

修订本

# 高级英语

AN ADVANCED ENGLISH READER

## 阅读教程

Developing Reading  
Comprehension Skills

Revised Edition

(上册)

主编 黄次栋



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修订者 高 静 王 邕 陶 丽

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# 前言

## 一、对象与目的：

本教程旨在通过课文阅读分析及理解，技巧的传授与操练等帮助读者掌握阅读技巧、扩大词汇量、提高理解能力、加快阅读速度。它适用于已通过专业英语四级考试或大学英语六级考试的读者；也适用于与此英语程度相当的涉外英语工作者、中小学英语教师、社会自学人士；也可作专业英语高年级学生培养技巧及能力，或准备专业英语八级考试的教材或教学参考书。

## 二、特点：

阅读作为一种技能是语言交际中一种有目的的手段。大量的阅读目的在于收集信息。信息的内容是多样的，因而阅读的技巧也是多样的，如：

技巧	目的
略读 skimming	了解中心思想
快读 scanning	寻找已知信息
查询 search-reading	寻找未知信息
感受性阅读 receptive reading	发掘作者的意图
响应性阅读 response reading	琢磨作者的意图
反思性阅读 reflexive reading	强调读者的主动性、主动进行思考

从应用的角度看，阅读的内容均以交际功能反映，让读者在学习过程中经过启发及操练，掌握和熟练运用这些技巧，达到各种阅读目的。本教程涵盖的阅读技能以上述六项大题为主，辅以预测 (anticipation)，猜测 (guessing)，推理 (making inferences) 等以及达到此六项技巧所必需的语言知识如构词法、文体结构、修辞手段及比喻用法等。

内容的编选及安排适合于交际教学的路子：带着问题有目的地采用相应的技巧阅读课文。通过阅读汲取信息、克服信息差、解决阅读问题。在语言训练上将汲取的信息转化为说、写技能训练的信息输入，将视觉的信息码转化为说、写的语词码，并达到视频与音频的统一，阅读与说写技能的统一，同时在此过程中提高解决实际问题的能力。



### 三、教学内容：

根据阅读目的将教学内容分为三类：

#### 1. 为汲取信息而预读：

提供课文及预读问题，使读者带着问题阅读找信息答案。

提供课文注释，帮助读者消除障碍。

提供词、片语、句的结构知识，提高读者认字、辨字、猜字及用字能力，扩大词汇量，提高阅读速度。

提供谋篇布局、修辞文体、比喻手段等知识，提高读者理解力。

#### 2. 为求阅读效果、掌握及扩大汲取信息而重读：

以 Text A 课文为重点，带着课文后的问题重读，读者自检理解力。在语言训练上利用课文提供的内容及问题进行口、笔头讨论。通过各种形式的练习提高读者语言素质，促进阅读能力的发展。

#### 3. 为熟练运用具体的阅读技巧而三读：

以 Text B 课文为重点，结合所讨论的技巧在阅读中运用。

### 四、练习及参考答案：

本教程内容丰富、练习多样。全书上、下册各十二课，每课含课文 A 与 B 二篇。每课提出一个具体的阅读目的及技巧，通过阅读、讨论、写作等途径予以认识、操练、掌握。形式多样的练习旨在提高读者运用语言的实际能力及语言素质。练习类型密切结合专业英语及大学英语的高层次级别考试，有助于读者应试。

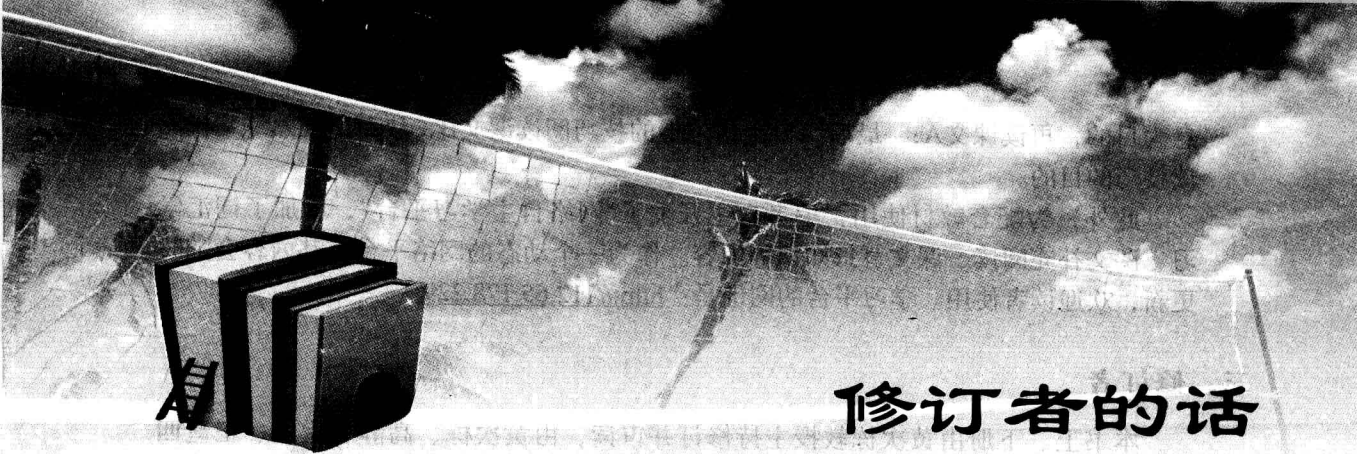
书后附有练习题参考答案供读者自学之用。在校读者亦可藉此参考。在课堂教学中对各种问答题形式的练习不必拘泥于寻求“标准答案”；在语言训练上根本目的在于实践。过程是重要的，结论并不是唯一的目的。

### 五、编著者：

本教程由黄次栋、唐力行主编；他们悉心制订了编写的目的、原则及内容要求并编选了课文。此外，按顺序叶华年编写了注释、修辞文体、比喻手段和篇章结构；黄次栋编写了望文生义与阅读理解练习；何尚宜编写了词汇及结构练习；苏承志编写了完形填空练习；蒋美陆编写了改错和翻译练习；程星华和蔡龙权编写了阅读技巧及 Text B 的练习。

上海师范大学外语学院为了支持本教程的编写工作成立了由顾大禧、周忠杰、叶华年、姚祝英组成的编委会。该学院的资料室及打字室的工作人员均给予了极大的帮助。学院的专业英语三年级的全体教师与学生前后三年对本教程进行了试用，在校美国专家、纽约市立大学巴洛克学院教授 Marta Martino 博士仔细校阅了全稿，叶华年博士参加了审校。他们对本书都提出过宝贵的意见。编著者谨此向他们表示深切的谢意。

编著者  
1998年4月



## 修订者的话

《高级英语阅读教程》自1998年9月出版以来，已经使用了十多年，重印十次之多。十几年来，该教材在对学生交际功能和阅读技巧方面的训练收到了比较满意的效果。然而，世界在变化，时代在进步，为使教材内容跟上时代发展的需要，更好地满足当代读者阅读需求以及对知识更新、语言技能评估的要求，我们经过长期的教学实践，对教材进行首次修订。

### 一、修订内容及目的

1. 保留原书基本框架：修订后的教材保留了原书的预读部分、文章风格、结构、修辞知识部分和构词法部分，旨在保持教材的系统性和科学性，训练学生阅读技巧和篇章理解能力，增强在阅读中猜词、辨词、识词的意识，同时将语言技能的学习和交际功能的掌握结合在一起。

2. 替换部分课文：修订后的教材选用了以当下社会焦点问题为主题的文章，如网络安全、网络犯罪以及节能环保等内容，贴近社会，贴近实际，在语言学习中注重提升学生的社会责任感。

3. 修订部分练习：修订后的教材参照英语专业八级考试大纲的要求和题型，将原来的句子改错练习替换为篇章改错练习；重新设计了翻译练习；增加了英语专业八级考试中的新题型——人文知识选择题；从下册第四课开始，增加了写作部分。修订后的练习部分旨在加强学生语言基本技能的训练，增强语感和培养英语思辨能力，同时为学生参加专业考试做好准备。

4. 修正了原书中的个别印刷错误。

### 二、修订本使用说明

在使用本套教材时，建议教师遵循原书前言中提到的阅读策略：即始终以课文A为重，引导学生以汲取信息为目的，预习课文A；继而以掌握所获信息、扩大汲取信

息为目的,再读课文A;最后结合运用习得的技巧阅读课文B,从而达到熟练掌握阅读技巧的目的。

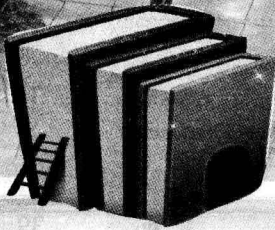
此外,为配套教材使用,编者自主开发了“网络自主学习平台”,增加了词汇学习、课文补充阅读、课文背景知识等内容。作为一个动态的网络平台,其内容会随时更新,欢迎读者使用。学习平台的网址是:<http://112.65.178.229/>。

### 三、修订者

本书上、下册由黄次栋教授主持修订并审读,由黄次栋、高静、陶丽、王邕四位老师分别编著修订部分,最后由美国纽约大学教育学院教学系主任唐力行(Frank Tang)教授审订。高静老师完成了上册第十课的替换,以及人文知识练习中英美文学部分的编写。陶丽老师完成了下册第二课、第九课的替换。王邕老师完成了上、下两册改错和人文知识中语言学及主要英语国家国情的练习的编写,并按照每课的交际功能,编写了翻译练习和导译,提供了参考译文。黄次栋教授编写了写作部分的内容与练习。最后,要感谢戚钰教授在上、下两册教学过程中,修正了原书中的些许印刷错误。

修订者

2010年11月于上海



# Contents

<b>LESSON ONE</b>	<b>1</b>
<b>COMMUNICATIVE FUNCTION: Reviewing</b>	<b>1</b>
<b>PREVIEW</b>	<b>1</b>
1. Guiding Statements and Questions	2. Notes
<b>Text A: Blueprint for a "Learning Society"</b>	<b>3</b>
3. Comprehension and Discussion Questions	4. Organization: <i>Subject Area, Topic and Thesis</i>
5. Style: <i>Denotation and Connotation</i>	6. Guessing from Context: <i>Prefixes</i>
7. Dictionary Work	
<b>PRACTICE</b>	<b>9</b>
8. Vocabulary	9. Error Correction
10. Translation	11. General Knowledge
<b>READING COMPREHENSION</b>	<b>12</b>
12. Skill: <i>Reading for the Thesis</i>	
<b>Text B: (Untitled)</b>	<b>13</b>

<b>LESSON TWO</b>	<b>16</b>
<b>COMMUNICATIVE FUNCTION: Describing</b>	<b>16</b>
<b>PREVIEW</b>	<b>16</b>
1. Guiding Statements and Questions	2. Notes
<b>Text A: Notes of a Native Son</b>	<b>18</b>
3. Comprehension and Discussion Questions	4. Rhetoric: <i>Voice</i>
5. Figure of Speech: <i>Metaphor</i>	6. Guessing from Context: <i>Suffixes</i>
7. Dictionary Work	
<b>PRACTICE</b>	<b>25</b>
8. Vocabulary	9. Error Correction
10. Translation	11. General Knowledge
<b>READING COMPREHENSION</b>	<b>28</b>
12. Skill: <i>Previewing and Practice on Reading for the Thesis</i>	
<b>Text B: Why I Quit the Klan</b>	<b>29</b>





## LESSON THREE ..... 32

**COMMUNICATIVE FUNCTION: Making an Appeal** ..... 32

**PREVIEW** ..... 32

1. Guiding Statements and Questions

2. Notes

**Text A: For a National Effort to Develop a Vaccine to Counteract AIDS** ..... 34

3. Comprehension and Discussion Questions

4. Organization: *Patterns of Development*

5. Style: *Formal and Informal*

6. Guessing from Context: *Roots*

7. Dictionary Work

**PRACTICE** ..... 39

8. Vocabulary

9. Error Correction

10. Translation

11. General Knowledge

**READING COMPREHENSION** ..... 43

12. Skill: *More Practice on Reading for the Thesis*

**Text B: Address at the University of Pennsylvania** ..... 43

## LESSON FOUR ..... 46

**COMMUNICATIVE FUNCTION: Giving Advice** ..... 46

**PREVIEW** ..... 46

1. Guiding Statements and Questions

2. Notes

**Text A: Stress: Some Good, Some Bad** ..... 48

3. Comprehension and Discussion Questions

4. Rhetoric: *Stance*

5. Figure of Speech: *Transferred Epithets*

6. Guessing from Context: *Roots of Foreign Origin*

7. Dictionary Work

**PRACTICE** ..... 54

8. Vocabulary

9. Error Correction

10. Translation

11. General Knowledge

**READING COMPREHENSION** ..... 58

12. Skill: *Reading to Identify the Main Idea of the Paragraph(s)*

**Text B: Absent-mindedness** ..... 58

## LESSON FIVE ..... 62

**COMMUNICATIVE FUNCTION: Evaluating Hypotheses** ..... 62

**PREVIEW** ..... 62

1. Guiding Statements and Questions

2. Notes

**Text A: UFOs from Inner, Not Outer Space** ..... 64

3. Comprehension and Discussion Questions

4. Organization: *Unity and Coherence*

5. Style: *Clear and Obscure*

6. Guessing from Context: *Review of Roots and Affixes*

7. Dictionary Work



<b>PRACTICE</b> .....	71
8. Vocabulary	9. Error Correction
10. Translation	11. General Knowledge
<b>READING COMPREHENSION</b> .....	75
12. Skill: <i>Reading for Specific Information</i>	
<b>Text B: <i>The Image</i></b> .....	76

## **LESSON SIX** .....

<b>COMMUNICATIVE FUNCTION: <i>Newspaper/Magazine Reporting</i></b> .....	78
<b>PREVIEW</b> .....	78
1. Guiding Statements and Questions	2. Notes
<b>Text A: <i>Higher Education: Crooked on Campus</i></b> .....	80
3. Comprehension and Discussion Questions	4. Rhetoric: <i>Explanation by Illustrating</i>
5. Figure of Speech: <i>Synecdoche</i>	6. Guessing from Context: <i>Compounds</i>
7. Dictionary Work	
<b>PRACTICE</b> .....	86
8. Vocabulary	9. Error Correction
10. Translation	11. General Knowledge
<b>READING COMPREHENSION</b> .....	89
12. Skill: <i>Practice on Reading for Specific Information</i>	
<b>Text B: <i>Unwillingly to School</i></b> .....	89

## **LESSON SEVEN** .....

<b>COMMUNICATIVE FUNCTION: <i>Reviewing a Book</i></b> .....	93
<b>PREVIEW</b> .....	93
1. Guiding Statements and Questions	2. Notes
<b>Text A: <i>Closing the Last Chapter</i></b> .....	95
3. Comprehension and Discussion Questions	4. Organization: <i>Traditional Pattern of Inductive Order</i>
5. Style: <i>Overstatement and Understatement</i>	6. Guessing from Context: <i>Review of Roots, Affixes and Compounds</i>
7. Dictionary Work	
<b>PRACTICE</b> .....	100
8. Vocabulary	9. Error Correction
10. Translation	11. General Knowledge
<b>READING COMPREHENSION</b> .....	104
12. Skill: <i>Practice on Reading for General Ideas through Examples</i>	
<b>Text B: <i>Facing up to Death</i></b> .....	105

## LESSON EIGHT ..... 108

**COMMUNICATIVE FUNCTION:** *Making Inferences about Causes and Effects* ..... 108

**PREVIEW** ..... 108

- |                                     |          |
|-------------------------------------|----------|
| 1. Guiding Statements and Questions | 2. Notes |
|-------------------------------------|----------|

**Text A:** *The End of Supervision* ..... 109

- |   |   |
|---|---|
| 3. Comprehension and Discussion Questions | 4. Rhetoric: <i>Explanation by Showing Cause and Effect</i>                       |
| 5. Figure of Speech: <i>Parallelism</i>   | 6. Guessing from Context: <i>Guessing on Word Structures and Lexical Patterns</i> |
| 7. Dictionary Work                        |   |

**PRACTICE** ..... 116

- |                 |                       |
|-----------------|-----------------------|
| 8. Vocabulary   | 9. Error Correction   |
| 10. Translation | 11. General Knowledge |

**READING COMPREHENSION** ..... 119

12. Skill: *Practice on Reading for General Ideas through Contrast*

**Text B:** *Summerhill Education and Standard Education* ..... 120

## LESSON NINE ..... 123

**COMMUNICATIVE FUNCTION:** *Describing One's Own Experience* ..... 123

**PREVIEW** ..... 123

- |                                     |          |
|-------------------------------------|----------|
| 1. Guiding Statements and Questions | 2. Notes |
|-------------------------------------|----------|

**Text A:** *Shooting an Elephant* ..... 125

- |   |  |
|---|--|
| 3. Comprehension and Discussion Questions | 4. Organization: <i>Pattern of Space Order</i>                   |
| 5. Style: <i>Popular Discourse</i>        | 6. Guessing from Context: <i>Guessing on Syntactic Relations</i> |
| 7. Dictionary Work                        |  |

**PRACTICE** ..... 131

- |                 |                       |
|-----------------|-----------------------|
| 8. Vocabulary   | 9. Error Correction   |
| 10. Translation | 11. General Knowledge |

**READING COMPREHENSION** ..... 134

12. Skill: *Practice on Reading for General Ideas through Cause and Effect*

**Text B:** *Why Couldn't My Father Read* ..... 135

## LESSON TEN ..... 139

**COMMUNICATIVE FUNCTION:** *Making Expectations* ..... 139

**PREVIEW** ..... 139

- |                      |          |
|----------------------|----------|
| 1. Guiding Questions | 2. Notes |
|----------------------|----------|

**Text A:** *Cyberspace for All* ..... 141

- |   |   |
|---|---|
| 3. Comprehension and Discussion Questions | 4. Rhetoric: <i>Explanation by Analogizing</i>                              |
| 5. Figure of Speech: <i>Allusion</i>      | 6. Guessing from Context: <i>Guessing by Syntactic Clues — Predicatives</i> |
| 7. Dictionary Work                        |   |



<b>PRACTICE</b> .....	147
8. Vocabulary	9. Error Correction
10. Translation	11. General Knowledge
<b>READING COMPREHENSION</b> .....	151
12. Skill: <i>More Practice on Reading for General Ideas through Cause and Effect</i>	
<b>Text B: <i>In Cyberspace, a Dark Alliance</i></b> .....	151

## **LESSON ELEVEN** ..... 154

<b>COMMUNICATIVE FUNCTION: <i>Estimating and Assessing Something</i></b> .....	154
<b>PREVIEW</b> .....	154
1. Guiding Statements and Questions	2. Notes
<b>Text A: <i>The Calculated Risk</i></b> .....	156
3. Comprehension and Discussion Questions	4. Organization: <i>The Mosaic or Associative Pattern</i>
5. Style: <i>Public Address</i>	6. Guessing from Context: <i>Review of Roots and Compounds</i>
7. Dictionary Work	
<b>PRACTICE</b> .....	161
8. Vocabulary	9. Error Correction
10. Translation	11. General Knowledge
<b>READING COMPREHENSION</b> .....	165
12. Skill: <i>Practice on Reading for the Author's Point of View</i>	
<b>Text B: <i>My Views on Gambling</i></b> .....	166

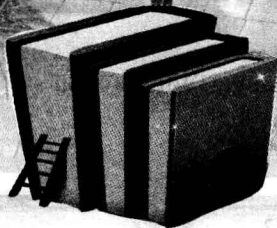
## **LESSON TWELVE** ..... 168

<b>COMMUNICATIVE FUNCTION: <i>Explaining by Defining and Paraphrasing</i></b> .....	168
<b>PREVIEW</b> .....	168
1. Guiding Statements and Questions	2. Notes
<b>Text A: <i>Psychic Structure</i></b> .....	170
3. Comprehension and Discussion Questions	4. Rhetoric: <i>Explanation by Defining and Paraphrasing</i>
5. Style: <i>Technical Writing</i>	6. Guessing from Context : <i>Guessing by Syntactic Clues — Qualifiers and Modifiers</i>
7. Dictionary Work	
<b>PRACTICE</b> .....	177
8. Vocabulary	9. Error Correction
10. Translation	11. General Knowledge
<b>READING COMPREHENSION</b> .....	181
12. Skill: <i>More Practice on Reading for Specific Information</i>	
<b>Text B: <i>What Was Freud?</i></b> .....	181



**REFERENCE KEY****184**

Lesson One .....	184
Lesson Two .....	189
Lesson Three .....	195
Lesson Four .....	201
Lesson Five .....	208
Lesson Six .....	214
Lesson Seven .....	220
Lesson Eight .....	227
Lesson Nine .....	233
Lesson Ten .....	240
Lesson Eleven .....	245
Lesson Twelve .....	251



# LESSON ONE



## COMMUNICATIVE FUNCTION

### Reviewing

The present text is a short review of a report. It summarizes and offers a reaction to the report. Its emphasis falls on those aspects of the report which are as a rule contained explicitly either in the title or in the opening paragraph.



## PREVIEW

Go through the following guiding questions and notes before you actually read the Text A passage.

### 1. Guiding Statements and Questions

The following may function as guiding statements when you read the Text A passage if they are properly completed or chosen.

- 1) The theme of the passage is \_\_\_\_\_.
- 2) UNESCO refers to an organization under the United Nations that is concerned with e\_\_\_\_\_, s\_\_\_\_\_ and c\_\_\_\_\_.
- 3) One of the changes in education may be that it begins at the preschool stage and ends at \_\_\_\_\_ of one's life.



- 4) The ideal of this new type of lifelong education is, according to the writer, likely / unlikely to become real.
- 5) The other striking point in the report presupposes that youth likes / does not like present-day education.
- 6) Is the author's attitude towards educational systems negative or positive? Why do you say so?
- 7) What about the present situation in education?
- 8) What does the Commission suggest is to be done about the situation?
- 9) The text says at the end that in the Commission's view, the trend must be towards the "learning society". Explain the term.
- 10) What is the purpose of the author?

## 2. Notes

- 1 The title: Blueprint refers to a process of photographic printing, used chiefly in copying architectural and mechanical drawing, which produces a white line on a blue background, and a blueprint means a print made by this process for the manufacture of machines or construction of buildings. Figuratively a blueprint is a detailed outline or a carefully designed plan, as in "a blueprint for a better world" and "a blueprint for the new sales campaign". A blueprint for a "Learning Society" may well mean a hypothetical plan for a future society in which learning becomes a natural habit and a lifelong necessity, and education changes greatly from what it is now.
- 2 UNESCO: United Nations Educational, Scientific, and Cultural Organization.
- 3 the bane of every student's existence: the cause of misery, anxiety and trouble in every student's life. "Bane" means something or someone that causes worry, trouble, or ruin; it is often used in the phrase "the bane of one's life / existence".
- 4 Fixed subjects and curricula are likely to go into the melting pot: Conventional subjects and curricula will probably be altered greatly and mixed to form a new integrated kind of education to meet the needs of a learning society. A melting pot is a container in which metals or other substances are melted or fused. Figuratively it refers to a country, a place or a situation in which different peoples, ideas or things blend together to form a new whole. In this sense America is often said to be the big melting pot of immigrants of different races and cultures. "To go into the melting pot" is to undergo a complete change.
- 5 to end up as a straitjacket: to result in being restrictive and binding and preventing man from learning freely and initiatively. A straitjacket (also straightjacket) is a long-sleeved jacketlike garment used to bind the arms tightly against the body as a means of restraining a violent patient or prisoner.

- 6 He will no longer be relegated for life to the ghetto of his own failure: He will not be reduced to a low, obscure position all his life because of his failure as he will have other chances. "Relegate" means to put into a lower or worse position; "ghetto" is a section of a city, especially a thickly populated slum area inhabited by people who are underprivileged and discriminated against.



## TEXT A

### Blueprint for a "Learning Society"

By Antony Brock

If an international commission which has reported to UNESCO is right, education throughout the world is likely to change out of recognition in the next generation.

To begin with, education will start much earlier as the importance of preschool education is more widely recognized; then it will never end, for the signs are that the concept of lifelong education, already an ideal, is about to become a practical reality. Examinations, the bane of every student's existence, may wither away, for they will be meaningless to people who are learning at their own pace. Fixed subjects and curricula are likely to go into the melting pot and schools themselves, if not as physical locations then at least as places exclusively for children, are threatened with extinction.

Above all, spirit and aims will change: the emphasis will be on learning, not teaching, and education's products will not be measured in terms of so much knowledge dispensed but of completely developed human beings.

The International Commission on the Development of Education which arrived at these conclusions was called on to make proposals that would help governments work out strategies to meet their own educational situations.

The commission drew on educational experience throughout the world. Furthermore, the composition of the seven-man commission — which included members from France, Syria, the People's Republic of Congo, Russia, Chile, Iran and the United States — makes the fact that they were able to reach wide agreement remarkable and compelling.

For the ordinary reader, two things are perhaps particularly striking in the commission's report: its understanding — and even acceptance — of the reasons for youth's rebellion against present-day education; its belief that lifelong education is not just a theory but already a fact which educational systems should take account of to help cope in a changing world where the quantity of knowledge increases faster than individuals can keep pace with, and where, in some countries, half the working population are in jobs that did not exist at the beginning of this century.

Striking, too, is the commission's analysis of what education has been and is now: in other words, its diagnosis of what is wrong with it. In the commission's view, man is a learning animal. Learning is both natural and necessary to him, but the systems he has set up have all had a tendency

to set out to be a system and to end up as a straitjacket.

Why? Because the tradition they were established to pass on became a dead weight, because school became an institution instead of an approach to life, because there was too much emphasis on the written word, too much subject-division, too much authoritarianism — in a word, too much school and not enough learning.

The present situation, the commission finds, is paradoxical. There has never been so much demand for education (between 1960 and 1968, the total number of school-age children in the world increased by 20 per cent); and there has never been so much dissatisfaction with, and rejection of, education by the young. Never before has so much education been provided, but never has society so widely rejected the product of institutionalized education, as the increased rate of educated unemployed in many countries goes to show.

What is to be done about the situation? The commission does not lay down ground rules for the educational systems of the world. But it does suggest guidelines, and from its considerations of the possible strategies to be adopted a number of watchwords for educational reform emerge. Among these are democracy, flexibility and continuity.

The move towards democracy in schooling has several causes, including the general demand for qualified labor to meet the demands of stepped-up technology. In some countries ideology is behind the move, in others, the consequences of decolonization. In some cases the spur is even the fear of social unrest. But the report points out that there is a wide gap between a decision of principle to provide universal education and the democratization of the systems, for,

as they are currently structured, inequality is built into them. "The universal right to education, in which contemporary civilization takes such premature pride," says the commission, "is often refused to the most underprivileged."

Nutrition, family background and factors like housing all play a role in success at school. Throughout the world, the disparities between social classes are strikingly reflected in university enrollments.

Merely multiplying schools is not the answer. What is needed is not equal treatment for everybody, but provision for each individual of a suitable education at a suitable pace for his particular needs.

Real solutions to the problems of inequality can only be found in a sweeping re-organization on the lines of permanent, lifelong education, for "once education becomes continual, ideas as to what constitutes success and failure will change." An individual who fails at a given age and level in the course of his educational career will have other opportunities. He will no longer be relegated for life to the ghetto of his own failure.

"Human beings, consciously or not, keep on learning and training themselves throughout their lives, above all through the influence of their environment."

Recognition of this should bring revolutionary consequences: not the extension of school by evening classes but the integration of child and adult education; not the occasional use of television to supply the lacks of schooling but whole-hearted employment of media which already teach as much and more as lessons. Education "first helps the child to live his own life as he deserves to do, but its essential mission is to prepare the future adult for various forms of autonomy and self-learning." Schools, insofar as they