces executives to “sit in a room and figure out how to manage, market, verify and account for their emissions. We call it learning by doing”.

11. Some U.S. companies are not just experimenting; they are buying carbon dioxide credits today, at relatively low prices, as insurance against future regulations. World wholesale prices of carbon dioxide credits have jumped more than 600 % since 1996, but prices differ from country to country. Kyoto allows credit trading only among signatory countries, and when it became clear in 2001 that the U.S. would not adopt Kyoto in the first round, the price of U.S. credits fell.

12. Michael Intrator, a managing director at Natsource, believes that the U.S. should have led the way. “America had a massive information advantage”, he says. “We understood how cap-and-trade worked because we traded sulfur dioxide. Now we are left in a sea of uncertainty because we didn’t ratify Kyoto. The overarching belief is that sometime we will. But by then, we might be at a competitive disadvantage”.

13. Melissa Carey, a climate-change analyst at the Environmental Defense Fund, says that despite all the greenhouse-gas trading under way, it won't reduce emissions until Kyoto takes effect. "Sulfur dioxide was successful", she says, "because there are huge penalties for failing to comply". One Kyoto provision lets industrialized countries fund carbon-reduction projects in developing countries that do not have emission caps. For example, a U.S. utility may find that cutting its emissions is more expensive than planting a carbon-trapping forest in Bolivia. But until Kyoto is ratified, there won't be any independent verification that the forest has been planted.

14. Another obstacle to wider trading of emissions is nature. Forests burn down. Hurricanes wash away fields. Then there are governments that ignore international agreements and change environmental policies in ways that can radically affect the value of existing emissions credits. Until financial instruments are developed to ensure credits against the ravages of politics and nature, trading greenhouse gases will be a risky business. But the traders at Natsource are betting that multinational firms are also learning about the risks of doing nothing in the face of regulations that they know are coming, sooner or later.

From *TIME* magazine

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READING 6

## Gang Green

Our expert panel examines how smart firms today invest in ways to make their plants and products cleaner

### **Our Board of Technologists**

— *JOAN BAVARIA* is founder and president of Trillium Asset Management, a "socially conscious" investing firm in business since 1982

— *SANJAY CORREA* holds a Ph.D. in aerospace engineering and leads General Electric's research in energy and propulsion technologies

– *PAUL LANCASTER* is vice president for finance at Ballard Power Systems, which develops fuel-cell technology for cars and generators

– *REID LIFSET* is professor of industrial ecology at the Yale School of Forestry and Environmental Services

– *SAM SMOLIK* is vice president for global environment, health and safety at Dow Chemical

If danger and opportunity drive business decisions, then companies and investors have more and more reason for concern about global warming. The snows of Kilimanjaro are shrinking, as are the polar ice caps, and governments from Canada to New Zealand are joining calls to restrict greenhouse-gas emissions. Consumers and shareholders are steering their money toward companies that demonstrate concern for the environment — or at least appear to do so. And technology is boosting the attractiveness of green products ranging from clean fuel-cell engines to pillows stuffed with a synthetic fiber derived not from oil but from corn. Even as the White House and Congress show little movement away from the U.S. policy of cheap and subsidized coal and petroleum, smart U.S. companies — especially those that operate globally — are investing in new green technologies and in ways of making their old operations cleaner and more energy efficient.

What do these trends mean for your business? For your investments? For the new products you'll be buying in just a few years? To address these questions, *TIME*'s Eric Roston recently convened a Board of Technologists — five top experts in industry, the environment and investing.

**TIME:** Are consumers willing to pay a premium for green products?

**LANCASTER:** Despite how much they say they prefer environmentally clean products, people just won't pay more. Fuel-cell vehicles, which my company, Ballard, is developing engines for, will sell — but when they do, it will be because they perform better than internal-combustion cars, not because they're cleaner.

**TIME:** How close at hand is that day?

**LANCASTER:** Maybe eight or 10 years. The major auto companies have prototypes, and today you can actually put down your credit card and buy a fuel-cell product. Coleman Powermate [a division of Sunbeam] just started selling a quiet, exhaust-free generator that uses our technology. It's for industry — it costs \$5,995 — but a

consumer version is due in the next few months. General Electric is involved in fuel cells. They have an investment in one of our competitors [Plug Power].

When I started at Ballard 12 years ago, I would never have thought that I'd be talking excitedly about, say, the fuel-cell-powered floor scrubber. But companies are looking for a replacement for battery technology, something that can go through an entire shift and therefore cost less money.

**BAVARIA:** As an investor who promotes an environmental commitment, I often hear the comment "If there's no money in it, we can't do it". Companies have to make money. That is and should be their mandate. But there are times when the public interest can actually help the company.

**LIFSET:** I think it is unfair to ask companies to get out ahead of their customers. They have got to make money. They have a fiduciary responsibility, and the market would punish them if they didn't meet it. But companies should constantly be asking themselves, "How do we design processes and make products that are more environmentally benign? Are the things that everybody is talking about worthy of investment?"

**TIME:** Critics complain that leaders in many industries would rather tweak old technologies than seriously invest in new ones. Do you agree?

**CORREA:** Should somebody hold a gun to the auto industry's head and force higher fuel-efficiency standards? Actually, in the short run that is usually the right answer. But if you are thinking about a real shift, then probably not. Would you like to be the world's best sailmaker in 1880 and predicate your company on that? You'd probably win the next two years' worth of orders. You have to be the best at the game today, and you have to be clairvoyant enough to know the game in the future.

**TIME:** But in our quarter-to-quarter culture, the future isn't what it used to be.

**LANCASTER:** Yes, financial markets don't like long-term stories. They want current earnings per share. There is not a fuel-cell company that has that.

**BAVARIA:** We have owned hydrogen technologies wherever we can in our investment portfolios. In the short run, they don't look like very good investments. This is one of the barriers. Even big

companies, which may want to do something, still face a five- or seven-year payoff. Up front, it is a huge capital outlay. They feel hamstrung because of the shareholders and Wall Street.

Most corporations will do whatever will pay them back in the intermediate term. Think of the “low-hanging fruit” issues — waste, energy use, pollution. There is a social mandate to fix those problems. But what in the world does a timber company, say, care about biodiversity? There has to be some other way to inject that interest to make a company use its resources to help solve that problem.

**CORREA:** But car companies are putting billions into a fuel-cell car before they get any money back. The Beijing Olympics in 2008 will have thousands of buses and trucks that will be running either with hybrid gasoline-and-electric engines or fuel cells. If you drive around Beijing today, you see billboards for the “Green Olympics”.

**TIME:** Even so, it’s not clear that renewable energy can replace fossil fuels anytime soon, right?

**SMOLIK:** You’ll need companion technologies. Hybrid fuel cells won’t do very well if the car weighs a ton, right? We’ve developed lighter-weight composite materials that enable cars to have higher fuel efficiency.

**LANCASTER:** Think about this: fuel cells were invented in 1839. Back in the late 1800s, we could have taken the path that we did — using internal-combustion engines — or another path. So why is it now, and not 100 years ago, that we are thinking about using electrochemistry for power? Well, all of a sudden we are talking about the environment. Efficiency has never been a strong driver of new technologies in the past, but that is changing.

**CORREA:** Renewable energy is something we should talk about carefully. There is a perception that renewables in a large industrial economy could make up the bulk of our power. But we are just a little too far away from the sun. Whether you’re talking about biomass, photovoltaics, or wind moving because the sun heats the earth differentially, it all comes from the sun. If you calculate how many watts per meter the sun puts to the earth and ask whether that is enough to run our very high energy consumption — this is a question.

**TIME:** Does the U.S. government have any kind of clear vision on all this?

**LANCASTER:** We are starting to see out of the Department of Energy a vision of where they want to take energy, and therefore

technology, in the U.S. This vision is for a hydrogen economy. Time lines are still way out there.

**BAVARIA:** It doesn't have to be all about the Federal Government. Los Angeles and San Francisco have floated bond issues to promote alternative energy.

**CORREA:** The right kind of technologies tend to get developed. Government can catalyze it with this policy or that policy, but that may make it happen only a few years earlier. It is hard to imagine what in the last 100 years we might have done differently. There were no other technologies that could have had us grow to a pretty good standard of living for at least a significant fraction of the world's people.

**TIME:** But at what environmental cost?

**LIFSET:** Our economy is very effective in driving technological change, and you can see the benefits in terms of resource efficiency and reductions in pollution all around us. Companies as sophisticated as Dow or GE, first-rate companies, will produce good, responsible products. But technological change won't automatically bring about environmental protection. Consider product tagging, which is about to expand in the market in a big way. You buy a hair dryer at the drugstore, and there's a gizmo on the box that looks like a circuit or a circle of wires, and it sets off a buzzer if you leave without paying — that's one variety of product tag.

Now, combine product tags with specialized memory circuits and wireless technology, and there will be some really obvious opportunities for environmental use. We can track products, find out about people's consumption behavior. We can make bottles and cans talk to recycling equipment. But the question is, As these technologies are developed and the software coding gets standardized, will the decisions be made to include environmental information in those codes? If the rules of the game aren't set from outside, companies can't afford as much improvement. As a public, we have to demand it.

**TIME:** Global firms like GE and Dow have enough muscle to force — or, you might say, to free — their smaller business partners to follow better environmental standards. Is this power being used well?

**SMOLIK:** At Dow, we typically work with customers rather than suppliers because our suppliers are the oil companies and such. Our customers are typically companies that make products for consumers — a Nike or a Procter & Gamble. A lot of times, we have



the technology for a better, more sustainable raw material that they can use. Nike, for example, is a consumer-product company, so just as soon as some particular component becomes very unpopular, they switch pretty quickly. That's why socially responsible investors and environmental groups are good. They put pressure on the system. They put pressure on the consumer-products companies, which keeps us all honest and working in the right direction.

**BAVARIA:** In socially responsible investing, what we do — besides allocating investment dollars based on our clients' will — is, we become active shareholders. We try to represent a shareholder constituency that might otherwise have no voice.

**LIFSET:** The leverage to green a supply chain comes from whoever has the power in the chain. In the U.S., that is often the retailer or the consumer-goods companies. It's not surprising that companies like GE and Dow are recipients of pressure rather than the source of it. Such influence is not always something that is conspicuous to the public eye. Yet sometimes it really works.

**TIME:** Even if we were determined to bring our industrial world into real harmony with the natural one — and it were possible — how long would that take?

**CORREA:** One of the things we can do — and do do at GE — is behave the same, environmentally, anywhere in the world. In many parts of the world, that means you are doing a heck of a lot better not only with the environment but with safety and cultural diversity. So big companies are actually a force for tremendous good.

**LIFSET:** We can ask, Will technology automatically solve problems? That's a complicated question and one worth careful attention. We know the fuel efficiency of cars over the past quarter-century has gone up significantly, and they pollute less per mile driven. At the same time, we drive more miles.

Or take something as prosaic as the design of beverage containers. How much plastic, glass and metal do we use now, per ounce, compared with 20 years ago? It is absolutely clear that we use far, far less. But are we consuming more soda and moving from large containers to single-use containers so that we end up having to deal with more containers overall? This is a classic case of opposite forces. Our behavior is at cross-purposes with the potential benefits of new technology.

— Reid Lifset; Sam Smolik  
*TIME*, Monday, Jan. 13, 2003

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## Understanding Our World — Science and the Citizen

Part of talk given by Professor Michael McElroy at Harvard University

### Part 1

Now the subject that we attempt to communicate to the people in this class is very interesting to them and to us. We are concerned with trying to understand the effects of human activity on the global environment, and I suppose 20 years ago, if you presented such a course, it would not be terribly interesting to most people. But with the publicity that global environmental issues have received over the past decade or so particularly, most of these issues are really... everybody has a view of global warming or ozone depletion.

I remember when I first started getting involved in public discussion of problems related to global ozone depletion. This goes back to the early 1970s, when the first public issue concerning ozone depletion related to the possibility that a supersonic aircraft that was currently being discussed...at that time was being discussed by the Boeing Corporation with funds from the United States government, might fly in a region of the atmosphere for which commercial aviation had not previously flown, and releasing oxides of nitrogen or pollution, if you will, from the tailpipes of the supersonic aircraft in this particular case might bring about changes in ozone that maybe would be global and not terribly desirable.

This was the first time that we started to think of the possibility of global change occurring in stratospheric ozone. And since the Boeing company at that time for reasons of strategy in attempting to sell this aircraft was talking about flying large numbers of planes. They were talking about a world, in which 500 supersonic aircraft carried 500 people 8 hours a day around and around and around the world and you had to have those kinds of numbers in order to justify the economics of the investment. Should the government invest in the aircraft at all? If it wasn't

going to make money, then it wasn't a very good investment for the government or for Boeing.

## **Part 2**

Well, our best calculation... and it wasn't terribly good... our best calculation at that time suggested that you might deplete ozone globally by 1 or 2 percent and... a fellow came along and said, "Well, that is likely to be not a trivial thing. Even a 1 percent drop in ozone might be an important thing", and he made that connection by focusing, I think, for the first time, on the fact that changes in ozone, by allowing more ultraviolet solar radiation to reach the surface of the earth, could have a detectable effect on the incidence rate of skin cancer around the world. And that was at the time a very bizarre idea, the idea that very small changes in ozone could cause skin cancer increases that would be significant for people around the world.

Now the way the estimate was made was to take a population of a particular ethnic background, a northern European population in Minnesota, and to look at the incidence rate of skin cancer that they experienced living in Minnesota and then to take the same ethnic grouping in Louisiana and to get a sense of how different it was there. And indeed, the incidence rate of skin cancer for that population group was higher in Louisiana than it was in Minnesota, and the difference was attributed to a relatively small difference in the amount of ozone over Louisiana compared to Minnesota.

In other words, the idea was there was less protection in the natural environment over Louisiana than over Minnesota, and the difference was about 1 percent in ozone, and that became the first estimate of what you might expect with a very small change in the amount of ozone. Sort of a first shot at a serious epidemiology, and it turns out to have worked fairly well. The short answer here is that we believe that if you have an X percent drop in ozone, 2 percent drop in ozone, you'll have a 3X percent, roughly, increase in the incidence rate of skin cancer, and that becomes a fairly serious public health problem.

## **Part 3**

At any rate, to get back to the idea with this first public exposure of a rather peculiar problem — it was a political issue since the government was spending a fair amount in subsidizing the early study

of the supersonic transport and so as the science began to make a political statement, the politicians started to pick it up, and the politician, in particular, who was out at that particular time, to eliminate the project was a very well-known senator from Wisconsin called Senator Proxmire. You may or may not remember Proxmire. Proxmire used to issue the Golden Fleece of the Month Award to various people, including later a friend of mine [laughter from audience] but, uh, Proxmire in any event, in this particular case, found the science very persuasive and in part because of his ability to make connections to the media, it became a media event.

Now, one of the things I find very interesting about this is that at that time, suddenly you would find that you were on the other end of lots of phone calls from newspaper reporters or radio talk shows from here and there, including Australia and around the world. Suddenly it's a different world you're exposed to — and it was interesting how common the questions were. All...essentially 90 percent of the people who called you up asked the same first two or three questions and you got to the point where you really had it down pat. I mean, you gave the answer almost before you heard the question. It didn't matter whether it was on television or radio, it was the same pattern. And the first question invariably was, "What is ozone?" And so you went through the exercise of saying "Ozone is..". you know. You didn't say " $O_3$ ". You said it was "a...a...a more unstable association of oxygen atoms, three of them tied together instead of two, as you have in normal oxygen that you breathe", and that was reasonably satisfying. Then you went on to talk about why ozone was important.

#### **Part 4**

Now all that has changed in a pretty dramatic way in the case of stratospheric ozone. The big change, I suppose, came with the concern that underarm spray and leaking refrigerators could, destroy ozone around the world and that was such a preposterous idea — the idea that by spraying under your arm, you were destroying the global environment. It was such a preposterous idea that in a very short period of time, it had moved from the pages of Science magazine and Nature to the front pages of major newspapers, and in less than six months, to my astonishment, it became a major subplot on the most popular sitcom on television at that time. This was in the

mid-1970s and that was — what was the name of it — the Archie Bunker show. But what was it called? All in the Family. So suddenly the idea that ozone was being depleted was a topic on All in the Family and there were profiles in Playboy and all kinds of curious things. I mean, it was a very peculiar time to be involved in that particular aspect of science.

But what had happened at this point is that suddenly ozone was not something you had to explain. The experience then talking to newspaper reporters was completely different. You started off waiting for that first question “What is ozone?” and often before you heard it, you told them what it was and they said, “Of course we know what it is”, and then you went on to talk about what the stratosphere was, this thin layer of atmosphere above 30 kilometers, and they said, “Of course we know that”, and the questions had moved to a different level. It was interesting to watch the way in which the public’s sense of these issues had changed.

## **Commentary**

**ozone depletion:** decrease the fullness of

**detectable effect:** audible, concrete, observable, seeable, sensible

**bizarre:** strikingly unconventional and far-fetched in style or appearance; odd.

**preposterous:** contrary to nature, reason, or common sense; absurd.

**sitcom:** a situation comedy.



# WORLD TERRORISM

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## September 11, 2001 Terrorist Attack on America

**Secretary of State Colin Powell:**

Interview with the Middle East Broadcasting Center, January 9, 2002

“This is not a campaign that we are fighting against any religion; it’s against criminals, it’s against terrorism. What we are doing in Afghanistan is against terrorists. Even though we haven’t caught Mullah Omar or Usama bin Laden, we have essentially defeated the Taliban and we have made it much, much more difficult for al-Qaeda to do anything in Afghanistan.

But al-Qaeda is elsewhere in the world. We have to go after them, not just because they are a threat to America. Because they are a threat to civilization. They are a threat to all of us who believe in peace and freedom. All of us suffer from terrorism in one form or another in every country, to include the country and the region that you cover.

And so I think it is the reason that the international coalition has come together — and all nations, nations in the West, nations in Europe, nations in the Middle East — nations all over the world are coming together to go after this form of criminality in the world”.

On September 11, terrorists hijacked four jet airliners that took off from Logan Airport in Boston, Massachusetts; Newark Airport in Newark, New Jersey; and Dulles Airport near Washington, DC. Two of those airliners flew into the World Trade Center towers in New York City; one of them flew into the Pentagon in Washington, DC, and the other crashed in Pennsylvania, near Pittsburgh. The World Trade Center towers collapsed, and a third of the Pentagon was destroyed or damaged. Many thousands of people are dead or missing — passengers aboard the airliners, people who were in or near the buildings, and firemen and policemen who were working to save others.

President Bush and all the resources of the U.S. Government immediately responded to help the victims of these atrocities and to identify and find the terrorists and those who helped them who were



responsible. Secretary of State Colin L. Powell is leading the State Department's diplomatic and intelligence efforts.

A terrorist named Usama bin Laden, who is living in Afghanistan, is the prime suspect in the terrible crimes of September 11. He is an Islamic extremist, but it is important to understand that bin Laden and his organization, al-Qaeda, are not representative of Islam. The Islamic faith is a peaceful and spiritual one, and most Muslims, as people who practice that faith are called, love peace.

President Bush has vowed to "...bring our enemies to justice, or bring justice to our enemies.." This will be a quickly moving and changing effort for our nation and our people, requiring lots of work from our diplomatic, military, intelligence, financial, and law enforcement agencies and communities.

These events have been terribly upsetting in many ways for the American people. The First Lady, Laura Bush, has written letters to elementary school students, and to middle and high school students that you might like to read. President George Bush addressed children at the Red Cross on October 16. You might also like to read what Secretary of State Colin Powell has said.

The United States is not alone in our efforts to end terrorism. Many nations and organizations have said that they are with us and will help us. This is very important for lots of reasons. It will make the fight against terrorists and the states that support them easier, because there will be more resources — in intelligence, military forces, military equipment and facilities (like airfields,) police forces, financial systems, and so on. Every day, U.S. officials here and diplomats overseas talk with foreign governments to gain support, "what is at stake is not just America's freedom. This is the world's fight. This is civilization's fight. This is the fight of all who believe in progress and pluralism, tolerance and freedom. We ask every nation to join us.

Perhaps the NATO Charter reflects best the attitude of the world: An attack on one is an attack on all. The civilized world is rallying to America's side". President Bush, 09.20.01

The Department of State is working with the President to build an international team of nations and organizations that will accomplish these goals and prevent terrorist actions such as happened on September 11.

On October 7, the U.S. military began strikes against al-Qaeda terrorist training camps and military installations of the Taliban

regime in Afghanistan. At the same time, planes dropped emergency supplies to Afghan refugees, and humanitarian assistance has increased.

In just weeks, the military essentially destroyed al-Qaeda's grip on Afghanistan by driving the Taliban from power. On December 22, a new interim government, the Afghan Interim Authority, took power in a ceremony in Kabul. Hamid Karzai is the Chairman and Burhanuddin Rabbani is the President. Two days earlier, the United Nations Security Council authorized the establishment of an International Security Assistance Force to assist the Afghan Interim Authority in Kabul and its surrounding areas.

On December 16, 2001, a U.S. Liaison Office in Kabul reopened to formally re-establish the United States diplomatic presence in Afghanistan. The U.S. Embassy had closed in 1989 due to hostile conditions within Afghanistan.

Al-Qaeda leader Usama bin Laden is on the run and is an international fugitive. Mullah Omar is also in hiding and believed to be somewhere in southern Afghanistan.

## TOPICAL GLOSSARY

**Afghanistan** — an Islamic country bordered by Iran to the west, Pakistan to the east and south, and Turkmenistan, Uzbekistan, Kyrgystan and Tajikistan to the north. China is to the northeast. The capital of Afghanistan is Kabul (pronounced “cobble”); the citizens are Afghans. Population: approximately 25.8 million. Topographical: arid to semiarid; many mountains and deserts. Climate: hot in summer, cold in winter.

**Afghan Interim Authority** — the interim government which took power on December 22, 2001 after the Taliban was driven from power in Afghanistan.

**Al Qaida** — A loose network of two dozen terrorist groups united by Usama bin Laden's extremist Islamic terrorist vision. These groups, called “cells”, plan and carry out their acts independently of one another, and are present in many countries around the world.

**Burhanuddin Rabbani** — President of the Afghan Interim Authority.

**Coalition** — an alliance, especially a temporary one, of people, factions, parties, or nations.

**Diplomacy** — the art or practice of conducting international relations, as in working out alliances, treaties, and agreements with foreign governments.

**Embassy** — a mission to a foreign government headed by an ambassador; the building that the ambassador and his diplomatic staff use.

**Extradite** — to give up or deliver (a fugitive, for example) to the legal jurisdiction of another government or authority.

**Hamid Karzai** — Chairman of the Afghan Interim Authority.

**Infinite Justice** — the military campaign being deployed to fight terrorism.

**Islam** — a religion that has 1.3 billion believers worldwide. People who follow Islam are called Muslims. Islam began when a man named Muhammad, who lived in what is now Saudi Arabia, got messages that he believed were from Allah — the Muslims' word for God. Muhammad died in 632 AD. The messages he received were put together in a book called the Koran.

"[Islam's] teachings are good and peaceful, and those who commit evil in the name of Allah blaspheme the name of Allah. The terrorists are traitors to their own faith, trying, in effect, to hijack Islam itself". President Bush, 09.20.01.

**Jihad** — A Muslim holy war or spiritual struggle against non-Muslims.

**Mullah** — a Muslim religious leader

**Mullah Omar** — The Afghan Muslim mullah who leads Afghanistan's ruling Taliban party. Taliban officials say they have played host to Usama bin Laden but do not allow him to engage in terrorist activities. Mullah Omar refuses to be photographed or filmed, and rarely leaves his base in the southern Afghan town of Kandahar

**Pakistan** — an Islamic country bordered by Afghanistan and Iran to the west, India to the east, the Arabian Sea to the south and China to the north. The capital is Islamabad. The citizens are Pakistanis. Population: 141,6 million. Topographical: extremely varied, from high mountains to tropical lowlands. Climate: Mostly hot, dry desert; temperate in the northwest; arctic in north. General Pervez Musharraf is Pakistan's military ruler.

**State Sponsors of Terrorism** — countries that use terrorism as a means of political expression and/or countries that provide shelter

and support to terrorist groups. Currently, Iran, Iraq, Syria, Libya, Cuba, North Korea, and Sudan continue to be the seven governments that the U.S. Secretary of State has designated as state sponsors of international terrorism. "...if you harbor a terrorist, you're just as guilty as the terrorist". President Bush, 09.25.01.

**Taliban** — a fundamentalist religious Islamic/political party in charge of much of Afghanistan, but not recognized by the U.S. Government or most other governments around the world as a legitimate government.

**Terrorism** — the unlawful use or threatened use of force or violence by a person or an organized group against people or property with the intention of intimidating or coercing societies or governments, often for ideological or political reasons.

**Nonproliferation** — providing for the stoppage of the spread of nuclear arms; Of, relating to, or calling for an end to the acquisition of nuclear weapons by additional nations.

**Usama bin Laden** — a terrorist leader who is responsible for the 1998 bombing of two American embassies in Africa that killed 300 people and injured 5000 others. There is mounting evidence tying him and his organization to the September 11 attacks. He has lived in Afghanistan since 1996.

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READING 2

## Significant Terrorist Incidents, 1961–2001

U.S. DEPARTMENT OF STATE

Office of the Historian

Bureau of Public Affairs

October 31, 2001

“**Bloody Friday**”, **July 21, 1972**: An Irish Republican Army (IRA) bomb attacks killed 11 people and injured 130 in Belfast, Northern Ireland. Ten days later, three IRA car bomb attacks in the village of Claudy left six dead.

**Munich Olympic Massacre, September 5, 1972:** Eight Palestinian “Black September” terrorists seized 11 Israeli athletes in the Olympic Village in Munich, West Germany. In a bungled rescue attempt by West German authorities, nine of the hostages and five terrorists were killed.

**Domestic Terrorism, January 27–29, 1975:** Puerto Rican nationalists bombed a Wall Street bar, killing four and injuring 60; 2 days later, the Weather Underground claims responsibility for an explosion in a bathroom at the U.S. Department of State in Washington.

**Entebbe Hostage Crisis, June 27, 1976:** Members of the Baader-Meinhof Group and the Popular Front for the Liberation of Palestine (PFLP) seized an Air France airliner and its 258 passengers. They forced the plane to land in Uganda, where on July 3 Israeli commandos successfully rescued the passengers.

**Kidnapping of Italian Prime Minister, March 16, 1978:** Premier Aldo Moro was seized by the Red Brigade and assassinated 55 days later.

**Iran Hostage Crisis, November 4, 1979:** After President Carter agreed to admit the Shah of Iran into the U.S., Iranian radicals seized the U.S. embassy in Tehran and took 66 American diplomats hostage. Thirteen hostages were soon released, but the remaining 53 were held until their release on January 20, 1981.

**Assassination of Egyptian President, October 6, 1981:** Soldiers who were secretly members of the Takfir Wal-Hajira sect attacked and killed Egyptian President Anwar Sadat during a troop review.

**Golden Temple Seizure, June 5, 1984:** Sikh terrorists seized the Golden Temple in Amritsar, India. One hundred people died when Indian security forces retook the Sikh holy shrine.

**Assassination of Prime Minister Gandhi, October 31, 1984:** The Indian premier was shot to death by members of her security force.

**Soviet Diplomats Kidnapped, September 30, 1985:** In Beirut, Lebanon, Sunni terrorists kidnapped four Soviet diplomats. One was killed, but three were later released.

**Berlin Discoteque Bombing, April 5, 1986:** Two U.S. soldiers were killed, and 79 American servicemen were injured in a Libyan bomb attack on a nightclub in West Berlin, West Germany. In retaliation, U.S. military jets bombed targets in and around Tripoli and Benghazi.

**Pan Am 103 Bombing, December 21, 1988:** Pan American Airlines Flight 103 was blown up over Lockerbie, Scotland, by a

bomb believed to have been placed on the aircraft in Frankfurt, West Germany, by Libyan terrorists. All 259 people on board were killed.

**World Trade Center Bombing, February 26, 1993:** The World Trade Center in New York City was badly damaged when a car bomb planted by Islamic terrorists explodes in an underground garage. The bomb left six people dead and 1,000 injured. The men carrying out the attack were followers of Umar Abd al-Rahman, an Egyptian cleric who preached in the New York City area.

**Attempted Assassination of President Bush by Iraqi Agents, April 14, 1993:** The Iraqi intelligence service attempted to assassinate former U.S. President George Bush during a visit to Kuwait. In retaliation, the U.S. launched a cruise missile attack 2 months later on the Iraqi capital Baghdad.

**Tokyo Subway Station Attack, March 20, 1995:** Twelve persons were killed, and 5,700 were injured in a Sarin nerve gas attack on a crowded subway station in the center of Tokyo, Japan. A similar attack occurred nearly simultaneously in the Yokohama subway system. The Aum Shinri-kyu cult was blamed for the attacks.

**Bombing of the Federal Building in Oklahoma City, April 19, 1995:** Right-wing extremists Timothy McVeigh and Terry Nichols destroyed the Federal Building in Oklahoma City with a massive truck bomb that killed 166 and injured hundreds more in what was up to then the largest terrorist attack on American soil.

**Attack on U.S. Embassy in Moscow, September 13, 1995:** A rocket-propelled grenade was fired through the window of the U.S. Embassy in Moscow, ostensibly in retaliation for U.S. strikes on Serb positions in Bosnia.

**Tamil Tigers Attack, January 31, 1996:** Members of the Liberation Tigers of Tamil Eelam (LTTE) rammed an explosives-laden truck into the Central Bank in the heart of downtown Colombo, Sri Lanka, killing 90 civilians and injuring more than 1,400 others, including two U.S. citizens.

**Paris Subway Explosion, December 3, 1996:** A bomb exploded aboard a Paris subway train as it arrived at the Port Royal station, killing two French nationals, a Moroccan, and a Canadian, and injuring 86 persons. Among those injured were one U.S. citizen and a Canadian. No one claimed responsibility for the attack, but Algerian extremists are suspected.

**Tupac Amaru Seizure of Diplomats, December 17, 1996:**

Twenty-three members of the Tupac Amaru Revolutionary Movement (MRTA) took several hundred people hostage at a party given at the Japanese Ambassador's residence in Lima, Peru. Among the hostages were several U.S. officials, foreign ambassadors and other diplomats, Peruvian Government officials, and Japanese businessmen. The group demanded the release of all MRTA members in prison and safe passage for them and the hostage takers. The terrorists released most of the hostages in December but held 81 Peruvians and Japanese citizens for several months.

**Egyptian Letter Bombs, January 2–13, 1997:** A series of letter bombs with Alexandria, Egypt, postmarks were discovered at Al-Hayat newspaper bureaus in Washington, New York City, London, and Riyadh, Saudi Arabia. Three similar devices, also postmarked in Egypt, were found at a prison facility in Leavenworth, Kansas. Bomb disposal experts defused all the devices, but one detonated at the Al-Hayat office in London, injuring two security guards and causing minor damage.

**Empire State Building Sniper Attack, February 23, 1997:** A Palestinian gunman opened fire on tourists at an observation deck atop the Empire State Building in New York City, killing a Danish national and wounding visitors from the United States, Argentina, Switzerland, and France before turning the gun on himself. A handwritten note carried by the gunman claimed this was a punishment attack against the "enemies of Palestine".

**U.S. Embassy Bombings in East Africa, August 7, 1998:** A bomb exploded at the rear entrance of the U.S. embassy in Nairobi, Kenya, killing 12 U.S. citizens, 32 Foreign Service Nationals (FSNs), and 247 Kenyan citizens. About 5,000 Kenyans, six U.S. citizens, and 13 FSNs were injured. The U.S. embassy building sustained extensive structural damage. Almost simultaneously, a bomb detonated outside the U.S. embassy in Dar es Salaam, Tanzania, killing seven FSNs and three Tanzanian citizens, and injuring one U.S. citizen and 76 Tanzanians. The explosion caused major structural damage to the U.S. embassy facility. The U.S. Government held Usama Bin Ladin responsible.

**Diplomatic Assassination in Greece, June 8, 2000:** In Athens, Greece, two unidentified gunmen killed British Defense Attache

Stephen Saunders in an ambush. The Revolutionary Organization 17 November claimed responsibility.

**Kidnappings in Kyrgyzstan, August 12, 2000:** In the Kara-Su Valley, the Islamic Movement of Uzbekistan took four U.S. citizens hostage. The Americans escaped on August 12.

**BBC Studios Bombing, March 4, 2001:** A car bomb exploded at midnight outside of the British Broadcasting Corporation's main production studios in London.

**ETA Bombing, March 9, 2001:** Two policemen were killed by the explosion of a car bomb in Hernani, Spain.

**Bus Stop Bombing, April 22, 2001:** A member of Hamas detonated a bomb he was carrying near a bus stop in Kfar Siva, Israel, killing one person and injuring 60.

**Tel-Aviv Nightclub Bombing, June 1, 2001:** Hamas claimed responsibility for the bombing of a popular Israeli nightclub that caused over 140 casualties.

**Hamas Restaurant Bombing, August 9, 2001:** A Hamas-planted bomb detonated in a Jerusalem pizza restaurant, killing 15 people and wounding more than 90.

**Terrorist Attacks on U.S. Homeland, September 11, 2001:** Two hijacked airliners crashed into the twin towers of the World Trade Center. Soon thereafter, the Pentagon was struck by a third hijacked plane. A fourth hijacked plane, suspected to be bound for a high-profile target in Washington, crashed into a field in southern Pennsylvania. More than 5,000 U.S. citizens and other nationals were killed as a result of these acts. President Bush and Cabinet officials indicated that Usama Bin Laden was the prime suspect and that they considered the United States in a state of war with international terrorism. In the aftermath of the attacks, the United States formed the Global Coalition Against Terrorism.

(abridged)

*This document, based entirely on public sources, was prepared for background information and reference purposes. It is not intended to be a complete or comprehensive account of all terrorist incidents during these years, and it is not an official expression of U.S. policy. Please email questions or comments to [History@State.gov](mailto:History@State.gov).*



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# Countering Terrorism: A Global Mission

## 1. Counterterrorism Coordinator: Talking about Terrorism

“Businesses can help by being alert to your business relationships, by keeping in close contact with the U.S. Embassy in any foreign country in which you operate, so as to reduce to a minimum the risks your employees may face, by contributing to the rewards for justice program, which augments money available to the United States to pay for information that results in the apprehension or conviction in any country of a terrorist”.

“In many ways, our most important impact is going to be in helping to build the capability of nations around the world to confront this threat”, says Frank Taylor, the State Department’s head of counterterrorism. “We will close the seams in which these groups operate — and by that I don’t just mean the physical places, but the cracks where intelligence isn’t shared and [where] countries don’t cooperate”.

## 2. International Terrorism: American Hostages

The U.S. Government will make no concessions to individuals or groups holding official or private U.S. citizens hostage. The United States will use every appropriate resource to gain the safe return of American citizens who are held hostage. At the same time, it is U.S. Government policy to deny hostage takers the benefits of ransom, prisoner releases, policy changes, or other acts of concession. (Complete transcript)

## While America slept

### HOW THE U.S. MISSED THE CLUES

**Last summer the White House suspected that a terrorist attack was coming. But four key mistakes kept the U.S. from knowing what to do. An inside look at what went wrong and what must be fixed.**

1. None of this is pretty. In the immediate aftermath of the Sept. 11 attacks, members of the American political establishment stood together, determined to fight the war against terrorism, supporting those in military uniform and the buttoned-down bureaucrats whose job it was to make sure that something so awful would not happen again. Everyone — inside the Bush Administration as well as outside it — knew there had been massive failures of intelligence in the period before the attacks. But after Sept. 11, the Administration earned a reputation for steely-eyed competence, and its political opponents couched their legitimate criticism in language politer than that to which Washington is accustomed.

2. That was then. In the past month, a series of disclosures have cast doubt on the most basic abilities of the national-security establishment. The Administration has looked alternately shifty and defensive; Democrats — some of them presidential candidates-in-waiting — have postured on motor mouth TV. And the nation has been forced into a period of painful second-guessing, asking whether Sept. 11 could have been prevented. In August, it turns out, the President was briefed by the CIA on the possibility that al-Qaeda, the terrorist network headed by Osama bin Laden, might use hijacked airliners to win concessions from the U.S. Sources tell Time that the briefing, which was first reported by CBS News, was in response to a request by Bush for detailed information on the kind of threat posed by al-Qaeda, not to American interests overseas — which had long preoccupied the spooks — but at home.

3. During the period in which the brief was prepared, says a senior intelligence official, the CIA came to the conclusion that “al-

Qaeda was determined to attack the U.S”. After the strike came, White House sources concede, the Administration made a conscious decision not to disclose the August briefing, hoping that it would be discussed “in context” — and months later — when congressional investigations into the attacks eventually got under way.

4. And that wasn’t the only embarrassing paper kept under wraps. Earlier this month, the Associated Press reported new details from a July 2001 memo by an FBI agent in Phoenix, Ariz., who presciently noted a pattern of Arab men signing up at flight schools. The agent, Kenneth Williams, 42, has spent 11 years working in an FBI antiterrorism task force. He recommended an investigation to determine whether al-Qaeda operatives were training at the schools. He was ignored, and after the existence of the memo became known, the FBI insisted that even if it had been acted upon, it would not have led to the detention of the Sept. 11 hijackers. (Only one of them, Hani Hanjour, had trained in Arizona, and did so before Williams focused on flight schools.) But sources tell Time that at least one of the men Williams had under watch — a Muslim who has now left the U.S. — did indeed have al-Qaeda links. And Williams identified a second pair of suspected Islamic radicals now living in the U.S. as resident aliens, the sources say. They are currently under FBI surveillance.

5. As if those missed signals weren’t enough, last week it was also disclosed that in August, when the U.S. detained Zacarias Moussaoui — a man the French government knew was associated with Islamic extremists and who apparently wanted to learn to fly jumbo jets but not land them, and has since been charged with complicity in the Sept. 11 attacks — the FBI told nobody in the White House’s Counterterrorism Security Group. But the CSG, which comes under the aegis of National Security Adviser Condoleezza Rice, is supposed to coordinate the government’s response to terrorist threats.

6. At high levels of government, the awful possibility is dawning that things could have been different. “If we’d had access to Moussaoui, if we’d had access to the Phoenix memo, could we have broken up the plot?” asks a White House official who works on

counterterrorism. Then he answers his own question: “We would have taken action, and there’s at least a distinct possibility that we may at the very least have delayed it”. Bush was outraged at the suggestion that he might have been warned about impending strikes and failed to act. To ward off Democratic criticism, Vice President Dick Cheney warned against trying to “seek political advantage” from the new revelations; such commentary, he said, “is thoroughly irresponsible and totally unworthy of national leaders in a time of war”. He should have saved his breath; the blame game is under way, long before the lessons of all that happened last summer have been absorbed. And one thing we now know: there is plenty of blame to go around.

7. George W. Bush, they say, is a quick study, and last summer he needed to be. Threats and warnings of possible terrorist outrages against American interests were howling into Washington like a dirty blizzard. Fighting terrorism hadn’t been a top priority in the early months of the Administration; cutting taxes, building a missile shield and other agenda items had crowded it out. Bush’s national-security aides had been warned during the transition that there was an al-Qaeda presence in the U.S., but in the first months of the Administration, says one official, a sense of urgency was lacking: “They were new to this stuff”.

8. By the time Bush left for a month’s vacation on his ranch in Crawford, Texas, on Aug. 4, that mood had changed. Where the President goes, the responsibilities of office follow, and so, each morning, Bush sat in the ranch office and received the CIA’s Presidential Daily Brief. The brief — or PDB, in Langley-speak — is the CIA’s chance to mainline its priorities into the President’s thinking. Each day, the PDB is winnowed to a few pages; when the President is in Washington, one of two “briefers” — agency up-and-comers who flesh out the written text — gets to work at 2 a.m. to bone up on background material. The brief itself is delivered at 8 a.m. in front of the President’s national-security team. (Sometimes CIA Director George Tenet delivers it himself.) One briefer had moved to Texas for the vacation, and the PDB was transmitted to Crawford over a secure system. At the briefing on Monday, Aug. 6 — a day when the Texas heat would reach 100° — Bush received

a 11/2-page document, which, according to Rice, was an “analytic report” on al-Qaeda. Included was a mention that al-Qaeda might be tempted to hijack airliners, perhaps so that they might use hostages to secure the release of an al-Qaeda leader or sympathizer. Rice was not present but discussed the briefing with Bush immediately after it had ended, as she always does.

9. They had much to talk about. Throughout the summer, top officials had become convinced, with a growing sense of foreboding, that a major operation by al-Qaeda was in the works. For many in the loop, it seemed likely that any attack would be aimed at Americans overseas. But sources tell Time that the Aug. 6 briefing had a very different focus; it was explicitly concerned with terrorism in the homeland. The Aug. 6 briefing had been put together, says one official, because the President had told Tenet, “Give me a sense of what al-Qaeda can do inside the U.S”. At a press conference last week, Rice said the brief concentrated on the history and methods of al-Qaeda. Since much of the material in it was a rehash of intelligence dating to 1997 and '98, it is doubtful that it was much use in answering Bush’s question.

10. According to Rice, there was just a sentence or two on hijacking — and the passage did not address the possibility that a hijacked plane would ever be flown into a building. That was the first of four crucial mistakes made last summer. Administration officials insisted all last week that turning a plane into a suicide bomb was something that nobody had contemplated. But that just isn’t so. In 1995, authorities in the Philippines scuppered a plan — masterminded by Ramzi Yousef, who had also plotted the 1993 World Trade Center bombing — for mass hijackings of American planes over the Pacific. Evidence developed during the investigation of Yousef and his partner, Abdul Hakim Murad, uncovered a plan to crash a plane into CIA headquarters in Langley, Va. And as long ago as 1994, in an incident that is well known among terrorism experts, French authorities foiled a plot by the Algerian Armed Islamic Group to fly an airliner into the Eiffel Tower. “Since 1994”, says a French investigator into al-Qaeda cases, “we should all have been viewing kamikaze acts as a possibility for all terrorist hijackings”. But if Rice’s account is accurate, nobody significant in the Bush Administration did.

11. There might have been more discussion of the risks of hijackings in the President's briefing if its writers had known about the Phoenix memo. But they hadn't seen it, nor had anyone in the CIA or the White House. Yet Senator Richard Shelby, the ranking Republican on the Senate Intelligence Committee, calls the memo, which is said to contain detailed descriptions of named suspects, "one of the most explosive documents I've seen in eight years". The memo, on which the Senate Intelligence Committee was briefed last November, has now become the focus of a huge political row in Washington. Members of the Senate Judiciary Committee — including Republican Arlen Specter, who had an angry exchange over the memo with FBI Director Robert Mueller on Saturday; are desperate to see it, and may yet subpoena it. "The fact that the Phoenix memo died on somebody's desk takes your breath away", says Senator Richard Durbin, a Democratic committee member from Illinois. "They just shuffled it off".

12. Agent Williams wrote the memo on July 5, detailing his suspicions about some Arabs he had been watching, who he thought were Islamic radicals. Several of the men had enrolled at Embry-Riddle Aeronautical University in Prescott, Ariz. Williams posited that bin Laden's followers might be trying to infiltrate the civil-aviation system as pilots, security guards or other personnel, and he recommended a national program to track suspicious flight-school students. The memo was sent to the counterterrorism division at FBI headquarters in Washington and to two field offices, including the counterterrorism section in New York, which has had long experience in al-Qaeda investigations.

13. That experience counted for nothing. In all three offices, the memo was pretty much ignored, disappearing into the black hole of bureaucratic hell that is the FBI. That was the second key mistake. Sources tell Time that the memo was never forwarded — not even to the level of Mike Rolince, chief of the international-terrorism section. "The thing fell into the laps of people who were grossly overtaxed", says a senior FBI official. The G-men claim to have been swamped by tips about coming al-Qaeda operations. But Williams was onto something. The flight students he was tracking were supporters of radical Islamic groups. Some of

16. By July the level of noise about terrorism from intelligence sources around the world was deafening. The CSG, then chaired by Richard Clarke, a Clinton Administration holdover who was consumed with terrorist threats to the point of obsession, was meeting almost every day. A specific threat was received on the life of Bush, who was due to visit Genoa, Italy, for a G-8 summit that month. Roland Jacquard, a leading French expert on terrorism, says that when Russian and Western intelligence agencies compared notes before the summit, they were stunned to find they all had information indicating that a strike was in the offing. When the Genoa summit passed without incident, says a French official, attention turned to the possibility of attacks on U.S. bases in Belgium and Turkey. Then, at the end of July, Djamel Beghal, a Franco-Algerian al-Qaeda associate, was picked up in Dubai on his way from Afghanistan back to Europe. Beghal started talking and implicated a network of al-Qaeda operatives in Europe, who, he said, were planning to blow up the American embassy in Paris. (Beghal, who has since been extradited to France, has said his confession was coerced.) “We shared everything we knew with the Americans”, says a French justice official.

17. They may have shared too much. At least in France, investigators now acknowledge that al-Qaeda may have been involved in a massive feint to Europe while the real attack was always planned for the U.S. “People were convinced that Europe remained the theater for Islamic terrorists”, says Jacquard. “It’s anyone’s guess whether that was a technique to get people looking in the wrong place. But that’s what happened”.

18. By the beginning of August, the President had made his request for a briefing on domestic threats. One of them was about to be uncovered. And therein lay the fourth mistake. On Aug. 16, Moussaoui was arrested in Minnesota for an immigration violation, just a day after the staff at the flight school where he was training told the FBI of their suspicions about him. The Minnesotans weren’t alone; when American officials checked with their French counterparts, they discovered that Moussaoui had long been suspected of mixing in extremist circles. (The Zelig of modern terrorism, Moussaoui has been associated with al-Qaeda networks everywhere

them, sources say, are believed to be connected to Hamas and Hizballah, terrorist organizations based in the Middle East, while at least one other — who has left the U.S. — had links to al-Qaeda. Another pair mentioned in the memo, neither of whom attended flight school, are the ones under FBI surveillance — which, sources say, is the reason Mueller won't make the memo public.

14. However fevered the analysis of the Williams memo is now, it didn't get much attention when it was written. Last July, FBI headquarters wasn't concentrating on an attack within the U.S. "Nobody was looking domestically", says a recently retired FBI official. "We didn't think they had the people to mount an operation here".

That was the third huge mistake — and a somewhat baffling conclusion to draw, given the evidence at hand. In spring of 2001, Ahmed Ressam, the "millennium bomber", was on trial in Los Angeles, charged with being part of a plot to bomb Los Angeles International Airport and other locations at the end of 1999. In her press conference last week, Rice conceded that in 2001 the FBI "was involved in a number of investigations of potential al-Qaeda personnel operating in the United States".

15. But investigators had some reasons for being preoccupied with attacks and threats outside the U.S. Al-Qaeda's most notorious blows against American interests had taken place in Nairobi and Dar es Salaam, the sites of the 1998 embassy bombings, and in Yemen, where the U.S.S. Cole was bombed in October 2000. And in the first half of last year, the CSG monitored information suggesting the likelihood of another attack overseas. In June 2001, the State Department issued a worldwide caution warning American citizens of possible attacks. That month, says a recently retired senior FBI official, "we were constantly worried that something was going to happen. Our best guesstimate was something in Southeast Asia". A French investigator involved in al-Qaeda cases confirms the thought. "The prevailing logic from around 1998", he says, "was that al-Qaeda and bin Laden had very openly designated America as its prime target — but it was a target that it preferred to attack outside the U.S".



from London to Malaysia.) The FBI started urgently investigating Moussaoui's past; agents in Minneapolis sought a national-security warrant to search his computer files but were turned down by lawyers at FBI headquarters who said they didn't have sufficient evidence that he belonged to a terrorist group. Immediately after Moussaoui's arrest, agents twice visited the Airman Flight School in Norman, Okla., where he had studied before heading to Minnesota; two of the Sept. 11 hijackers had visited Norman in July 2000. The FBI did inform the CIA of Moussaoui's arrest, and the CIA ran checks on him while asking foreign intelligence services for information. But neither the FBI nor the CIA ever informed the counterterrorism group in the White House. "Do you think", says a White House antiterrorism official, "that if Dick Clarke had known that the FBI had in custody a foreigner who couldn't speak English, who was trying to fly a plane in midair, he wouldn't have done something?"

19. Since at least two of the four failures — those involving Moussaoui and the Phoenix memo — can be laid at the door of the FBI, the bureau is feeling the heat. "The FBI has a long pattern of not sharing information with others", says a former Clinton Administration official. "Now it's not even sharing the information with itself". Mueller, who knew about the Phoenix memo shortly after Sept. 11, plainly did not anticipate the criticism it would engender. Since it became public, officials have defensively pointed out that if the bureau had tried to track down all Muslim flight-school attendees, it would have been accused of racial profiling. White House officials defend Mueller; he is "tenacious about changing things", says one, who admits, "You can't change a culture that's 60 years in the making overnight". But on Capitol Hill the bureau is running out of friends. "I have no doubt that the FBI needs reform", said Senate Republican leader Trent Lott last week.

20. Yet when the blame gets assigned, as it will now that a joint congressional investigation into Sept. 11 is getting down to work, the FBI won't monopolize it. The ugly truth is that nine months after huge weaknesses in the national security system were revealed, they remain unaddressed. In Washington, says a senior Clinton Administration official, "information just moves through

stovepipes”, never getting pooled by different agencies until it is too late. The intelligence services were built to fight the cold war, not an enemy that flits from Afghan caves to apartments in London. The division between domestic and international security made sense when the former was concerned with what criminals did and the latter with foreign countries. But some criminals are now as powerful as countries, and some countries are run by criminals.

21. Nine months ago, the appointment of Tom Ridge as Homeland Security czar was billed as the shake-up Washington needed. So far, he has been more of a mild foot stamp than an earthquake. Instead of real reform, the Administration has resorted to its usual mode: attempting to control warring satrapies from the White House. The remarkable aspect of last week’s events in Washington was the unintended revelation that Rice is the true manager of counterterrorism policy. In the past, the National Security Council got into trouble when it adopted an operational role rather than one of analysis (think Oliver North), and for Bush this identification of one of his closest advisers with the operational failures of counterterrorism policy could yet be politically troubling.

22. Among his supporters, however, the President still rides high. Bush’s simple, passionate argument — that he would never have sat idly if he had known what was coming on Sept. 11 — helped stiffen spines. Republicans pointed out that members of congressional intelligence committees get the same information the President receives in his PDB and yet had not made a fuss about the Aug. 6 briefing. That claim was disputed; Tom Daschle, the Democrat’s leader in the Senate, insisted the Senate and the Administration did not have “identical information” about al-Qaeda threats.

23. In a sense, the spat over who got what version of which memo epitomizes Washington at its worst. The capital at its best would appreciate that the most important question isn’t what Bush (or anyone else) knew before Sept. 11; it is what the Administration and Congress have and have not done to fix a broken system. But November and the midterm elections, you may have noticed, are only six months away. Washington is reverting to form.

From *TIME*, 2001

## The Man Behind the Hot Memo

**How an FBI agent’s prescient warning was lost in the bureau’s “black hole”**

1. When FBI agent Kenneth Williams wrote a memo last July warning that Osama bin Laden’s foot soldiers might be training in American flight schools, no one listened. Now his memo is the hottest thing in Washington. On Saturday Arlen Specter, a veteran Republican on the Senate Judiciary Committee, called FBI director Robert Mueller and urged him to turn over the memo. When Mueller refused, Specter snapped, “Congress gave you a 10-year term and expects a response from you”, according to a reliable account. “The people are entitled to an explanation”. Specter then called committee chairman Patrick Leahy at his farm in Vermont, and the two men agreed to summon Mueller — and the memo — to Capitol Hill this week and, if he refuses, hit him with a Senate subpoena. If the White House tries to fight the move, says a G.O.P. source, “as many as 20 Republican senators” would vote to enforce the subpoena.

2. The FBI does not want to release the document, two Administration sources say, because it details a “live” investigation of at least two men believed to be tied to radical Islamic groups who are still at large in the U.S. The fight has raised the pressure on Mueller, who since taking his job just one week before Sept. 11 has been caught between Congress and his constituencies at the FBI and the Justice Department.

3. The one person who isn’t talking about Williams’ memo is the man who wrote it. “I’m really sorry”, Williams, 42, told a TIME reporter who approached him outside his North Phoenix, Ariz., home Saturday, “but I would get in trouble if I talked to you”. He is a mild and graying man, but a transcript of his testimony from a terror-related trial in February provides a glimpse of his fierce work habits. After Sept. 11 proved him right, he didn’t

blow the whistle on the disturbing breakdown in the chain of intelligence that followed his memo. He didn't quit. He didn't write a book. Instead, he went back to the office and bore down harder than ever.

4. On Valentine's Day 2002, Williams took the stand against Faisal Al Salmi, a Saudi Arabian pilot accused of lying about his connections to Hani Hanjour, one of the hijackers of American Airlines Flight 77, which crashed into the Pentagon. Williams testified that he had been working 16- to 18-hour days as the case agent on the FBI's post-Sept. 11 investigation in Arizona. He usually arrived at the office by 5 a.m., and he didn't take a day off until Thanksgiving. The most senior member of a joint terrorism task force, Williams was in charge of "a couple of thousand leads", some of which pointed to Al Salmi. Together with his partner George Piro, a fluent Arabic speaker, Williams conducted much of a 10-hour interrogation of the pilot. Al Salmi defiantly said there was nothing Williams or the government could do to him. "I told him that I believed that he was lying", Williams said, "and that we would be meeting with the United States Attorney's office concerning this matter". A jury concurred, and Al Salmi was sentenced to six months in prison.

5. Williams' former colleague Ronald Myers, a 31-year FBI veteran, praised his work to the Los Angeles Times. "He is one of the sharpest agents I have ever met", Myers said. "Anyone in FBI management who wouldn't take what Ken Williams said seriously is a fool". Since the trial, Williams has continued working quietly. "It's been my past experience", Williams told the court, "that the smallest bit of information that comes in could later turn out to be the most important piece of the investigation". That's a lesson Williams' bosses learned too late.

From *TIME*

## What a Difference a Day Makes

1. An anniversary can be sweet or solemn, but either way, it is only the echo, not the cry. From this distance, we can hear whatever we are listening for. We can argue that Sept. 11 changed everything — or nothing.

2. The country is more united, and less; more fearful and more secure, more serious and more devoted to *American Idol*. It is like looking at your child's baby pictures. You know exactly who it is: every feature is both different and the same, despite new expressions, and furrows and knowledge.

3. Holding two contradictory ideas in your head was supposed to be a sign of first-rate intelligence. Now it just feels like a vital sign. To say we have changed feels like rewarding the enemy, but to deny it risks losing the knowledge for which we paid a terrible price—knowledge about who we become under pressure, in public and private. People talked about living on a higher plane, with an intensity of fear and faith and gratitude, when it was easy to salute and hard to sleep and nothing was bland or phony or cheap. But we could not live there forever; it was like the day you graduate from high school or your first child is born or your father dies — days of power and insight that grab you for a moment and, when they let you go, leave marks on your skin.

4. What marks can we see now? President Bush says great good may come from the evil that struck, but you need a long lens to bring that hope into focus. We resist the idea that we have changed because so much of the change of the past year feels like damage. Lives have been lost or broken. Whole sectors of the economy are in intensive care. We talk about the need to balance freedom and security, but both have shriveled in the heat of the threat. There seemed to be a spirit of infectious virtue everywhere we turned a year ago; we have since looked from the pulpit to the boardroom to the

baseball diamond and wondered if there was an honest man anywhere in sight.

5. So, having hardened the soft targets and stored some water and a flashlight, we try to move on as though nothing fundamental has been lost, head down the road in our gas-guzzling cars and not mind if there's a checkpoint along the way. The Fourth of July fireworks in Omaha, Neb., this summer culminated first in a proud, fiery, red-white-and-blue U.S.A., then in rockets that formed smiley faces, then peace symbols. Which mood best fits the moment? Berkeley, Calif., the antiwar town, is busy promulgating laws that would ban coffee that's not environmentally friendly. The most popular TV show for the year was *Friends* — whose Manhattan-based characters, notes Chicago Tribune TV critic Steve Johnson, “never seemed to realize the skyline had changed”. Applications are up for both the Marine Corps and the Peace Corps; does that reflect good hearts or bad job prospects?

6. For a while last year, we All were One, stunned, numbed, crushed and inflamed. But the road forked somewhere, dividing those most directly affected from everyone else. It is one thing to choke up when we read the “Portraits of Grief” obituaries in the New York Times, another to wake up every morning knowing there's a pair of ski boots in your hall closet that will never be used again and decide whether this is the day you'll finally take off your wedding ring. Many may have had a burst of spiritual fuel, but that's not the same as having your minister suggest that God must have quite a plan for your life or he wouldn't have saved it, as a pastor told Genelle Guzman-McMillan, the last survivor pulled from the hellfire. We all may want to be closer to our families, but consider Sergeant Randel Perez, who met his firstborn son on Christmas Eve by borrowing a commando's laptop and grabbing the satellite link from Afghanistan to visit the hospital website. “I'm sorry I couldn't be there”, he told the image on the screen softly, over and over. It's one thing to calculate what we've lost; but then there's Victim Compensation Fund arbiter Ken Feinberg, advising a widower who wants to know whether he should fill out one claim form or two, since his wife was eight months pregnant. Most kids had their shock and confusion, but unlike Hilary Strauch, they didn't have a teacher

pull them aside in the hall and say, “You’re my hero”, for how she has handled having her father crushed on TV.

7. TIME has tracked 11 people, 11 lives, men and women and children who are trailblazers in a new century, a new world, and they had no choice in the matter. A President elected in times of Peace and Prosperity finds he has to preside over War and Retrenchment. A military designed to sweep a continent is hunting shadows in caves. A progressive Pakistani girl sees her classmates reach for a burqa and wonders about progress and peace. We may dread the anniversary because we don’t want to go back there, but these people have never really left. Sept. 11 might as well have been yesterday. So what do we owe them — and what can we learn from them?

8. On Sept. 10, we were living in a country with 19 terrorists poised to kill as many of us as possible, but we thought we were safe. From the next day forward, we thought otherwise. We bought gas masks and burned our mail, and flight attendants called in bomb threats to their airlines because they were scared to fly. People in Spencer, Iowa, began locking their doors, taking their keys out of their cars. Wal-Mart, which can race blankets, batteries and bottled water to any region hit by a hurricane or fire, ran out of the one thing everyone suddenly needed: a flag. Soon it was selling Little Patriots diapers. Spangle your baby’s fanny with stars.

9. But at some point it was time to get on a subway or a plane. And that first ride, that first flight, was the first step back to Now. The blood banks had so much blood in the fall, they were throwing it out, but by Christmas some were putting out emergency calls because donations were lower than a year before. There was no baby boom nine months later. The markets survived the attacks, but not the crooks. The diabetics who craved the comfort of sundaes have gone back to watching their diets. The survivors are bickering over the payouts. The city is arguing over memorials. The doors are unlocked again in Spencer, but “nothing is ever going to be the same”, says a local car dealer. Have we changed? Or just moved on?

10. The debate now has a natural geography. Washington is on a war footing, unless you call machine-gun squads near the Mall nor-

mal. Lower Manhattan has become hallowed ground, like Omaha Beach or Gettysburg. But elsewhere most people say the fear has largely passed or congealed into superstitions. A Chicago mom still won't take her kids to visit Dad in his Sears Tower office. People stay awake when they fly. Some Florida school districts have lifted the ban on cell phones, under pressure from parents who want to be able to reach their kids at any time. We have banned coolers from stadiums. Look around any city when a plane flies low, and you can see people pivot to the landmarks. The Empire State, the Golden Gate — is it still there?

11. The Washington Post reports that government experts know that lots of lives might be saved in the next terrorist attack if people had certain basic information: how to seal a room with duct tape or avoid radiation from a dirty bomb. But they don't trust people with the information, the paper quotes an official as saying, because "we're not in the business of terrifying the public". So members of Congress have evacuation routes, but the general population does not, despite the fact that a year ago the premise that people panic in a crisis was put to the ultimate test, and people passed, with honors. The states, soaked in red ink, can't do much without Washington's help. Texas put its land commissioner in charge of state security and gave him \$50,000 to do the job. Last month President Bush decided not to release \$5.1 billion for homeland security to show he's serious about controlling the budget.

12. There are the pragmatic reactions of a deeply pragmatic people determined to change as little as possible because we are so invested in our way of life. In Washington the government is installing 200 cameras around the city to safeguard the monuments to people who safeguarded our freedom. The D.C. hazardous-materials team, which used to be a part-time unit, now has more money than it knows what to do with. The fire chiefs have stormed the attics of the capital's municipal firehouses, dug the cold war era Geiger counters out of their green canvas bags — some still bearing the old Civil Defense logo — and shipped them off to New Jersey for recalibration. Some of the counters' handbooks are dated 1963. All that's missing is a solemn voice intoning, "Everyone, remain calm".



13. That's a little harder to do when the headlines report that the FBI's computers still can't talk to one another, its top managers are fleeing the force, the Customs Service can't find more than a thousand credentials that let people into the most sensitive areas of airports and harbors, and the Justice Department has lost 775 weapons and 400 laptops over the past three years. Al-Qaeda appears to be alive and well, or at least well funded. Pilots keep pushing for guns because, they say, the plan to put air marshals in planes turned out to be a joke. The Nuclear Regulatory Commission still doesn't know how many foreign nationals work at nuclear plants; the reactor sites fail security checks about half the time. But talk to a customs inspector, and you'll understand that stopping every truck in search of spores and dirty bombs would mean 16-hour delays and halted assembly lines at auto plants throughout the hemisphere. Whose scales shall we use to balance security and prosperity and freedom?

14. The notion of recruiting the UPS driver into a domestic spy service was widely ridiculed, but people argue freely that we are all spies now, unrepentant racial profilers. "Driving down the highway, I'll look at people in cars and decide if they're people I should try and get away from", says a Chicago businessman. If a car's occupants "look like terrorists, I'm going to try and not drive too close to that car. It might explode". Some Muslim Americans say they can't imagine normal anymore. A Muslim woman in Florida who wears a hijab, or traditional head scarf, says she is afraid to stand at a bus stop for fear of a car swerving to hit her. Some men named Mohammed have changed their name to Michael.

15. The books and seminars on Islam are booming, but does greater knowledge of other faiths lead to understanding or alarm? "I've been this big pluralism person. I've studied Islam, been to mosques, done ecumenical stuff", says Mary Nilsen, an Iowa writing instructor, "[but] Muslim fundamentalism really scares the hell out of me. A lot of people have become more educated about Islam, more tolerant and open. I think I've just edged the other way, and I'm not very proud of that". West Point has reinstated its language requirement, trimmed back in 1989, as well as culture classes and added a new terrorism course. At Emory University twice as many students have signed up for Arabic courses as last year. There has

been a 50 % increase in enrollment for religious studies at Georgia State since last summer. But over at the business school, the hot class is corporate risk management.

16. Is the young generation really transformed? A New York City student tells his parents, “Yeah, I know, I’m lucky to be alive. I just don’t want to hear it anymore”. A survey by the Horatio Alger Association found that two-thirds of teenagers believe that Sept. 11 was the most significant event of their lifetime. Parents say it is their kids’ Watergate and Vietnam rolled together and see a blessing and a curse. “Best-case scenario?” asks a white mom of an adopted black son, 9. “His generation pays attention to world politics and doesn’t ignore — as I feel I have — foreign policy, with the idea that it can’t affect us. Worst-case scenario? They’re fearful of people who look different from them, different cultures, different religions. We’re working harder now at making that not happen”.

17. Parents like the fact that their kids finally have real role models, not radioactive rock stars and bionic athletes. Being a cop or a fire fighter is now less a trade than a calling. Leaving Shea Stadium after a New York Mets game one summer afternoon, an 8-year-old boy with a baseball glove approaches the cops directing traffic and asks one to sign it. “Don’t you want a ballplayer’s autograph? Why a cop’s?” the officer asks. The boy responds, “Because you helped save the world”.

18. President Bush tried to find an escape hatch from the corporate scandals that stalked him this summer in the spirit of higher callings and new priorities. He addressed the attack of the robber barons by saying, “You know, the bottom line and this corporate-America stuff, is that important? Or is serving your neighbor, loving your neighbor like you’d like to be loved yourself?” But people who do not live in New York and Washington have been hit more directly by the attacks on the markets than by the attacks of last fall. Enron’s collapse turned its hometown of Houston inside out. “That affects a lot more people’s lives on a day-to-day basis”, says resident George Nelson. “If you are afraid that you might be unemployed, you are not thinking about 9/11”. More people said they thought the country was on the right track in October — amid daily alerts and anthrax fears and fire fights in Afghanistan — than in July.

19. It is harder for the President to argue that we are at war when so little is asked of anyone but the soldiers doing the fighting. “The fact that the country quickly returned to normal life is something I do not quite understand”, says Duane Jackson, a retired Wisconsin businessman. “Perhaps because no one is having to make any direct sacrifices like we did in World War II. We fight a phantom war, against an unseen enemy, with no direct battle lines. Where is the war?” During the Civil War, he notes, more than “600,000 lives were lost, and yet we do not even have a special national holiday to remember any part of that great conflict. So my feelings on 9/11 remain complex and, in a strange way, uninvolved”.

20. Because Sept. 11 is still one of a kind, people can make it what they want. The left says it has made us more aware of the need to be both humble and generous at home and abroad. The right is glad we now honor our soldiers and suspect our allies and can finally agree that some values are not just a matter of opinion. The faithful talk of a spiritual revival, even though the pollsters say that moment has passed; if we are on a spiritual journey, it does not necessarily pass through a sanctuary, and clerics from coast to coast must wonder whether they missed an opportunity they never expected to have, when they were flooded with people searching for answers but who, after waiting a few weeks, went looking elsewhere.

21. The only things scarier than the questions we can't answer are the answers we can't avoid. Somewhere in the back of our minds is the knowledge that stunned us that day — knowledge about how America is seen, about where democracies are vulnerable, about what we are capable of at our very best, what courage, what creativity, what kindness individually and collectively. That knowledge, now framed as memory, still poses a challenge. When we didn't know we had the strength, there was no shame in not using it. But now that we know what we can do, how do we excuse ourselves for falling back into the shallows? “In some pathetic way, I miss the realness of it all”, says Nilsen, who still has an American flag propped up in a planter in her Des Moines kitchen: “People were real, and now we're back to all this petty politicking. Not that I want another bad thing to happen, but something in me misses the kind of country we were during those weeks”.

22. The survivors and the soldiers on the front lines still live in that country. Most of us will just be visiting sometime in the next few weeks, dragged back by a thousand hours and pages of retrospective and elegy. We will be reminded of the destruction, relive the fury and fight again the battle between the change we value and the change we fear. We're not meant to have fixed everything by the big day; as with New Year's resolutions, anniversaries are a chance to take stock and keep working. And this first one is important because with each successive one, the memory may fade. Whatever other wars we fight together, this one we each get to fight alone, defending our habits and confidence and freedom against enemies who would destroy them and using as a weapon the skills we have built by doing so. We know more now. If only we can remember that we do.

*TIME, September 1, 2002*

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READING 7

## How Safe Now?

**An update to TIME's investigation of U.S. agencies in March: the system is still broken, and much is left undone.**

1. In March, a Time investigation found that U.S. agencies were running into obstacles as they struggled to shore up our homeland defenses. An update: the system is still broken, and much is left undone.

### **The Hunt**

2. The U.S. — led military campaign has devastated al-Qaeda's training infrastructure, destroyed its sanctuary and scattered its forces. But thousands of al-Qaeda and Taliban fighters survived the war, and some are regrouping at the Afghanistan-Pakistan border. The latest fighting is taking place on the border in Paktia province, where some 1,000 allied troops are hunting down about 100 al-Qaeda and Taliban fighters. "That is where most of these guys have gone to ground", a Central Command officer says.

But no one knows whether the most prized targets — Osama bin Laden; his top deputy, Ayman al-Zawahiri; and Taliban leader Mullah Omar — are among them. Last week a London-based Arab newspaper carried a purported interview with Omar in which he claimed that bin Laden is alive, warned that “we don’t consider the battle has ended” and vowed to bring “fire and hell and total defeat” on the U.S.

Bin Laden’s ability to plan more attacks has been degraded, but the danger he poses will mount the longer he stays at large. Intelligence officials say they continue to pick up “chatter” from al-Qaeda operatives vowing to strike another huge blow. Last Friday Defense Secretary Donald Rumsfeld said he hasn’t seen “good, hard information” on the fate of bin Laden and Omar since December. “We continue to see scraps”, he said. “But none of it seems to prove out”.

### **Plugging Holes**

3. After Sept. 11, the Bush Administration tried to bolster the federal counterterror effort by creating the Office of Homeland Security under Tom Ridge. The office is responsible for plugging holes in the bureaucracy and coordinating some 70 federal agencies and thousands of local government organizations — but Ridge wields little clout over any of them. Bush gave him no authority over Cabinet departments; as a result, many of Ridge’s proposals have stalled. Now the Administration is studying ways to give Ridge’s office the power he needs to get the job done. The redesign will be unveiled in July.

The CIA and the FBI, taking blame for failing to share information with each other and Administration officials about the hijacking threat, are trying to make up for their mistakes. The staff of the CIA’s Counterterrorism Center, where FBI and CIA agents work side by side, has doubled to 1,000 since Sept. 11. Analysts from both agencies have worked closely to investigate al-Qaeda materials recovered by the military in Afghanistan for clues to possible terror plots. Bush now receives reports from both agencies in a single daily briefing. But the intelligence community is still struggling to get up to speed. Last week FBI Director Robert Mueller announced plans to create a “supersquad” of Washington-based agents to handle terrorism investigations. It will require the bureau to hire almost 2,000 new agents in the next 18 months.

### **Airport Security**

4. Random screenings and camouflaged soldiers in airports have not made flying more secure. Sensible proposals long sought by aviation experts—such as requiring carriers to match all bags to passengers on connecting flights — have not been adopted. The congressional mandate to install 2,200 explosive-detection devices in all 429 airports by the end of the year has been scaled down; the new Transportation Security Administration does plan to buy almost 5,000 trace-detection devices. The TSA is having trouble recruiting more than 40,000 new screeners. So far, government-trained screeners have taken up positions in exactly one airport.

Some experts say the U.S.'s haphazard security procedures may only invite terrorists to try their luck. Because airports, carriers and the government haven't yet implemented a methodical system for identifying potential terrorists, everyone from pilots to grandmothers is subject to random screening. In the long run, that can work in the enemy's favor. "The U.S. has the bad guys celebrating this inefficient use of resources", says Lior Zoucker, who heads an aviation-security firm. "Terrorists like a system that treats everyone the same".

### **Domestic Targets**

5. The greatest challenge in fighting terrorism is not to prevent terrorists from repeating their last attack but to anticipate where and how they will strike next. U.S. officials have picked up intelligence about threats to targets ranging from the electric-power grid to the water supply. Last week two Muslim men not connected to al-Qaeda were indicted in South Florida for conspiring to blow up two electric-power stations. The Administration dismissed as unreliable a tip that terrorists may be planning to hit a U.S. nuclear plant on July 4. But that was a reminder of the vulnerability of U.S. nuclear facilities. Staged terrorist attacks on commercial power plants succeed about half the time. After 9/11, the federal Nuclear Regulatory Commission ordered a review of security at the U.S.'s 103 nuclear plants. But the agency has yet to close glaring security holes. On Nov. 7 the government lifted a temporary ban on the use of airspace over nuclear plants, and officials say they don't plan to equip them with anti-aircraft weapons, as the French do. Danielle Brian, executive director of the Project on Government Oversight, says, "The

agencies responsible have not increased the security requirements to adequately match the threat we all know exists”.

### **Borders**

6. The first lines of defense against terrorism are the country's borders and shores. But the U.S.'s perimeter is long and porous. The government still lacks a system for determining whether immigrants who enter legally overstay their visas, as two 9/11 hijackers did. The Immigration and Naturalization Service's new budget request includes money to hire 570 more border-patrol agents by next year, but experts think the U.S. needs to add at least twice that number. The border-security act that Bush signed last week aims to modernize the country's system of tracking those who want to enter the country. The INS has more than a dozen computer programs for processing visas and green-card applications; it should have just one.

Security experts warn that terrorist groups could use container ships to sneak explosives, weapons of mass destruction and even operatives into the U.S. Since 9/11, Coast Guard officers have boarded 10,000 vessels; in the nine months before 9/11, they boarded just 200. But the U.S. still inspects only 2 % of incoming seaborne cargo.

### **Bioterrorism**

7. Last fall's anthrax attacks sent public-health officials racing to upgrade the U.S.'s bioterrorism defenses. Federal spending on programs to combat bioterrorism has increased 10-fold, to \$2.9 billion, and is scheduled to rise to \$4 billion next year. How much security does that buy? According to Health and Human Services official Jerome Hauer, the number of emergency-supply caches ready to be deployed to U.S. cities in the event of an attack has increased from eight to 12; by the end of the year, the government expects to have enough doses of the smallpox vaccine to supply every American in the event of an outbreak; and the U.S. is producing new supplies of the anthrax vaccine.

But the U.S. is far from safe. Because many deadly agents can spread quickly and cut a wide swath of destruction, the responsibility for coping with the consequences of a possible attack will rest with the country's nearly 7,000 local health departments, which still must train hospitals and physicians in how to spot and treat the

symptoms of bioterrorism. “We haven’t really gotten stuff done yet”, says Tara O’Toole, a biodefense expert at Johns Hopkins University. Government researchers are also playing catch-up: a recent Defense Department analysis found that the U.S. has countermeasures against only a third of the most likely bioterror pathogens. And like Osama bin Laden, those responsible for the anthrax terror remain at large.

*Washington* 2003

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READING 8

## **A Former CIA Chief on “Connecting the Dots”**

All too many times in the past, intelligence reports of terrorist plans — even against specific targets — have failed to prevent horrific strikes. In 1983, we had a number of reports that terrorists were targeting the U.S. Marine compound in Beirut. On Oct. 23, 1983, 241 U.S. soldiers were killed.

Intelligence reports that are detailed enough to act upon — like those that helped thwart recent plots against our embassies in Paris and Singapore — are unusual. That fact of life is frustrating to intelligence officers and Presidents.

It was inevitable that as the months passed after Sept. 11, reports, memos and speculations would be found that, in retrospect, would seem to have provided early warning — if only someone had connected the dots. While some pre-9/11 items of intelligence today seem like red flags, pulling together incomplete or ambiguous fragments of information into a credible and compelling analysis is more difficult than the Monday-morning quarterbacks would have you think. Especially doing so convincingly enough to prompt high-level, high-risk decisions.

A key problem prior to Sept. 11 was structural. Since 1986, representatives of a number of national security organizations and the FBI have worked together daily in the CIA’s Counterterrorism Center, where information from abroad is shared, integrated, ana-



lyzed and acted upon. Before Sept. 11, there was no comparable formal organization for working-level contact among the domestic agencies of government — or between them and the national security agencies. While there appear to have been a few dots to connect, there was no effective mechanism for those connecting lines to cross domestic and national security boundaries.

Only at the NSC level did the two sides of the government come together regularly to share information. In the aftermath of the tragedy, the Office of Homeland Security has set about creating a central organization in which information can be brought together, analyzed and, if appropriate, acted on.

Before Sept. 11, we were a different country, and Washington was a different city, where turf issues prevailed and concern about CIA and FBI “overreaching” trumped concern for security. In retrospect, clues were almost certainly missed, and, as is Washington’s way, blame will be attributed. However, for the future, a thoughtful, balanced congressional inquiry can identify the pre-Sept. 11 structural and bureaucratic impediments to information sharing and better coordination across the government, and can recommend changes that improve our defenses against terrorism. But using fragments of information as ammunition against the President, the CIA, the FBI and others — absent context — will only delay tackling the real problems.

By Robert M. Gates

*Gates was CIA director under President George H.W. Bush*

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READING 9

## Yes, America has Changed

1. We will forget. Researchers have long known that the memory of epochal events fades with time. Experts have a name for this phenomenon: flashbulb memory. As time passes, the chronology gets jumbled; we fumble on the details; we reimagine the past to make it more coherent, meaningful, bearable. A new study at the University of Illinois at Chicago of a large, countrywide sample of people is dis-

covering that we have already forgotten some things about Sept. 11. Which tower fell first? Was the Pentagon hit after both World Trade Center towers? We forget. We conflate. We confuse.

2. But we know, of course, that this kind of memory is not the most important one. Some events solder themselves within our consciousness so intensely that they change forever the way we see the world. The details barely matter. The change itself matters. Your child is killed in a car accident; your mother is diagnosed with breast cancer; your wife is raped. These kinds of events stop your life for a moment; your soul freezes while the rest of the world swivels around you to a new position. Part of you insists, This hasn't happened. Part of you demands, Move on. Most of you know that neither is an option.

3. And most of us know that there is no moving on from Sept. 11. It wasn't a random tragedy for which grief is a slow-acting salve. It was a massacre — a premeditated murder of civilians by men possessed by a theocratic ideology. It was an invasion—the violation of sovereign American soil, the erasure of a visible monument to American success and energy and civilization. It was a crime — the filling of the air of a great and free city with the irradiated dust of innocent human lives. It was a statement — that radical Islam intends to attack and destroy the very principles of the Enlightenment that underpin the American experiment — freedom of religion, of conscience, toleration and secularism. The appropriate response to this attack is therefore not grief or remembrance or sadness or reflection, although each of these has its place. The appropriate response is rage.

4. For whatever else Sept. 11 was, it was a declaration of war. The totalitarian force of radical fundamentalist Islam, like the forces of Nazism and communism that preceded it, has not disappeared. We briefly defanged it in its most important lair in Afghanistan, but even there it has not been extinguished. Saudi Arabia, the chief exporter of this murderous ideology, remains protected by the West. Saddam Hussein is currently laboring to manufacture weapons of mass destruction that his allies in the Islamist terrorist network would dearly love to use on American soil. Suicide bombers have not

relented in attempting to destroy the democratic state of Israel. Anti-Semitism, now as in the past the kernel of the totalitarian mind, has metastasized like a cancer throughout the Middle East and back into its ancient home in Europe. Educated men and women who regularly find the slightest fault in democratic Western societies vie with one another to provide glib, desperate rationalizations for the murderers of 9/11: arrogant American global power somehow deserved payback, and those who deliberately kill civilians are allegedly legitimate combatants with worthy grievances.

5. But through all this, we know what that day showed us. It showed us that we stand deeply vulnerable to a destructive force in some ways more dangerous than even the last two totalitarian powers Americans were called on to defeat. This enemy refuses to fight with honor; it hides and disappears and re-emerges whenever its purposes are served; it may soon have access to weapons that Hitler and Stalin only dreamed of. But it cannot be defeated the way Nazi Germany and Communist Russia were defeated because it is more like a virus than a host, infecting and capturing nation-states, like Afghanistan, and then moving on to others. So we will have to act to pre-empt it this time, in Iraq and elsewhere, or it will be too late to resist it at all. For Sept. 11 showed that, for the first time in history, the American homeland is actually vulnerable to a deadly foreign enemy. Only those in deep denial can forget that.

6. That's why I think that for all the return to superficial normality, Americans really have changed. The illusion of isolationism has been ripped apart. How can America opt out of the world when the world refuses to leave America alone? The illusion of appeasement has been destroyed. Do we really think that by coddling regimes like Iraq or Syria or Iran or Saudi Arabia, we will help defuse the evil that lurks in their societies? The illusion of American exceptionalism has been shattered. The whole dream of this continent — that it was a place where you could safely leave the old world and its resentments behind — was ended that day. A whole generation will grow up with this as its most formative experience — a whole younger generation that knows that there actually is a right and a wrong, and that neutrality is no

longer an option. That generational power has only just begun to transform the culture. In decades' time, we will look back and see what a difference it made.

Andrew Sullivan is a senior editor at the New Republic  
From *TIME*, Sept. 1, 2002

READING 10

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## TERRORIST THREAT / VIEWPOINT

### Will We Be Safer?

O.K., so we won't walk the dog in a space suit. But expect bold innovations to cope with terrorist threats.

1. Two years after that day in September, the nation is still worried about terrorism. At the airports we're taking off our shoes, at work we're flashing our badges, and at home we're making sure the duct tape is where we can find it in the dark. But these rituals seem inadequate for coping with some truly terrifying scenarios: "dirty bombs" slipped into the country, a smallpox outbreak. Well, there's help on the way. A variety of companies and laboratories, some fostered by Washington, are rushing to produce technologies that address our deepest post — 9/11 fears. Many will come on line in the next year or two. The effort recalls the last time we launched a concerted attempt to resist a mortal threat: World War II's Manhattan Project, which produced the Bomb. This time the enemy is murkier and the battle more diffuse. "There isn't going to be one big breakthrough, one killer app", warns Katrina Heron, former editor of *Wired*, who along with David Kuhn is co-editing a book for HarperCollins on science and technology in the age of terrorism. "There isn't going to be a Los Alamos".

2. She's right — there will be many, many Los Alamos-type projects spearheaded by various teams of scientists and engineers seeking to head off a mind-numbing array of potential threats. This much you can count on: some will be elaborate but ineffectual (can you say

Maginot Line?), some will be all hype, but some will improve our sense of safety. Because terrorists can pick targets anywhere, counterterrorism has to defend everywhere—from airports to office buildings to cargo ships to hospitals. Sept. 11 shed an urgent light on our vulnerabilities and galvanized us to protect ourselves with something better than duct tape. So get ready for the next wave of high-tech defense: radiation detectors, Internet safeguards, handheld anthrax “sniffers”. There’s no panacea, but in a world of ancient hatreds, modern shields still have their uses. Here’s what’s next in three key areas.

## **AIRPORTS**

3. Expect more big changes at the nation’s air terminals — probably at the security checkpoints. The screening devices that currently check your bag and the beeping gateways you walk through are best at finding suspicious metal objects only. Soft explosives, such as plastique, can slip right through. In an age of suicide bombers, that’s a fatal shortcoming. But as early as this November, L-3 Communications, a New York City manufacturer of screening devices, expects to demonstrate a machine that uses “millimeter microwave” technology, similar to what the military already uses to “see through” walls, to examine passengers for known explosives anywhere on their bodies. Even soft explosives show up. Why has this obvious safeguard taken so long to appear? “Until 9/11, no one believed that a bomber would get on the plane with his bomb”, says Frank Lanza, the company’s CEO. “Everyone assumed he would check the explosive in his luggage and stay off the flight”.

4. As for that checked luggage, airport devices that inspect it now use X rays and C.T. scans to signal the possible presence of explosives. If they turn up something suspicious, a human handler has to open the suitcase and poke around inside — a time-consuming effort that can delay flights. But within the next year, InVision, a Newark, Calif., manufacturer of baggage-screening devices, plans to begin selling machines that marry existing baggage scanners with devices that use “X-ray diffraction” technology. When a bag is found to contain something suspicious, the specialized scanners can zoom in on the indicated area and analyze the suspect materials to determine their chemical composition, all with the suitcase closed.

## **BIOTERRORISM**

5. This is the area where our defenses most need a quick fix. Smallpox vaccines haven't improved much since the 1960s. Until 9/11, few drug companies felt the economic impetus to develop costly antidotes to all-but-conquered infections and ailments. Viagra was a sexier sell. Smallpox was considered to be a "market you hope will never exist", says Alan Goldhammer of the Pharmaceutical Research and Manufacturers of America.

6. President Bush kick-started the effort to improve our medical defenses against biowarfare by launching Project BioShield last January. Its aim is to make Washington the guaranteed buyer for vaccines and drugs to combat bioterrorism. If it gets under way next month as planned — Senate passage still awaits — billions of federal dollars will be available to develop, purchase and stockpile those drugs over the next 10 years. The exact dollar amount remains unclear, but when the House approved Project BioShield in July by a vote of 421–2, it moved to cap the figure at \$5.6 billion over 10 years, not the \$6 billion Bush had first sought.

7. That sounds like a lot of cash, but when it can cost, say, \$900 million to develop just one drug, according to the Tufts Center for the Study of Drug Development, the money goes fast. The standard drug-approval process poses a problem, and Washington hopes to reduce the time and expense by simplifying the approval process for pharmaceuticals useful against bioterrorism. Because things like radiation poisoning or plague occur rarely, it's difficult to find human subjects to test new cures. The FDA has eased the rules for bioterrorism-related drugs, allowing tests for effectiveness to be conducted entirely on animals, though a human test to establish safety is still required.

8. Some companies are making progress with vaccines and treatments. Anacor Pharmaceuticals, a Palo Alto, Calif., start-up launched in 2001 with \$21.6 million of Pentagon and venture-capital money, is conducting animal tests for antibiotics to treat anthrax and other bioterrorism agents. And DynPort, a company based in Frederick, Md., has developed a faster-acting anthrax vaccine that by next year is expected to complete Phase I clinical trials, in which

a substance is tested on healthy volunteers to evaluate its safety in increased doses. Current anthrax vaccines require 18 injections over six months. That's too slow to defend against a sudden widespread outbreak or to permit people to return safely to contaminated homes and workplaces, where spores may linger for years.

9. A few months ago, DynPort moved a new smallpox vaccine through a Phase I test — a hurdle that several other companies have also cleared in recent months with their own vaccines. And the company's vaccinia immune globulin, VIG, which has completed the second of its three Phase I trials, could make smallpox vaccines more useful by countering their potentially dangerous effects, which include infection and even death.

10. Other companies are working out ways to limit the wave of terrorism that a bio-attack could set in motion. At Los Alamos and at Lawrence Livermore National Laboratory in Livermore, Calif., scientists have developed an air-quality testing unit the size of an ATM. When installed in subway stations, airports, arenas or convention centers, these devices sample the air and submit it to tests in a self-contained laboratory. Within an hour, they can report the presence of anthrax, smallpox or other pathogens.

11. In our just-in-time society, that may not seem like a lightning response. But it's far better than allowing the invisible killers to linger undetected for days, exposing ever more people to infection. Also, it makes it possible for newly infected people to seek prompt treatment. "You can usually treat things like anthrax fairly well within the first day", says Richard Langlois, senior biomedical scientist at Livermore. "Once you have symptoms, it's very difficult".

## **PORT SECURITY**

12. Few scenarios fray the nerves of counterterrorism planners more than the prospect of someone sneaking a nuclear warhead such as a dirty bomb aboard a cargo container headed for a U.S. port. For a nation that took in more than 7 million pieces of container freight last year, the security challenges are awesome. To ensure that those containers aren't used to smuggle in nuclear terrorism, U.S. customs

agents often track ships before they leave foreign ports, using computers to keep tabs on their cargo. Some containers have electronic lids that will indicate if they have been tampered with en route. And when suspect vessels approach U.S. ports, the Coast Guard can intercept and examine them.

13. All the same, “the ports and sea cargo are our most vulnerable areas right now”, says Lester Boeh, a vice president of Varian Medical Systems in Palo Alto, Calif. Varian produces high-energy X-ray systems that the company says can penetrate 17 inches of steel, giving customs inspectors a view of what’s hidden behind the thick walls of a cargo container. Another company, NucSafe, in Oak Ridge, Tenn., is producing radiation sensors that determine whether suspicious items within a cargo container might be dangerous. The scanners irradiate the cargo, and NucSafe’s sensors read the “signature” that is sent back.

14. An important next step would be to make the detection technologies faster and smaller. At Livermore, scientists developed and recently licensed a device called RadScout. Designed to detect trace amounts of radiation, it’s a battery-powered, lunch-box-size handheld detector that customs officers could use to inspect suspicious containers at close range. Bruce Goodwin, head of the lab’s nuclear-weapons program, says he hopes to see future versions of the device no bigger than a pen and “cheap enough so that every cop can have one”.

Will these innovations make us safer? Don’t forget that Maginot Line. And with terrorists, it’s a never-ending contest. We close the old gaps; they probe for new ones. They thrust; we parry. In some ways, we’ve only just entered the fight. If nothing else, we’ll soon be better armed.

From *TIME*

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