

内 容 提 要

本书以激发读者学习英语的积极性,增加词汇量,扩大其知识面为编写原则,在编排上由浅入深,循序渐进,兼顾知识性、趣味性和科学性,有利于读者在学习过程中逐步提高语言素养,增强阅读理解能力。本书适用于具有大学公共英语4级以上水平的读者。

图书在版编目(CIP)数据

英语读写教程.Ⅲ,求精/严忠志主编. —重庆:重庆大学出版社,2003.10
(3E英语培训系列教材)
ISBN 7-5624-2936-7

I. 英... II. 严... III. ①英语—阅读教学—教材 ②英语—写作—教材 IV. H31

中国版本图书馆 CIP 数据核字(2003)第 094109 号

3E 英语培训系列教材 英语读写教程Ⅲ(求精)

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*

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全国新华书店经销

重庆现代彩色书报印务有限公司印刷

*

开本:787×960 1/16 印张:16.5 字数:370千

2003年10月第1版 2003年10月第1次印刷

印数:1—3 000

ISBN 7-5624-2936-7/H·308 定价:20.00元

本书如有印刷、装订等质量问题,本社负责调换

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前 言

随着我国成功加入 WTO，我国与国际间的交往日趋频繁，社会对英语人才的需求越来越大。为适应我国经济的快速发展，满足社会对英语人才培养的现实需求，我们以先进的英语教学理念为指导，借鉴国外出版的最新英语语言教材，结合编者自己在主要英语国家留学、任教和研究的亲身经历，根据新颖、实用的原则，编写了这套《3E 英语培训系列教材》。全套教材分“英语读写教程”和“英语听说教程”两大部分，每一部分按照读者的英语水平分为 I、II、III，即初级、中级、高级三个分册。

目前，国内出版的读写教材的编写体例主要有两种：其一是传统的泛读教材形式，即在选文后配上一些词汇、阅读理解和写作练习。这种做法往往忽略了中国人英语学习的具体情况，没有注意到相关语法知识在阅读理解和写作中的重要作用。其二是传统的精读教材形式，即在课文后配上较多的语音、语法和词汇用法方面的练习。这种做法所提供的阅读量往往较小，在阅读技巧方面的训练大多不足。

根据中国人英语学习的特点，《英语读写教程 III（求精）》借鉴了国外外语强化教学的相关经验，力求在背景知识和词汇两个方面反映当今英语国家的社会风貌，在语言知识方面则强调实用。在编写本书的过程中我们注意综合前述两类教材的长处，在主课文之后设计了阅读理解练习、完形填空练习、词汇选择练习、改错练习、写作练习以及与课文中出现的句型和主题相关的翻译练习。课后的补充读物有助于读者增加相关的词汇和扩大知识面。

在选材方面，本书力求做到语言规范，题材多样，内容新颖，且兼顾知识性、趣味性和科学性，有利于激发读者学习英语的积极性和兴趣。本书在体例编排上由浅入深、循序渐进，以便读者在学习中增加词汇量，扩大知识面，逐步提高英语语言修养。

本书的英语语言起点为大学英语 4 级，可供出国留学预备人员、准备参加大学英语 6 级、IELTS、TOEFL 等考试的学生以及具有同等英语水平、希望进一步提高英语读写能力

的学习者使用。

四川外语学院的严忠志教授负责本书的总体策划和结构设计，并且审阅和修改了稿件。重庆大学的黎静承担部分稿件的整理和修改工作，牛书杰、严丹丹、张津玮、邹远鹏、赵霞、龚琳参加了本教程的材料收集和编写工作。

在本书的编写过程中，我们参考和使用了相关资料，在此谨向相关人士表示真诚的谢意。最后，我们恳请使用本书的老师 and 读者提出宝贵意见，以便本书再版时修改完善。

编 者

2003 年 7 月

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American Dream, British Nightmare

It's been hell these past couple of weeks where, ever since the end of Euro 2000, there hasn't been any football on television. Thankfully, the suffering is now over. Most clubs are back in training. Indeed, many have already played their first pre-season matches.

With things returning to normality, fans can start dreaming about what lies in store. Every piece of information about new signings is devoured in a bid to gain some insight.¹ At this stage, everyone believes that his team is bound to do well. Yet, deep down, everyone knows how realistic those dreams are.

But, for the fans of one team, Chester, the forthcoming season bears only question marks and uncertainties. For the first time in the club's recent history it is preparing for life outside the Football League.

In itself, the fact that Chester find themselves in this position is not surprising. The club had been in receivership for some time. Somehow they had managed to survive thanks mainly to the efforts of manager Kevin Ratcliffe, who at one stage even forked out £5,000 of his own money to pay the club's water bills.

With so many Second and Third Division clubs lurching on the brink of bankruptcy, anyone coming in promising to resurrect a troubled club is bound to be welcomed with open arms. It is an understandable reaction from fans looking for something to cling on to, that ray of hope for a better future.

And so it came to be that Terry Smith, an American, was welcomed as Chester's knight in shining armour.² Up till 1998 Smith had rarely seen a game of football, or soccer as Americans persist in calling the beautiful game. His speciality was American gridiron, having played for the New England Patriots and coached the Manchester Spartans.

Still, he was proclaimed a savior. It was reported that Smith had fallen in love with the city when visiting the Chester zoo with his daughter and, for the club's desperate fans, that was enough.

But for Ratcliffe it wasn't. After just three matches, the manager who used to live and breathe Chester handed in his resignation claiming that Smith was selling and buying players behind his back. Smith's version of the incident is different, claiming that Ratcliffe resigned citing a clause in his contract whereby he would receive full payment for every year spent managing the club upon leaving within six months of any change in ownership.

Bizarrely, Smith then opted to take over the running of the club. He started introducing

concepts such as nominating three zonal captains and handing out seven-page motivational dossiers to his players.³ Anyone familiar with American Football will also have heard about these ideas. In fact, Smith himself justifies his actions so: “All I was doing was taking a set of coaching principles and applying them to football. With zonal captains I was simply giving the individual players more responsibility.”

It apparently didn't dawn on Smith in that football and gridiron are two completely different games. In the latter, the coach can change any one of his players during a match, according to the circumstances. Typically, he can bring on the more offensive players when the team is attacking and vice-versa. Hence the need for zonal captains, since different sets of players are on the pitch at different periods of the game.

Smith continues by saying: “It is easy to look at the results and say there has been no progress. But I do not believe the familiar philosophy in English football that if you aren't winning, buy better players. Where I come from, you take the players you have and make them better.” Yet, Chester's results under Smith are damning. The team was bottom of the league for most of the season. They lost 4-1 to Carlisle and 5-1 to Leyton Orient, two fellow strugglers, before Ian Atkins was eventually brought in. Too late, despite a surge in form. Chester were relegated on the last day of the season.

The real issue here isn't one about coaching methods. The question to ask is why Smith was allowed to carry on coaching the team? How come Smith was permitted to manage the club despite the fact that he didn't have any coaching qualifications? Where were the Football League and the Football Association during all of this? Does it mean that, because a team is in financial trouble, anyone with more money than sense can walk in off the street and buy the club? Do these ruling bodies have so little consideration of the smaller clubs that they are willing to let anyone to play with the dreams of so many people?

In spite of everything, Chester fans should be thankful. For all his faults on the pitch, Smith has apparently cleared all the club's debts. There is the recently built Deva Stadium, which at least gives them something on which to lay the foundations for the future. They can look at the likes of Colchester, Wycombe and Macclesfield who have all done well after a period of consolidation in the non-league.⁴

They know that it could have been much worse. Chester could have ended up homeless, like Brighton did or, worse still, gone out of business like Aldershot. The feeling is that, had this happened, no one at the Football Association or the Football League would have been bothered too much.⁵

They're probably too engrossed making money to be bothered about safeguarding the future of the game, at all levels.

Words and Expressions

forthcoming /ˌfɔːθ'kʌmɪŋ/ *adj.* 即将来临的 *n.* 来临

receivership /riːsɪˈvəʃɪp/ *n.* [律] 破产管理, 破产事物官职 (职务), 破产在管

fork out 支付, 交付

lurch /lɜːtʃ/ *v.* 徘徊, 惨败, 倾斜 *v.* 击败

resurrect /rezə'rekt/ *v.* 复兴

gridiron /'grɪdaɪən/ *n.* 橄榄球

opt /ɒpt/ *v.* 选择

zonal /zəʊnəl/ *adj.* 带状的

dossier /'dɔːsɪə/ *n.* (法) 档案, 卷宗

dawn on 渐渐被理解

relegate /'relɪgeɪt/ *v.* 降级

engross /ɪn'grəʊs/ *v.* 全神贯注, 垄断

Notes

1. Every piece of information about new signings is devoured in a bid to gain some insight. 每条有关新签约球员的消息都被广泛关注, 目的是了解俱乐部的新动向。
2. And so it came to be that Terry Smith, an American, was welcomed as Chester's knight in shining armour. 于是就出现了这样的情景: 美国人特里·史密斯就像一名身穿闪光盔甲的切斯特的骑士一样, 受到了人们的欢迎。
3. He started introducing concepts such as nominating three zonal captains and handing out seven page motivational dossiers to his players. 他开始引入一些新理念, 比如任命三名球员为三个区域的分队长, 还发给球员长达七页的调动其积极性的文字资料。
4. They can look at the likes of Colchester, Wycombe and Macclesfield who have all done well after a period of consolidation in the non-league. 球迷们可以看看有着类似经历的科尔切斯特、怀康姆和麦克尔斯菲尔德——那几家俱乐部经过一段非联盟时期的巩固后发展都不错。
5. The feeling is that, had this happened, no one at the Football Association or the Football League would have been bothered too much. 在 that 引导的表语从句中, “had this happened” 作条件状语 (if this had happened), 因省略了连接词 if, 故采用了倒装形式。

Read and Think

1. Choose the best answer according to the information in the text.

(1) What is the article about?

A. The British football team.

B. The problem in the management of the small team.

- C. How to manage a football team.
 - D. The interaction between the American and the British.
- (2) What does the title of the article do ?
- A. To attract the attention of readers.
 - B. To summarize the main topic of the article.
 - C. To embody the different attitudes to sleeping.
 - D. To reveal the difference between the American and the British.
- (3) What is revealed in Paragraph 6 ?
- A. Smith had no experience in football management.
 - B. Smith would be no good coach.
 - C. Smith got very wide support.
 - D. The Chester had a good future.
- (4) What is the main problem of Chester ?
- A. It has no financial support.
 - B. It has no good coach.
 - C. It has no good players.
 - D. No one would like to support it.
- (5) What was the main cause for Kevin Ratcliffe's resignation ?
- A. His income was too low.
 - B. He couldn't control the team.
 - C. No players would support him.
 - D. He claimed the boss ignored him.
- (6) Smith became the ruler of Chester because _____.
- A. he was a good coach
 - B. he had rich experience to be a coach
 - C. he had enough money to support the team
 - D. he was famous in America
- (7) What is the main problem in the management of the small club ?
- A. The manager had no experience.
 - B. The manager just wanted money.
 - C. They had no financial support.
 - D. The managing scale was too small.
- (8) What is the attitude of the author toward the management tactics of Smith ?
- A. Approving.
 - B. Indifferent.
 - C. Critical.
 - D. Cautious.
- (9) What does the "dream" in Paragraph 12 mean ?
- A. They hope they can join the team.
 - B. They hope they can go to watch the match.
 - C. They want the team they support to have a good future.
 - D. They think they can possess the team one day.
- (10) What's the main fault of Smith in managing his team ?
- A. He treated the football as the gridiron.

- B. He didn't follow others' suggestion.
- C. He was a dictator in his team.
- D. He didn't believe in practice.

Read and Complete

2. Fill in the blanks with the proper forms of the words and expressions given below.

be bound to fork out persist in be familiar with dawn on
 carry on hand in desperate bid lurch

- (1) I've read the book for several times, and I _____ every character in it.
- (2) Don't lie to her. She _____ find out all about it.
- (3) They _____ talking even when the music got started.
- (4) I've got to _____ a lot of money to the Collector of Taxes this year.
- (5) They _____ finishing the journey in spite of the bad weather.
- (6) It suddenly _____ me that I had caught a wrong train.
- (7) Last night I saw a drunken man _____ along the street.
- (8) He failed in his _____ to reach the summit.
- (9) She wrote me a _____ letter.
- (10) _____ your examination papers now, please.

3. Correct the mistakes in the following passage.

After a foreign student has decided to come to the United States to study English, he must think of where he is going to live and with whom. I believe that he should live with American family if he can, because they can give him the support that he needs. They can help him improve his English either. To begin with, the foreigner who inhabits with an American family can rely on them for support as he adjusts to a complete new way of life.

Another advantage of live with an American family for a foreign student is what the student can improve his English quickly. He will meet friends who come to visit. He will be forced to use English if he wants to or not.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____

As far as disadvantages are concerned, I see only one: he may be (9) _____ treated like baby. The family will want to protect him from danger situations. I will conclude by saying that even if the student has to put up of being (10) _____ treated like a child sometimes, he is better off to living with an American family who can help him. He will find kindness and support when he is new in the country. Also, he will speak English most of the time.

4. Cloze .

Solar energy for your home is coming. It can help you as a single homeowner. It can help the whole country as well. Whether or not solar energy can save your money (1) _____ many things. Where you live is one factor. The types of home you have is (2) _____. Things like insulation, present energy costs, and the types of system you buy are other (3) _____.

Using solar energy can help save our fuel. As you know, our supplies of oil and gas are very (4) _____. There is just not enough on hand to meet all our future energy (5) _____. The only way we can save energy now is (6) _____ using other sources, like the sun.

We won't have to worry about the sun's running (7) _____ energy for another several billion years or so. Besides being an endless source of energy, the sun has other (8) _____ as well. The sun does not offer as many problems as other energy sources. For example, fossil fuel plants cause high (9) _____ levels. With solar energy, we will still need these sources of energy, but we won't need as much. That means we can (10) _____ on our pollution problems.

- | | | | |
|----------------------|----------------|----------------|---------------|
| (1) A. determines to | B. relies with | C. depends on | D. decides |
| (2) A. other | B. another | C. the others | D. the rest |
| (3) A. things | B. problems | C. costs | D. factors |
| (4) A. limitless | B. endless | C. limited | D. few |
| (5) A. needs | B. require | C. demand | D. asks |
| (6) A. to | B. for | C. by | D. on |
| (7) A. off with | B. on | C. out of | D. into |
| (8) A. problems | B. things | C. supplies | D. advantages |
| (9) A. pollution | B. problems | C. environment | D. living |
| (10) A. cut in | B. cut up | C. cut down | D. cut out |

5. Translate the following sentences into English, using the phrases given in the brackets.

- (1) 她说的话与她的实际行为不相符。(bear)
- (2) 在加拿大北部,很少的鸟类挨过严冬活下来。(survive)
- (3) 在记者招待会上,总统宣布将争取连任。(proclaim)
- (4) 现在很多学生选择一些实用性课程。(opt)
- (5) 观众们完全被演员的表演吸引住了。(engross)
- (6) 即使一些过去由我们大脑完成的工作也正在由计算机代为完成,但计算机不会代替我们人。(take over)
- (7) 她始终抱着一个希望,就是他仍活着。(cling to)
- (8) 她如饥似渴地读那本新侦探小说。(devour)
- (9) 我已经被降到只任助手的工作了。(relegate)
- (10) 那噪音都能把死人吵活!(resurrect)

6. Translate the following sentences into Chinese.

- (1) It's been hell these past couple of weeks where, ever since the end of Euro 2000, there hasn't been any football on television.
- (2) Every piece of information about new signings is devoured in a bid to gain some insight.
- (3) With so many Second and Third Division clubs lurching on the brink of bankruptcy, anyone coming in promising to resurrect a troubled club is bound to be welcomed with open arms.

- (4) And so it came to be that Terry Smith, an American, was welcomed as Chester's knight in shining armour.
- (5) Smith's version of the incident is different, claiming that Ratcliffe resigned citing a clause in his contract whereby he would receive full payment for every year spent managing the club upon leaving within six months of any change in ownership.
- (6) He started introducing concepts such as nominating three zonal captains and handing out seven-page motivational dossiers to his players.
- (7) Does it mean that, because a team is in financial trouble, anyone with more money than sense can walk in off the street and buy the club ?
- (8) They can look at the likes of Colchester, Wycombe and Macclesfield who have all done well after a period of consolidation in the non-league.
- (9) The feeling is that, had this happened, no one at the Football Association or the Football League would have been bothered too much.
- (10) They're probably too engrossed making money to be bothered about safeguarding the future of the game, at all levels.



7. **Read the following article. Write a composition of about 150 words on the following topic: My Dream. State your views clearly in the first part, give supporting details in the second part and come up with a natural conclusion in the last part.**

Our Dream House

In 1987 my family moved into a new house, in a new subdivision in an area which was just barely starting to be developed. Locally it is known as the Mines Road Area. The area had been farmland, and it was also used for mining.

The home which we moved into was newly built on what used to be an onion field. We were still in the process of moving in and getting settled when little things started to grab our attention. We started to feel like we were being watched, or we would get an eerie feeling in one room or another. To this day one of my sisters refuses to sleep in a certain room of the house.

I am not clairvoyant; I don't see ghosts, but I have dreamed about them. I recall one dream soon after we moved into the house. I was asleep in my room and as I dreamed I saw a man come through my bedroom door. He stared at me as I slept, and he seemed very enraged at me for being there. I gathered my sisters together and told them about my dream.

I also told my aunt, who is clairvoyant, and she confirmed what was happening. She had already seen the ghosts, but did not want to alarm us and so she said nothing. However, things began to get out of control. We were never physically attacked, but the strange noises increased, shadows were seen with more frequency, and our uneasiness began to escalate. We couldn't sleep at night. We were all having strange dreams.

My father, who never saw or felt a thing, would brush it aside. My mother, though, started to worry, despite the fact that she had not experienced anything. She was deeply concerned for us. She talked to her sister (my clairvoyant aunt), with whose help we managed to exorcise the ghosts from within the house.

According to my aunt, our experiences, and my dreams, we estimate that between four and six ghosts were present in the house. We still have one or two, but they are not causing any harm. (I suspect there are two only because of a gut feeling.) My aunt has mentioned the spirit of a little boy, who can still be felt as a cold spot or a sudden burst of physical energy in the living room. The man who stared at me so horribly in my dream, according to my aunt, was a malevolent spirit which caused all the others to remain earthbound. This particular spirit is still here, but he is not inside the house. At times we can still feel this dread as we are approaching or leaving the house, or sitting out-doors.

Something else remained with me. Prior to our move, my weird dreams were simply that— weird dreams. Now, I have to stop and think about my dreams because some feel as if they have a hidden meaning that I must decipher.

Back around 1990, I had a dream about entering a huge, castle-like home, and wandering through its halls and secret passages. In the dream I was going through each room—some of which seemed to have doors which lead nowhere and others with no visible doors. As I went through the castle I had a feeling of total despair and sadness.

In the dream, I had this really strong feeling of a woman in the house. How could she live here? I thought. How did she escape? All the while, I could hear her crying. I had the impression of a tyrannical husband. I finally made it to the foyer of the house, which has a huge entryway and as I tried to

get out I realized that I couldn't. In my dreaming mind, I thought: How sad to be surrounded by doors and still have no way out.

Finally I made it to a room. In my dreaming mind I felt this was her room, but the room was empty and something did not feel right to me. I looked up, and I saw a hideaway staircase. I pulled on the rope and the stairs came down. I climbed up and saw this amazing room. All the candles were lit in the room—which is strange because no one had been there in ages. I felt sadness and despair the most in this room. I looked around, and saw a closet door. In my dreaming mind I started to feel that this is how she got out. I opened the door, but it was only a closet. I closed the door, and I heard a noise from behind it. As I opened it again, I saw that some of the paneling from the far wall had fallen. I lifted the plank, which revealed a shaft and I thought: She must have starved herself to fit in here.

I awoke knowing that this dream was significant. Through the years I continued to have dreams of this house. The dreams were never as detailed as that first one—with the exception of the one I had about two months ago. I dreamed again of the house, and again felt that same despair and sadness. In this dream, however, I saw myself terrified, cornered, alone, and praying.

I told my aunt about it, the same aunt who helped us with the ghosts at the house. Before I could tell her all my dream she started to describe it to me—including sections of the dream which I had forgotten, including the husband. She told me that what I was describing was a castle in Ireland called Fiefhy Castle. The husband accused his wife of being unfaithful and imprisoned her within the walls of the castle where she starved to death.

Why am I dreaming this? Does anyone have any information on this castle? I have searched the Internet, and most resources available to me at present, but I have found nothing. There was a haunted castle in Fife, Scotland, but the story of its haunting does not tie in with my dream in appearance or otherwise.

My first thought was of past-life experience, which, if true, would account for my present karmic experiences where love is concerned. I cheated on my husband in a previous life. Yes, I believe I did, but it was because he was a tyrannical monster.

eerie 怪诞的, 可怕的, 不安的, 奇异的

clairvoyant 透视的, 有洞察力的

exorcise 驱邪, 除怪

malevolent 有恶意的, 坏心肠的

decipher 破译(密码等), 解释

foyer 休息室, 大厅



Types of Writing—Description

Description is painting a picture in words of a person, place, object, or scene.

A description essay is generally developed through sensory details, or the impressions of one's senses—sight, hearing, taste, smell, and touch. Not all details are useful. The writer should choose those that help to bring out the dominant characteristic or outstanding quality of the person or thing described, and leave out those irrelevant ones, which, if included, would only distract the reader's attention from the main impression the writer wishes to give.

(1) Description of a person

In describing a person, the writer should not merely give details of his appearance. He should try to reveal the person's character, thoughts, and feelings, which may be shown in what the person does and says, or in how he behaves to others. And it is important to grasp the characteristic features that distinguish him from all the other people. Those features that he shares with others can be omitted. Peculiarities and idiosyncrasies of a person, if any, should be included in the description, for they usually impress the reader deeply and give life to the person described.

(2) Description of a place

Places may be described for their own sake, as in essays on visits to famous scenic places, but also for the purpose of revealing the personality and character of a person, or creating a feeling or mood. A clean and tidy room, for example, might show that the occupant is an orderly person. The howling of a chilly wind, the falling of autumn leaves, a house standing in solitude on a barren mountain, all help to build up a somber mood and increase the feeling of depression. As in describing a person, in describing a place one should mainly write about the things that make it different from other places.

(3) Description of an object

To describe an object we have to depend on our senses, because we need to mention its size, shape, color, texture, taste, and smell. It is also necessary to tell how it is used if it is useful, and what part it plays in a person's life if it is in some way related to him. But emphasis should be placed on only one aspect of the object, probably its most important characteristic.

(4) Description of a scene

A scene is sometimes the main part of an essay, and sometimes only an episode in a long

narrative. It usually consists of three basic factors: the setting, the people, and the actions. It is also possible to describe the scene of some natural phenomenon.

Again, the writer should try to create a dominant impression when describing a scene. Before he begins to write, he must make up his mind as to what effect he wants the description to achieve. This will help him to decide which details to delete and which to include.



The Culture of Democracy

Democracy is more than the sum of its institutions. A healthy democracy depends in large part on the development of a democratic civic culture. Culture in this sense does not refer to art, literature, or music, but to the behaviors, practices, and norms that define the ability of a people to govern themselves.¹

A totalitarian political system encourages a culture of passivity and apathy. The regime seeks to mold an obedient and docile citizenry. By contrast, the civic culture of a democratic society is shaped by the freely chosen activities of individuals and groups. Citizens in a free society pursue their interests, exercise their rights, and take responsibility for their own lives. They make their own decisions about where they will work, what kind of work they will do, where they will live, whether to join a political party, what to read, and so on. These are personal decisions, not political decisions.

Literature, art, drama, and film—the artistic expression of a society's culture—also exist independently of government. A democratic society may support or otherwise encourage artists and writers, but it does not set artistic standards, pass judgment on the worth of artistic endeavors, or censor artistic expression. Artists are not employees or servants of the state. The primary contribution of a democracy to art is freedom—to create, to experiment, to explore the world of the human mind and spirit.

Education is a vital component of any society, but especially of a democracy. As Thomas Jefferson wrote: “If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never shall be.”

In contrast to authoritarian societies that seek to inculcate an attitude of passive acceptance, the object of democratic education is to produce citizens who are independent, questioning, and analytical in their outlook, yet deeply familiar with the precepts and practices of democracy. Educator Chester E. Finn, Jr., said in his address to educators in Nicaragua: “People may be born with an appetite for personal freedom, but they are not born with knowledge about the social and political arrangements that make freedom possible over time for themselves and their children...Such things must be acquired. They must be learned.”

From this perspective, it is not enough to say that the task of education in a democracy is simply to avoid the indoctrination of authoritarian regimes and provide instruction that is neutral concerning political values. That is impossible: All education transmits values, intended