

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on **Answer Sheet 2**.

Joy: A Subject Schools Lack

Becoming educated should not require giving up pleasure

- A) When Jonathan Swift proposed, in 1729, that the people of Ireland eat their children, he insisted it would solve three problems at once: feed the hungry masses, reduce the population during a severe depression, and stimulate the restaurant business. Even as a satire(讽刺), it seems disgusting and shocking in America with its child-centered culture. But actually, the country is closer to his proposal than you might think.
- B) If you spend much time with educators and policy makers, you'll hear a lot of the following words: "standards," "results," "skills," "self-control," "accountability," and so on. I have visited some of the newer supposedly "effective" schools, where children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still.
- C) A look at what goes on in most classrooms these days makes it abundantly clear that when people think about education, they are not thinking about what it feels like to be a child, or what makes childhood an important and valuable stage of life in its own right.
- D) I'm a mother of three, a teacher, and a developmental psychologist. So I've watched a lot of children—talking, playing, arguing, eating, studying, and being young. Here's what I've come to understand. The thing that sets children apart from adults is not their ignorance, nor their lack of skills. It's their enormous capacity for joy. Think of a 3-year-old lost in the pleasures of finding out what he can and cannot sink in the bathtub, a 5-year-old beside herself with the thrill of putting together strings of nonsensical words with her best friends, or an 11-year-old completely absorbed in a fascinating comic strip. A child's ability to become deeply absorbed in something, and derive intense pleasure from that absorption, is something adults spend the rest of their lives trying to return to.
- E) A friend told me the following story. One day, when he went to get his 7-year-old son from soccer practice, his kid greeted him with a downcast face and a sad voice. The coach had criticized him for not focusing on his soccer drills. The little boy walked out of the school with his head and shoulders hanging down. He seemed wrapped in sadness. But just before he reached the car door, he suddenly stopped, crouching(蹲伏) down to peer at something on the sidewalk. His face went down lower and lower, and then, with complete joy he called out, "Dad. Come here. This is the strangest bug I've ever seen. It has, like, a million legs. Look at this. It's amazing." He looked up at his father, his features overflowing with energy and delight. "Can't we stay here for just a minute? I want to find out what he does with all those legs. This is the coolest ever."
- F) The traditional view of such moments is that they constitute a charming but irrelevant byproduct of youth—something to be pushed aside to make room for more important qualities, like perseverance(坚持不懈), obligation, and practicality. Yet moments like this one are just the kind of intense absorption and pleasure adults spend the rest of their lives seeking. Human lives are governed by the desire to experience joy. Becoming educated should not require giving up joy but rather lead to finding joy in new kinds of things:

reading novels instead of playing with small figures, conducting experiments instead of sinking cups in the bathtub, and debating serious issues rather than stringing together nonsense words, for example. In some cases, schools should help children find new, more grown-up ways of doing the same things that are constant sources of joy: making art, making friends, making decisions.

- G) Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard. It would just require a shift in the education world's mindset(思维模式). Instead of trying to get children to work hard, why not focus on getting them to take pleasure in meaningful, productive activity, like making things, working with others, exploring ideas, and solving problems? These focuses are not so different from the things in which they delight.
 - H) Before you brush this argument aside as rubbish, or think of joy as an unaffordable luxury in a nation where there is awful poverty, low academic achievement, and high dropout rates, think again. The more horrible the school circumstances, the more important pleasure is to achieving any educational success.
 - I) Many of the assignments and rules teachers come up with, often because they are pressured by their administrators, treat pleasure and joy as the enemies of competence and responsibility. The assumption is that children shouldn't chat in the classroom because it hinders hard work; instead, they should learn to delay gratification(快乐) so that they can pursue abstract goals, like going to college.
 - J) Not only is this a boring and awful way to treat children, it makes no sense educationally. Decades of research have shown that in order to acquire skills and real knowledge in school, kids need to want to learn. You can force a child to stay in his or her seat, fill out a worksheet, or practice division. But you can't force the child to think carefully, enjoy books, digest complex information, or develop a taste for learning. To make that happen, you have to help the child find pleasure in learning—to see school as a source of joy.
 - K) Adults tend to talk about learning as if it were medicine: unpleasant, but necessary and good for you. Why not instead think of learning as if it were food—something so valuable to humans that they have evolved to experience it as a pleasure?
 - L) Joy should not be trained out of children or left for after-school programs. The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom. "Pleasure" is not a dirty word. And it doesn't run counter to the goals of public education. It is, in fact, the precondition.
36. It will not be difficult to make learning a source of joy if educators change their way of thinking.
37. What distinguishes children from adults is their strong ability to derive joy from what they are doing.
38. Children in America are being treated with shocking cruelty.
39. It is human nature to seek joy in life.
40. Grown-ups are likely to think that learning is to children what medicine is to patients.
41. Bad school conditions make it all the more important to turn learning into a joyful experience.
42. Adults do not consider children's feelings when it comes to education.
43. Administrators seem to believe that only hard work will lead children to their educational goals.
44. In the so-called "effective" schools, children are taught self-control under a set of strict rules.

45. To make learning effective, educators have to ensure that children want to learn.