

备战2009年12月英语四级考前每日一练(19)英语四级考试 PDF
转换可能丢失图片或格式，建议阅读原文

https://www.100test.com/kao_ti2020/645/2021_2022__E5_A4_87_E6_88_982009_c83_645660.htm tb42">

It has been argued that where schools become bureaucratized(官僚机构化), they become bound up with the techniques and implementation of the managerial process, and may concentrate on concern with position and self-advancement. In doing so, they may neglect the purpose for which they were set up. Thus, they do not facilitate(使便利) the development of those who are part of the school community, and tend to neglect the desires of children, parents and society at large. It is because of such criticisms that there has been an increasing influence in political rhetoric(花言巧语) and legislation of free-market theories of organization and society. Such theories suggest that a much more market-oriented, competitive approach is required so that schools re-orient themselves towards their "clients". By doing so, it is claimed, not only do they once again address the needs of those with whom they should be primarily concerned, but such an approach also unleashes(发出)the benefits of individual responsibility, freedom of choice, and reward. Though much of this sounds attractive, it has its roots as much in an economic body of thought as in social and political theory, and this must raise the question of whether it can be viably transferred to an educational context. Indeed, if by "educational" we mean the development of all within the school community, then free-market theory may miss the mark by concentrating on only one section, "the consumers". If

teachers are seen as part of this community, then their development is just as important. If bureaucratic forms of management face the problem of explaining how their values can be objective when they are in fact the product of a particular value orientation, the forms of management derived from free-market theories, suggesting an openness to the adoption of different sets of values, are subject to the charge of relativism. In other words, free-market theories, granted that they are arguing that individuals should be allowed to pursue their own ends, must explain why any set of values, including their own, is preferable to another. 57. According to the author, criticism of schools arises from [A] a misunderstanding of schools officials [B] the high cost of education due to bureaucracy [C] concerns that schools deliberately neglect students [D] a perception of them as self-serving and bureaucratic 58. The "school community" (Line 4, Para. 3) the author refers to would probably include [A] students [B] students and parents [C] students, parents and teachers [D] teachers and students 59. The transfer of free market ideas to the schools may fail because [A] schools have no real clients [B] they have no solid purpose in their aims [C] schools are totally different from the free market [D] they concentrate only on the consumer and do not include teachers 60. According to the passage, criticism of free market solutions in education arises from the fact that [A] their values are too subjective [B] the educational context is not a free market [C] they do not explain why their set of values are better than others [D] their values are too different from those within an educational context 61. "The charge of relativism" mentioned in the

last paragraph is meant to show the values are [A] too narrow-minded [B] too self-serving [C] not specific enough [D] not strongly held

【结构剖析】议论文。本文介绍了目前对学校管理采取自由市场理论的争论，接着对这种管理方式的弊端进行了分析：如果学校只是以私利为目的，就会忽视了孩子、家长和社会的发展需求。最后对这种从社会和政治上移来的自由市场理论在学校并不适用的观点进行了论证。点击进入论坛查看答案

100Test 下载频道开通，各类考试题目直接下载。详细请访问 www.100test.com