



大学英语立体化网络化创新系列教材

普通高等教育“十二五”规划教材

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普通学术英语教程

阅读、写作与思考

都建颖 ©总主编

English for General Academic Purposes:
Reading, Writing and Critical Thinking



北京大学出版社
PEKING UNIVERSITY PRESS

普通学术英语教程

阅读、写作与思考

English for General Academic Purposes

Reading, Writing and Critical Thinking

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前 言

本书主要目的:

1. 强化阅读和写作过程,这一过程不仅包括搜集信息、确定主题和提纲、初稿、多次修改等步骤,还包括参与小组讨论和自我评价能力。
2. 培养批判性思维能力,这是高等教育的主要目的,对专业学习和个人素质提高都具有重要意义。批判性思维能力主要包括认清事实、发现问题、寻找并考量解决方案等能力。
3. 提高篇章分析能力和写作技能,包括书面表达的正确性、流畅性、充分性、有效性和完整性。

本书编写原则:

1. 注意过渡性。本书以综合性大学本科一、二年级学生为对象,在材料选择、练习设计、章节组织上既体现了英语学习从高中向大学阶段的过渡,又兼顾大多数学生的接受程度和进一步发展的实际需求,难度适中,多以例子分析代替刻板的理论输入。
2. 通过阅读促进思考与写作。本书以培养学生的学术写作能力为主要目标,并配以示范段落或短文。这些段落和短文服务于两个目的:第一,为学生提供学术篇章架构和学术语言表达的范本;第二,以段落或短文中的内容为基础,培养学生对相关问题的认识、分析、总结和判断能力。

词汇把控:

本书在编写和选取材料时以普通学术英语为目的,尽量避免使用专业术语、口语以及冷僻的词汇和表达方式。学生在本课程结束时词汇量应达到3500至4000,其中主要是普通学术英语词汇(基本词汇750,扩展词汇2500)。

编撰指导思想:

学术英语写作以阅读和思考为基础,借助各种语言技巧,达到与读者有效交流的目的。因此,学术英语教学既注重思维方式的培养,也注重语言表达的得体与严谨。目前我国高校大多数本科新生仍然认为英语学习主要是高级词汇和复杂句子的堆砌,而在具体表达时缺乏逻辑性、分析性和批判性。而大多数英语教师对学术英语教学也存在误解,认为学术英语强调专业词汇和文章体例。通过本书的撰写,我们希望大学英语课堂能培养学生思辨能力,提高语言能力,从而增强学生的整体素质,在国际交流中体现中国大学生的真正风采。

例文及练习说明

Descriptions of Sample Texts and Accompanying Activities

This course book is intended for use as a guide for advanced learners of English as a foreign language, whose goal is mastery of written English as it is used in an academic environment. In addition to sample texts, each unit includes 2 core readings and 2 additional readings. Claims and ideas maintained in these materials are either complementary or contradictory. The purpose of the texts is twofold: to guide students toward intensive analytical reading of academic prose, and to provide them with the writing skills necessary to academic writing assignments, from short essay exam answers to complex research papers.

Each chapter in the course book is accompanied with 6 exercises and activities, regarding EAP reading, writing and critical thinking.

Becoming Academic

This part can be seen as a set of “lead in” activities, focusing on linguistic differences between English for General Purposes and English for Academic Purposes. The content and type of exercises or activities are determined by the linguistic or discourse skills introduced in each chapter.

Agreeing and Disagreeing

This is a group of text-based exercises and activities. Students are required to read the core text intensively, establish an accurate understanding of the author’s opinion, indicate with “√” or “-” whether they agree with the author in the respective aspect. This activity encourages students to express their opinions clearly and to reach fair judgments.

Learner Journal

Students jot down their thoughts or gains responding to a particular issue of EAP reading or writing. The difference between “Learner Journal” and “Follow-up Writing” is that the former is more likely a dairy or note, reflecting students’ preliminary understanding of particular EAP linguistic skill(s). The latter should be a formal academic essay with dual focus on the content and the language. It is also to be used for multiple revisions.



Vocabulary in the Context

The vocabulary focus of each exercise varies from reading to reading. Some exercises turn students' attention to the contextual meaning of lexical items, others examine the *denotations* (i.e. dictionary definition, or literal meaning) and *connotations* (i.e. association or emotional suggestions related to a word) of words. Exercises in this aspect range from guessing the contextual meaning, providing a definition, writing an array of synonyms or antonyms, and sentence paraphrasing, etc. The exercises may also examine students' other discourse skills for academic reading or writing. Key to the exercises are provided after the task but in inverted printing.

Discussion

This is a set of collaborative activities encouraging students to think critically and analytically by 1) relating the ideas in the course materials and their own lives, 2) evaluating the opinions held by the authors, the teacher and their peers, and to finally establish their own views on the related issue or issues in question. The discussion can be conducted in the forms of debates, group or individual presentations, seminars, or research projects involving designing a survey, an interview or a questionnaire and reporting on the results.

Course Reflection and Follow-up Writing

This is the conclusive task of the chapter. A brief summary of the chapter has been written prior to the actual task requirement. The summary should contain the thematic information of the core and additional readings in the chapter, as well as the essential reading and/or writing skills introduced in the chapter. A writing task relating to the theme is issued along with linguistic specifications if necessary.

目 录

Unit One

Higher Education	1
------------------------	---

Unit Two

The X Factor for Success	16
--------------------------------	----

Unit Three

Human Body and Health	38
-----------------------------	----

Unit Four

Gender Roles and Family Value	85
-------------------------------------	----

Unit Five

Globalization	146
---------------------	-----

Unit Six

Identity and Morality	173
-----------------------------	-----

Appendix I

Academic Word List	196
--------------------------	-----

Appendix II

APA Style of Bibliography	227
---------------------------------	-----

Appendix III

Reference List and Useful Websites for Learning EAP	230
---	-----

Unit One

Higher Education

Introduction to EAP: Joining the Tribe



In this unit, you will explore the major goals of education, distinguishing features of higher education, the problems with educational system in and outside China. A concept of EAP (i.e. English for Academic Purposes), along with the related reading, writing and thinking skills, is introduced to help you view and learn English in a fresh perspective.

Preview

- Now that you are a college student, do you consider yourself as a highly educated person?
- When you express yourself in English, do you think you are sounding well-educated?
- Write a list of what you think important in order to be an educated global villager.

1. What is EAP?

With the increasing status of English as a language for international communication, and the globalization of higher education, English for Academic Purposes (EAP) today serves as a major force in teaching and research around the world. EAP is usually defined as teaching or learning English with the aim at study or research in that language (e.g. Flowerdew and Peacock,



2001:8). Considering the essence of language as a tool of communication and the tenor of academic activities, EAP often goes beyond linguistic skills and disciplinary knowledge. It is, therefore, specialized English language teaching driven by social, cognitive and linguistic demands of academic contexts as target situations.

Task 1: Being Academically Interesting

- List as many differences as you can between the following two articles about dream, one in the form of a speech and the other an essay.
- What would you expect for the two articles to be of your interest?

Sample Text 1

I Have a Dream

- 1 I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."
- 2 I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.
- 3 I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.
- 4 I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
- 5 I have a dream today.



(Excerpted from the speech "I Have a Dream" by Martin Luther King)

Sample Text 2

Why Do We Dream?

- 1 Two different schools of thought exist as to why we dream: the physiological school, and the psychological school. Both, however, agree that we dream during the REM, or rapid eye movement, phase of sleep. During this phase of sleep, our closed eyes dart rapidly about, our brain activity peaks, and our muscles suffer temporary paralysis.
- 2 The physiological theory centers upon how our body, specifically our brain, functions during the REM phase of sleep. Proponents of this theory believe that we dream to exercise the



synapses, or pathways, between brain cells, and that dreaming takes over where the active and awake brain leaves off. When awake, our brains constantly transmit and receive messages, which course through our billions of brain cells to their appropriate destinations, and keep our bodies in perpetual motion. Dreams replace this function.

Psychological theorists of dreams focus upon our thoughts and emotions, and speculate that dreams deal with immediate concerns in our lives, such as unfinished business from the day, or concerns we are incapable of handling during the course of

the day. Dreams can, in fact, teach us things about ourselves that we are unaware of.

(Adapted from online education resources)

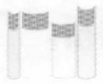
Given that the aim of EAP is to help learners think, present and hence communicate in an educated way, an EAP course is best learned through discussion and discovery. This requires more equal roles of the teachers and the students than in most general English classes. The teacher brings to the classroom linguistic knowledge. The students participate with their subject knowledge, personal experience and related information collected from various resources. Students' questions, discussions and reflections contribute greatly to the smooth flow and successful outcome of the class. By involving actively in EAP classes, the students are expected to understand and evaluate information presented to them, establish and express their own opinions in organized ways, and to construct a justified decision on a particular issue.

In essence, an EAP course is a language course. For college students, mastering enough English, and the right English, is a matter of great urgency. In the EAP context, the right English refers to vocabulary, sentence patterns and discourse skills used for textbooks, lectures, group discussions and course assignments in the medium of English. In the mean time, EAP differs from general English language courses as it values cognitive skills as much as it does language abilities. These cognitive skills include analyzing, reasoning, synthesizing, evaluating and so on.

2. How Does EAP Benefit and Entertain You?

Although EAP is originally designed to prepare students for study and research in an English-speaking context, the course does not have to be stiff and dull. First of all, topics and materials selected for this course range from fundamental knowledge in a particular discipline to subjects of students' personal interests. The topics and materials are not necessarily provided by the teacher. Students are encouraged to share with the class their worries, interests, puzzles and frustrations.

Second, more freedom is allowed for EAP students to decide on when to learn what. For example, lexical and grammatical items are doubtlessly important in EAP and many other English language programmes. But for college and university students, it may be neither wise nor interesting to spend class time learning how each new word is pronounced and used in



various settings. All this can be done after class as individual choice or group work. Time saved thereby may be spent on the thesis of a particular text. The teacher and the students work as a team to find out what the thesis is, how the main idea is elaborated, whether the author's viewpoint is fully justified.

Third, EAP aims to elicit the fun part in academic communication. In reality, for any communication to be effective and fruitful, "interest" is a key word. The students should challenge, question, and evaluate information presented to them. The whole process is underpinned by critical thinking and disciplinary information. A genuine interest and curiosity about a particular issue is thus raised in the class. It is in this sense that EAP is fun.

The immediate service of EAP is to provide students with linguistic help so that they can understand lectures and complete course assignments in English. It may take longer and more than classes to develop the habit of thinking critically. In a long run, however, it is these cognitive abilities that lead to sensible decisions on what to believe and how to behave. It is also in this sense that higher education is regarded as *education* rather than training.

Task 2: Agreeing and Disagreeing

- Read the two core articles of this chapter, one titled "Really Useful Schooling" and the other "School Is Bad for Children." While reading, underline the author's main ideas, and put a checkmark (✓) next to the ideas with which you agree, and a minus sign (-) next to the ideas with which you disagree.
- Share your notes and thoughts with your classmates.

3. What Does EAP Mean as Literacy Skills?

In recent years, the term "academic literacy" has been referred to as a set of skills including (but not restricted to) the mastery of reading and writing. They are increasingly recognized to be vital underpinnings or cultural knowledge required for success in academic communities.

Reading Strategically, Actively, and Critically

As academic readers, students will have to develop strategies to deal with long texts that may be beyond their language competence. Rather than seeing a text as simply providing information which can be retrieved by successfully processing its linguistic elements, students need to be able to read strategically in a global way to understand the wider meaning of a text and match it to their purpose in reading. Global reading involves looking for the general picture and recognizing the main points made by the writer so that they can be recorded effectively in notes which reflect the reading purpose.

Experienced academic readers normally take an active approach to the texts. Instead of trying to retrieving and understanding information, they decide on their own reading purpose. Compared with submissive or novice readers who read according to the writer's intention, dominant readers go beyond to formulate their own questions, read the text to answer these, and evaluate the author's credibility and sources of knowledge. EAP students need to accept that a

purposeful, selective approach to reading is essential to cope with the lengthiness and boredom of academic and professional texts.

Most, if not all, of academic articles provide facts and opinions. While the non-critical readers try to memorize what the text says, the critical readers go two steps further. Having recognized what is written in the text, the critical reader reflects on what the text does by making such remarks: What point is the author trying to make? Is the author's opinion well supported by data, evidences and pervious study? Finally, the critical reader takes the most difficult leap: by figuring out what the text *means*, the reader establishes his or her own interpretation of a particular subject raised in the text.

Briefly, an EAP reader reads not only the words, but also the ideas. In addition to appreciating language skills employed in the text, one must also recognize the author's purpose, identify the stance and supportive elements, and justify one's own interpretation of the issue.

Sample Text 3

Reading beyond the Words

- 1 When examining a painting, you are aware that you are examining a work created by someone. Look at Leonardo da Vinci's painting "Mona Lisa," and you see a woman smiling. But you are also aware of a painting. Since the painting does not come out and actively state a meaning, you are consciously aware of your own efforts to find meaning in the painting: Is she smiling? Self-conscious? Alluring? Aloof?
- 2 Looking at the "Mona Lisa," you know that you are not looking at Mona Lisa, a person, but "The Mona Lisa," a painting. You can talk not only about the meaning of the picture, but also about how it was crafted. What is the significance of the dream landscape in the background? Why, when we focus on the left side of the picture, does the woman looks somehow taller or more erect than if we focus on the right side? The more features of the painting that you recognize, the more powerful your interpretation will be.
- 3 When reading texts, as when reading paintings, we are responsible for the meaning we find in our reading. When a text says that someone burned their textbooks, that is all that is there: an assertion that someone burned their textbooks. We can agree on how to interpret sentence structure enough to agree on what is stated in a literal sense. But any sense that that person committed an irresponsible, impulsive, or inspired act is in our own heads. It is not stated as such on the page (unless the author says so!).
- 4 Stories present actions; readers infer personalities, motives, and intents. When we go beyond the words, we are reading meaning. The reader's eye may scan the page, but the reader's mind ranges up, down, and sideways, piecing together evidence to make sense of the presentation





as a whole.

(Adapted from *Repeating versus Analyzing: Making the Leap* by Dan Kurland)

Writing Academically

Writing is the most crucial among the skills needed in an academic context, where written texts are the main means of communication. The skill of academic writing is generally regarded as difficult even by native and expert users in any language. Being identified as academic, an article must be distinguished from other written products.

Academic paper is not literary works. Skills like imagination, exaggeration, and metaphorical description may be vital for literary works such as novels, poems, dramas, and so on, but lethal to academic writing. This is mainly because literature aims at emotional appeal whereas academic articles value thorough exploration, logical reasoning, and substantial persuasion. As argued by McKerrow, a leading British bibliographer, “No one wants flowers or eloquence or literary ornaments in a research article.”

The traditional Chinese academic expectation is that the reader is responsible for filling in the background knowledge and understanding the implications of academic texts. This contrasts strongly with the directness and clarity with which English academic texts are usually written. Successful academic writing normally starts with a clearly stated issue or problem, and ends with clearly stated resolutions and conclusions. To achieve this, the writing must be based on a thorough recognition and consideration of the audience’s background and expectation. It would be a failure in academic writings if the reader keeps asking “What is the point?” without getting a straight response.

More features and principles of academic writing are introduced in Unit Two of this book.

Thinking Critically

Critical thinking is a highly valued skill in academic study. As human beings, we can make better judgments through critical thinking. For EAP students, critical thinking means 1) having one’s own ideas, 2) expressing the ideas in an educated way, and 3) supporting the ideas with examples, evidences, data and statements. In other words, it is the careful application of reason in determining whether or to what extent a claim is true. Of course, since our actions usually depend on what thoughts or ideas we have accepted, whether we behave wisely also depends on how well we consider those thoughts and ideas.

Being critical normally involves questioning or criticizing others’ ideas, or being questioned or criticized. EAP students naturally use reflective critical thinking in many contexts but do not necessarily express it in the classroom, where they may feel reluctant to challenge group harmony. “Everyone is entitled to his or her opinion,” you often hear. But critiquing another person’s ideas does not mean you are attacking that person. Every one of us makes mistakes, and sometimes we need others to help us see them. We don’t do a friend a favor by pretending we think his idea is a good one. And we don’t do ourselves any favors by not listening to others or by refusing to think critically about our own ideas. The wise person is the

one who wishes to keep such errors to a minimum and who knows how to do it. Developing the willingness and the ability to apply the critical thinking skills will make you smarter, not only in a particular discipline, but smarter in general.

Task 3: Learner Journal

In your journal, write for ten to fifteen minutes about how EAP differs from general English in terms of reading, writing and thinking skill.

Core Reading 1

Really Useful Schooling

Adrian Tan

1 Life is complicated. It starts before we are ready, it continues while we're still trying to figure out the point of it. And it ends long before we have worked out just what to do. It is vital then that young people prepare for that journey as soon as they can. We're lucky because there is a brief, special time in their lives when they are meant to do just that—school.

2 For a few short years, our children are our captive audience. We are able to impart whatever knowledge we think will benefit them at some point of their lives. This is where the school system fails us. Because we try to make schools do a lot of other things at the same time.

3 We want schools to act as cheap childcare centers, to keep our children occupied while the adults are occupied. So, we start school days early and stretch them throughout the day, even when we don't really need to. We also think our schools should separate clever kids from average kids. So we teach them fiendishly complicated subjects like calculus and chemistry in order to see which kids are 2.3 percent better than their peers at those subjects. Apart from mathematicians and chemists, very few of us have any use for those subjects in the years ahead.

4 If we agree that the function of education is to prepare us for life, then there is very little time to waste. We know that before long, our children will become bored, disillusioned, and far too strong to intimidate. So, while we can, we ought to concentrate on teaching them really useful things. Here is what I think our schools should teach.

5 **Courtesy**—The sooner our young people learn this, the better. Politeness and consideration are the hallmarks of civilization. In any case, a lot more can be accomplished by a smile and good manners than with a doctoral degree.

6 **Managing Money**—Like it or not, for most of us, our adult lives will be consumed by the





struggle for this. It baffles me that we do not make an effort to teach our young people the rudiments of managing it. Is borrowing on a credit card a good thing? Should you take a second mortgage if you have no income? How do you live within your means? No one should be expected to pick this up after leaving school (or worse, after getting a job). We have a responsibility to teach our young people this basic skill from the outset.

7 Critical Thinking—Today, we are swamped by facts and opinions. There is always a temptation to accept something we are told, especially if it is well-crafted, especially if it is something we agree with. But that is not what educated people do. Educated people are rational and reasonable. They look at facts and they apply logic. If our schools teach nothing else, they should at least teach critical thinking.

8 Health—Kids should learn to take care of their bodies. They should know that if they eat junk, they will become fat and unhealthy. They should be very clear about what happens to their bodies when they drink, or smoke, or take drugs. They should know how people become pregnant. That's crucial when they enter puberty, and beyond. They really should not have to learn about sex from the latest rap video.

9 Society—The idea here is that all of us are part of something much bigger. We have rights and responsibilities. We ought to understand what they are, and why they are that way. We have to know a little bit of our immediate history and geography, because we need to have a context in which to relate to the people around us.

10 How will we test students on these subjects? We cannot. How then will we know they are learning? We will not, at least not immediately. But that is not a reason to avoid teaching important topics. We do not close down churches, mosques and temples just because we are not sure that the congregation is paying attention. We keep at it, because we cannot afford not to.

11 Are these subjects too “low-brow”? Perhaps they are. Science and literature are important. There will always be a place in the world for quantum physicists and Shakespearean scholars. But our schools cannot be designed only to enable the best and the brightest to excel. They must also equip the weakest among us to survive. I cannot think of a more noble purpose for our schools than for them to spend every moment they have telling this to our kids: “This is life, this is what you are going to face, and this is how you deal with it.” Everything else is superfluity.

(779 words)

Adrian Tan is a lawyer and author from Singapore. He is best known as the writer of the novels The Teenage Textbook and The Teenage Workbook. This article is retrieved and adapted from Reader's Digest Asia

Task 4: Vocabulary in Context

Locate the highlighted vocabulary items in the text of Core Reading 1, and try to determine their meaning from the context. Replace these items with the synonyms, and paraphrase the whole sentence.

1. We are able to **impart** whatever knowledge we think will benefit them at some point of their lives.
2. We know that before long, our children will become bored, **disillusioned**, and far too strong to **intimidate**.
3. It **baffles** me that we do not make an effort to teach our young people the **rudiments** of managing it.
4. But our schools cannot be designed only to enable the best and the brightest to **excel**.
5. I cannot think of a more noble purpose for our schools than for them to spend every moment they have telling this to our kids: "This is life, this is what you are going to face, and this is how you deal with it." Everything else is **superfluity**.

Key:

1. **impart:** to deliver, provide, give, disclose
- Teachers take the advantage of their social and professional status, and base their knowledge delivery purely on their own recognition of what is needed by the students.
2. **disillusioned:** to be free from illusion, imagination, belief or unrealistic anticipation
- The teacher should be aware that the children will grow up soon to realize the uselessness of the knowledge provided by their teachers, and be disappointed with the teaching.
3. **baffle:** to defeat by confusing or puzzling
- rudiment:** basic principle or fundamental skill
- I am worried that the teachers fail to teach the students basic skills of financial management.
4. **excel:** to outmatch, to outperform, to be superior to
- The purpose of education is not merely to help good students to succeed and be eventually recognized as elites.
5. **superfluity:** something unnecessary

Core Reading 2

School Is Bad for Children

John Holt

- 1 Almost every child, on the first day he sets foot in a school building, is smarter, more curious, less afraid of what he doesn't know, better at finding and figuring things out, more confident, resourceful, persistent and independent than he will ever be again in his schooling. Already, by paying close attention to and interacting with the world and people around him, and without any school-type formal instruction, he has done a task far more difficult, complicated and abstract than anything he will be asked to do in school, or than any of his teachers has done

for years. He has solved the mystery of language. He has done it by exploring, by experimenting, by developing his own model of the grammar of language, by trying it out and seeing whether it works, by gradually changing it and refining it until it does work.

- 2 In he comes, this curious, patient, determined, energetic, skillful learner. We teach many things. First, that learning is separate from living. Secondly, that he cannot be trusted to learn and is no good at it. Everything we teach about reading, a task far simpler than many that the child has already mastered, says to him, "If we don't make you read, you won't, and if you don't do it exactly the way we tell you, you can't." In short, he comes to feel that learning is a passive process, something that someone else does to you, instead of something you do for yourself.
- 3 In a great many other ways he learns that he is worthless, untrustworthy. The child soon learns not to ask questions—the teacher isn't there to satisfy his curiosity. Having learned to hide his curiosity, he later learns to be ashamed of it. Given no chance to find out who he is, he soon comes to accept the adults' evaluation of him. He learns to be bored, to work with a small part of his mind, to escape from the reality around him into daydreams and fantasies — but not like the fantasies of his preschool years, in which he played a very active part.
- 4 So much for criticism. What do we need to do? Many things. Some are easy — we can do them right away. Some are hard, and may take some time. Take a hard one first. We should abolish compulsory school attendance. At the very least we should modify it perhaps by giving children every year a large number of authorized absences. Kids caught in the college rush more often than not work 70 hours or more a week, most of it on paper busy work. For kids who aren't going to college, school is just a useless time waster, preventing them from earning some money or doing some useful work, or even doing some true learnings.
- 5 A concern may be "If kids didn't have to go, they'd all be out in the streets." No, they wouldn't. In the first place, even if schools stayed the way they are, children would spend at least some time there because that's where they'd be likely to find friends; it's a natural meeting place for children. In the second place, schools wouldn't stay the way they are, they'd get better, because we would have to start making them what they ought to be right now— places where children would want to be. In the third place, those children who did not want to go to school could find, particularly if we stirred up our brains and gave them a little help, other things to do—the things many children now do during their summers and holidays.
- 6 Let children work together, help each other, learn from each other and each others' mistakes. We now know, from the experience of many schools, that children are often the best teachers of other children. What is more important, we know that when a fifth- or sixth-grader who has been having trouble with reading starts helping a first grader, his own reading sharply improves. A number of schools are beginning to use what some call Paired Learning. This means

