

ENGLISH READING

挑战大学英语考试辅导丛书

四级时文阅读 教育广角镜

北京大学

张国宪

刘永吉

编

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Entering the Dragon

打入中国市场

中国巨大的市场对世界上任何一个国家都有强大的吸引力,对英国自然也不例外。然而,英国在与中国的学术合作方面却落在了美、澳之后。认识到了就应急起直追,布莱尔亲自挂帅,毫不示弱……

In the past few years, under President Jiang Zemin, China has begun to recognise that if it is to pursue its new policy of development and openness it needs expert help. And universities are at the forefront of the change.

Academics and students, a group naturally open to ideas, have already been working with colleagues in the East^①, especially in science, building up relationships^②. Foreign governments have discovered they need China too. Fierce^③ competition has developed among countries wanting access to a relatively untapped market of more than a billion people.

For them, and for many private companies, universities are providing both advice on how to operate in China and a practical route into the country^④.

The United States and Australia are already making inroads into Chinese academia at a much faster rate than the United Kingdom. This prompted prime minister Tony Blair to announce on his visit to China last autumn a review of arrangements for foreign students to make it easier for them to study in

Britain^⑤. He also launched a computer link between Janet, the UK's university network, and the Chinese Education Research Network.

Further opportunities for working with Chinese universities are likely to flourish after the Chinese government passed a law in January that devolves^⑥ to the provinces responsibility for deciding universities' standards of entry, recruitment of staff, development of international links and issuing of degrees^⑦. The law also paves the way for "other social forces" – potentially private businesses—to become involved in universities, which will be able to supplement their resources through their own fundraising.

This has created a need for management expertise^⑧ which the Higher Education Funding Council for England (Hefce) is helping to meet, in conjunction with the British Council. In July, China's minister of education will visit Britain to discuss potential links between universities and industry, and the Committee of Vice-Chancellors and Principals is planning a follow-up visit next year. David Tupman, policy adviser at the CVCP, says: "China is regarded as the key developing market internationally. Commercial reasons are the driving force."

The Chinese market is estimated to be worth about £ 2 billion per year in terms of British exports and joint-venture programmes, and this is likely to increase tenfold by 2002. David Kirby, dean of Middlesex University Business School, predicts that the Chinese economy will become one of the key world economic influences in the next ten years.

Hefce is about to ask for bids from universities for a £ 1 million programme to enhance Chinese studies, particularly at postgraduate level, following a demand for young people who are better educated about China^⑨.

Meanwhile, about 6,000 Chinese students are studying in

the UK compared with 2,000 just three years ago, and numbers are rising. Particularly noticeable is the increase in students funding themselves for qualifications such as MBAs, rather than being funded by companies. "There is more money around in China now and people have a greater ability to get passports to study abroad," says Gordon Slaven, education officer at the British Council in Beijing.

British education is seen as an expensive high-quality option by the Chinese, but it could become cheaper under proposed legislation, which would make it possible for overseas students to take part-time jobs here, as they do in the US.

Under China's new law, the mission of universities changes from the "cultivation of knowledge" to the "cultivation of talents and creativity"—a major difference in a culture that has traditionally treated the teacher as guru.

"China is going headlong into the future," Slaven says. "In the next ten years it is going to be a very different place."

Chinese Exchange Wins Commercial Support

Graduate schools might eventually be built at Manchester University and Tsinghua University, Beijing. The universities are establishing an international research programme with commercial backing, concentrating on engineering and telecommunications.

Discussions have involved senior academics from the universities and senior managers at British Telecom, which is anxious to break into the Chinese market.

Students from Tsinghua, one of China's leading science universities, have visited Manchester and students from Manchester's electrical engineering department will visit Beijing soon.

British Airways has provided 15 return air tickets to support students on the programme.

Wayne Burge, head of Manchester's public relations office, says potential advantages to Manchester include student recruitment and commerce. Tsinghua, he says, is "the Cambridge of China". Linking with it, Manchester enters the global market for funding.

Middlesex Tailors MBA to Fit Chinese Economy

When lecturers at Middlesex University Business School conceived of an MA in Chinese management, they had in mind students from western countries who wanted to do business in China.

They realised only later how useful it would be for Chinese students who wished to become business people in their own country.

"Human behaviour in a business situation is very different in China," programme leader Hong Seng Woo says. "Once we started working on the MA we found it was equally applicable to Chinese students wanting a masters degree that did not just teach them the usual, general, international business."

The degree, which starts in September, will take 30 students and costs £3,650 for home students and £7,500 for foreign students. Options include courses on the history and politics of the People's Republic of China, law, business performance and the economy. Students will have the chance to study Mandarin[®] and may be able to visit China.

Nottingham Funds Physics Switch with Shanghai

Jacket potatoes from the canteen are the worst thing about He Jiabao's exchange visit to Nottingham University. Jiabao, 20, is one of four physics students from Fudan University, Shanghai, spending a semester at Nottingham, while students from Nottingham take their place at Fudan. The students are living in halls of residence and working in the physics depart-

ments of their host countries.

The fourth-year British students are working on computer projects, in which Fudan is particularly strong. The Chinese students are taking exams alongside English students.

One Chinese student has already applied to take a PhD at Nottingham next year.

Nottingham paid travel and maintenance costs for all the students and both universities waived^⑩ fees. Talks are ongoing about how to continue the exchange.

The scheme was set up through Universitas 21, a consortium^⑪ of research universities from all over the world.

Notes 注释

①the East 指欧洲以东地区

②学者和学生们是一个对新思想持开放态度的群体,已经开始与东方的国家的同事建立关系,开始合作,尤其是在科学方面。

③fierce adj. 激烈的

④对他们和许多私营公司来说,大学不但给人们提供了怎样在中国工作的建议,而且还提供了一条打入中国市场的途径。

⑤这促使布莱尔首相在他去年秋季访问中国时宣布了一项计划。这项计划将使外国学生到英国留学更容易。

⑥devolve v. 下放权力

⑦一月,中国政府通过了一项法令,把确定大学入学标准、教员聘任、发展国际合作和学位证书颁发的权力下放给了地方政府,这将给英国与中国大学之间的合作提供更多机会。

⑧expertise n. 专门知识或技能

⑨为了加强对中国的研究,英国高等教育拨款委员会准备进行一个一百万英镑项目的招标,主要是为研究生水平的人设立的。这是为了满足那些比较了解中国的年轻人的需要。

⑩Mandarin n. 普通话

⑪waive v. 放弃

⑫consortium n. 联合

Reading Comprehension 阅读理解

1. What can universities do to help the companies into Chinese market?
 - A. Providing advices and practical route.
 - B. Financial support.
 - C. Cleaning the cultural obstacle.
 - D. Nothing.
2. Which of the following is not the right the provinces get according to the new law?
 - A. Deciding university standard of entry.
 - B. Recruitment of staff.
 - C. Issuing of degree.
 - D. Building up a new university.
3. _____ is the main force driving the cooperation between China and England, according to the passage.
 - A. Cultural reasons
 - B. Political reasons
 - C. Commercial reasons
 - D. Tony Blair's visit
4. Why is British Telecom involved in the cooperation between universities?
 - A. British Telecom is anxious to break into the Chinese market.
 - B. It has too much money.
 - C. It wants to help the Manchester University.
 - D. It wants a help from Tsinghua University.
5. Initially, the lecturers at Middlesex University conceived of a MA in Chinese management for _____.
 - A. Chinese students
 - B. students from western countries
 - C. English students

D. American students

Keys for Comprehension 阅读理解答案

1. A 2. D 3. C 4. A 5. B

The Challenge

新世纪的挑战

众所周知,高等教育对于一个国家的经济发展有着十分重要的作用,技术进步和生产力的提高与人才资源状况密切相关。当今世界,国际信息、贸易交流及技术投资都大大加强,但这仍然改变不了科技、人力资源分配的不平衡。这就影响了中低等收入的发展中国家的教学质量,也反映了现存的经济困境。90年代的世界经济虽有增长,但速度缓慢,各国有必要根据本国国情对教育政策做相应的调整。

After a lull^① of more than two decades, the contribution of higher education to countries' technological progress and economic development is once again attracting the attention of economists (Reich 1991; Starr 1998) and development agencies.^② The World Bank's 1991 world development report argues that technological progress and increased productivity are closely linked with investment in human capital and the quality of the economic environment.^③ The report concludes:

The opportunity for rapid development is greater today than at any time in history.

International links, in the form of trade and flows of information, investment and technology are stronger now than forty years ago. Medicine, science and engineering have all made great strides; the benefits are available worldwide.

Scientific and technological capabilities are, however, distributed highly unequally in the world. Developing countries account only for 13 percent of the world's scientists and engineers, and only 4 to 5 percent of global spending on research and development, and most of this small share is concentrated in a few countries: the East-Asian newly industrialized economies (NIES), Brazil, India, and Mexico (Castells 1989).

Institutions of higher education and research are central to a nation's capacity to connect with the new international knowledge system and adopt, adapt, and further develop the new technologies.^④ Yet in many developing countries they do not play this role effectively. Enrollments have skyrocketed^⑤ while funding^⑥ has stagnated.^{⑦⑧} Many of the brightest students from developing countries avoid their national universities and enroll in universities in industrial countries. Many of them, especially those with advanced degrees, are reluctant to return because of the absence of research facilities, unfavorable economic conditions, or political considerations.

In large parts of the developing world higher education is in the midst^⑨ of a crisis: the quality of teaching and learning has dropped far below international standards and research activities are underfunded and often of questionable merit. Once famous institutions such as the University of Dakar, the University of Ibadan, Fourah Bay College, the University of Lahore, and the University of Buenos Aires are today only faint images of their illustrious past. Intellectually most developing country institutions of higher learning are peripheral^⑩ to the international scholarly community, although individual scholars continue to do outstanding^⑪ scientific work.^⑫

The crisis in higher education has affected not only low-income countries in Africa and South Asia, but also middle-income countries in Latin America. Its manifestations^⑬ usually

include overcrowding, inadequate staffing, deteriorating physical facilities, poor library resources, and insufficient scientific equipment. The consequences are poor internal efficiency, graduate unemployment, and limited scientific output (Salmi 1991; Zymelman 1990)^①. The crisis partly reflects the economic adversity^② that many developing countries experienced in the 1980s, but it is also a crisis of policy, or very often of lack of policies.

The prospects for economic growth in the 1990s, although better than in the 1980s, remain modest for most of the developing world outside East Asia. Economists project that real growth of per capita GDP will be at most 0.5 percent in Sub-Saharan Africa and less than 0.3 percent for all developing countries taken together, although sound economic and social policies could result in higher growth.^③ Nonetheless, in the 1990s higher education policy in most developing countries will be made in a context of severe constraints^④ on public resources. In this environment, policymakers will be faced with hard choices if they are to increase the potential of higher education to contribute effectively to development.^⑤ Moreover, small countries will need to devise strategies to overcome the effects of economies of scale, especially in scientific research and graduate training, and the countries of Central and Eastern Europe will need to redefine the objectives, processes, and structures of higher education in the context of their transition to market economies.

Notes 注释

① lull. n. 间歇

② 在过去的二十多年中, 高等教育一直是默默无闻的。但是近

来,它以其对国家的技术进步和经济发展的巨大作用而再一次吸引了经济学家和某些发展机构的注意力。

- ③世界银行 1991 年度世界发展报告指出:技术进步与生产力发展同人力资源投资和经济环境的好坏密切相关。
- ④高等教育机构和研究机构是一个国家有能力与国际知识新体系接轨并接受、调整、深入发展新技术的核心力量。

⑤skyrocket vi. 突升

⑥fund vt. 为……提供资金

⑦stagnate vi. 停滞

⑧招生的数量在迅猛地增长,但资金仍无着落。

⑨midst n. 中间

⑩peripheral adj. 边缘的

⑪outstanding adj. 未完成的

⑫科学地讲,大多数发展中国家的高等研究机构还没有真正地介入到国际性研究当中去,虽然其中的个别学者仍在钻研不止。

⑬manifestation n. 表现

⑭结果造成内部效率很低,毕业生没有工作以及科学产出十分有限。

⑮adversity n. 逆境

⑯经济学家们估计,虽然明智稳妥的经济和社会政策可能带来人均国民生产总值的高速增长,但在非洲撒哈拉沙漠地带增长率最多只能为 0.5%,而对于发展中国家整体来说,则超不过 0.3%。

⑰constraint n. 强约束

⑱在这种环境中,决策者要想提高高等教育水平以使之有效地服务于经济发展的话,就不得不面临艰难的抉择。

Reading Comprehension 阅读理解

1. In the first paragraph, the author suggests that _____
- A. higher education begins to affect economic development for the first time.
- B. higher education affects economic development again.
- C. higher education has been affecting economic develop-