

教育史 “专业英语” 试论

英译汉:

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The later decades of the 19th century saw a continuation of the trend toward urbanization as the rural migration and influx of immigrants continued. Beginning in 1885 a large migration from eastern and southern Europe, known as the New Migration, brought millions of new immigrants to America (see Table 7.1). As in earlier decades, the schools were seen as both the path to upward mobility and a weapon in the war on urban poverty, juvenile delinquency, and the perceived moral derogation of society.

In the period after the Civil War the common school spread beyond its New England beginnings to the remainder of the nation. Increased enrollment in the common schools translated into a growing demand for education beyond the common school. In response, the late 19th and early 20th centuries witnessed the rapid and national expansion of another educational institution, the comprehensive high school, as well as the introduction of a new secondary institution, the junior high school. In higher education this was also a time of institution building—the junior college—as well as a period of expansion and redefinition of existing institutions. Normal schools expanded their curricula and became teachers colleges involved in the training of both elementary and secondary teachers. And, what were essentially small liberal arts colleges transformed into large universities involved in graduate education and research. At the other end of the spectrum, the kindergarten was introduced.

A number of forces worked to bring about these changes. The demands of workingmen, farmers, and a growing middle class; the ongoing demand for skilled workers; concern over U.S. competition in the world market; and major national reform reports on the curriculum were key factors in the transformation of the high school as well as the movement to introduce vocational education into the curriculum. Additional impetus for growth and change in higher education came from the Morrill Acts and the increased number of women entering higher education. At the end of the period the framework of the American educational system we know today, from the kindergarten through the comprehensive high school and the multipurpose research university, was in place.

During this period in American education history major changes were taking place not only in public elementary, secondary, and postsecondary education, but also in the education of two groups that had traditionally been excluded from these schools—Native Americans and African Americans. After the Civil War the federal government became involved in the education of the former slaves while also assuming greater responsibility for the education of Native Americans. However, as the century progressed, the government withdrew its support for the education of Blacks, which fell into neglect in the hands of the states. At the same time, federal programs for Native Americans expanded and became institutionalized under the Bureau of Indian Affairs. The condition of the education of Blacks and Native Americans did not significantly improve until the middle of the next century.