

# 教育英语文选

## ENGLISH READINGS IN EDUCATION

周南照 编注

教育科学出版社

# 教育英语文选

周南照 编注

教育科学出版社

## 教育英语文选

周南照 编注

---

教育科学出版社出版

(北京北环西路10号)

新华书店北京发行所发行

外文出版社印刷厂印装

---

开本850×1168毫米1/32 印张18.5

1984年11月第1版 1984年12月第1次印刷

印数: 00,001—10,000册

书号: 7232·169 定价: 2.70元

CA180/07

## 编者的话

外语是专业学习的工具，掌握一种外语就是掌握打开一个知识宝库的钥匙。对于需要广阔视野的教育科学研究来说，外语的意义和作用是无需多说什么了。

编辑这本文选的目的有二：

其一，是为读者提供学习教育专业英语的阅读材料。在掌握一定的英语语法和词汇基础以后，阅读技能的形成和提高全靠大量的阅读实践，而这种实践又需要有文字难易适当、内容切合专业的语言材料。编者在力所能及的范围内浏览英语教育文献，将其中若干论述编集成册，首先的考虑就是想使更多的人有学习教育专业英语的读物，借以巩固已有的语法知识，扩大专业词汇，熟悉专业英语文体，从而增进阅读英语教育书刊的能力。

其二，是为读者了解国外教育现状和教育科学概貌提供若干第一手资料。语言的形式总是依附于一定的内容；如果在学习语法形式的同时能摄取新的专业信息，语言的学习就会更有意义，而且会更加有效。编者希望这些材料能有助于开阅读者的视野，使我们对于某些教育学科研究的起点有更多更新的认识。如果说一切有成就的学者都是因为“站在巨人的肩上”才比常人看得更远，那就愿此书能成为使读者站得更高一点的垫脚石。

编入书中的文章和节录大多选自七、八十年代英美和联合国教科文组织出版的教育书刊。文字是规范的当代英语，或浅近而流畅，或虽多长句而不艰涩，一般比较好读。内容上考虑到读者的不同需要，涉及的面较广，也许失之庞杂。无论如何，一本书的容量总是极其有限的，这里所撷取的只能是万千书林中的一

页，想来读者是不会苛求于编者的挂一漏万的。

这本文选只是一种语言学习的“读物”，编者无意让它作什么“阅读教材”；对于资产阶级教育思想希望读者注意辨别、批判，编者不多作说明。所作注释和参考译文，也只是个人浅见，若有不妥，欢迎读者指正。

编者相信诚实的劳动，相信知识的价值。在一块不是贫瘠的土地上，只要辛勤耕耘，汗水终会带来收获的。如果读者在“为中华崛起而读书”的时候，能从这本书中获得有益的知识，获得语言学习的乐趣，编者也就能因笨拙的劳动得到报偿而自慰了。

编者虽有良好的心愿，但因才疏学浅，选文必有失当之处，真诚地期待读者的批评指正。

这本教育英语文选的出版，应该归功于很多人的努力。编者感谢北京图书馆、中央教育科学研究所图书馆、中国联合国教科文组织全国委员会秘书处资料室、教育部科技局情报处等单位的同志为编辑本书提供了很多方便，感谢章咸、马燕生、张学忠等同志为本书提供了不少最新的资料，感谢陈友松和滕大春两位前辈的热情鼓励和审读。感谢中央教育科学研究所诸多同事的鼓励和支持。感谢黄小燕同志为本书部分文稿打字。编者将记住为本书的印行付出了劳动的每一个人。

附记：此书校样承马兰同志细心校对特此致谢。

编者

一九八三年四月

于中央教育科学研究所

## 体例说明

1. 篇目大致以专业内容编排，阅读时可根据需要和语言难易程度选学。

2. 同一篇中收入不同著述的节录时，以 I, II, III 等标明。这些节录或是为了提供不同风格的文字，或是为了提供观点不同的各家之言。

3. 文中加有注释的部分排成斜体，于右上角标以小号阿拉伯数字，如 *recurrent education*<sup>12</sup>。读者再按数字查找相应的注释。注释以简略为原则。酌加注释的多为某些专业词汇、固定词组和长句的语法结构分析。为方便起见，使用了若干字母作语法说明的符号：S=subject (主语)；V=verb (动词)；O=object (宾语)；P=predicative (表语)；C=complement (补足语)；Attrib=attributive (定语)；Adv=adverb (状语)。└表示修饰关系。

4. 部分文章未作注释，一种情况是其中没有什么语言难点，一种情况是考虑到有些专业性较强的文字，读者当都有相当的语言基础，编者希望在有限的篇幅内多收原文，少数语言难点可通过查阅有关工具书或请教高明得到解决。

5. 部分文章后附有作者简介。

6. 原文中表示强调或着重的斜体字，仍排成斜体。

7. 翻译技能也是外语学习的目的之一。为了和读者共同探讨翻译方面的原则和方法，特在第75篇 I 后附上拙译一篇。对于“信、达、雅”的翻译标准，各人有各人的理解，译文自然也应各有千秋。而且，翻译主要靠自己中外两种语言的基础、专业知

识和大量实践，别人的东西只能作为参考。

8. 少数节选，出于篇幅、内容、文字等方面的考虑，在不损害原意的情况下，编者作了若干删节或技术性的改动，文末以“abstracts from”或“adapted from”表明。

9. 第 V 部分关于教育家的篇目，按教育家所处年代的先后排列。

10. 篇末附录，按字母顺序列出了原文作者的姓名，其后为收入本书中的篇目页码。

04

H319.4  
7746

封面设计：陈圣西

(社目111-250)

书号：7232·169

定价：2.70 元



# CONTENTS

## Part I

1. Education (教育) .....	1
2. Schooling (学校教育) .....	27
3. Learning (学习) .....	34
4. Teaching (教学) .....	49
5. Teachers (教师) .....	52
6. Curriculum (课程) .....	59
7. Moral Education (德育) .....	67
8. Intellectual Education (智育) .....	73
9. Physical Education (体育) .....	75
10. Aesthetic Education (美育) .....	81

## Part II

11. Education and Society (教育和社会) .....	83
12. Education and Development (教育和发展) .....	94
13. Education and Economy (教育和经济) .....	102
14. Education and Science and Technology (教育和科学技术) .....	108
15. Education and the World of Work (教育和劳动世界) .....	119
16. Education and Culture (教育和文化) .....	128
17. Education and Communication (教育和通讯交流) ..	132

## Part III

18. Development of World Education (世界教育的发展)	136
19. Pre-school Education (学前教育)	143
20. Primary Education (初等教育)	152
21. Secondary Education (中等教育)	157
22. Higher Education (高等教育)	163
23. Teacher Education (师范教育)	173
24. Technical and Vocational Education (技术职业教育)	185
25. Literacy and Adult Education (扫盲和成人教育)	186
26. Special Education (特殊教育)	197
27. Family Education (家庭教育)	201
28. Lifelong Education (终身教育)	206

## Part IV

29. Education Sciences (教育科学)	220
30. Educational Research (教育研究)	239
31. Educational Policies (教育政策)	257
32. Educational Planning (教育计划)	263
33. Educational Structures (教育结构)	270
34. Educational Management (教育管理)	274
35. Educational Legislation (教育立法)	276
36. Educational Content (教育内容)	279
37. Educational Methods (教育方法)	285
38. Educational Technology (教育技术)	289

39. Improving Educational Achievement (提高教育成绩)	298
40. Systems of Education (教育制度)	303
41. Theories of Education (教育理论)	310
42. Pedagogy (教育学)	323
43. Theory of Instruction (教学论)	337
44. History of Education (教育史)	341
45. Philosophy of Education (教育哲学)	357
46. Educational Psychology (教育心理学)	380
47. Sociology of Education (教育社会学)	387
48. Economics of Education (教育经济学)	395
49. Higher Education (as a field of study) (高等教育学)	407
50. Comparative Education (比较教育学)	411
51. Comparative Higher Education (比较高等教育学)	424
52. Education in the USSR (苏联教育)	428
53. Education in the USA (美国教育)	434
54. Educational Measurement (教育测量学)	442
55. Educational Information (教育情报)	449
56. Futuristics of Education (教育未来学)	453
57. The Future Development of Education (教育的未来发展)	461
58. Democratization of Education (教育民主化)	474

## Part V

59. Plato (帕拉图)	479
60. Aristotle (亚里斯多德)	482
61. John Amos Comenius (夸美纽斯)	485



62. John Locke (洛克)	487
63. Jean Jacques Rousseau (卢梭)	492
64. Johann Heinrich Pestalozzi (裴斯泰洛齐)	496
65. Johann Freidrich Herbart (赫尔巴特)	500
66. Friedrich Wilhelm Froebel (福禄培尔)	504
67. Herbert Spencer (斯宾塞)	513
68. Karl Marx and F. Engels' View of Education (马克思和恩格斯的教育观)	515
69. V. I. Lenin's View of Education (列宁的教育观)	518
70. N. K. Krupskaya on Education (克鲁普斯卡娅论教育)	523
71. Anton Semenovitch Makarenko (马卡连柯)	526
72. John Dewey (杜威)	531
73. A. Kairov on Education (凯洛夫论教育)	537
74. V. A. Suchomlinski on Education (苏霍姆林斯基论教育)	540
75. Jean Piaget (皮亚杰)	543
76. Jerome Bruner (布鲁纳)	557

## Part VI

77. What Is Unesco (什么是联合国教科文组织)	560
78. Asian Programme of Educational Innovation for Development (亚洲教育革新为发展服务计划)	567
79. Education for International Understanding (国际了解教育)	573
80. International Cooperation in Education (国际教育合作)	575
Author Index (作者姓名索引)	580

## Part I

### 1. EDUCATION

#### I

Education can mean many different things. Anything that you learn is a part of your education, even though you may not have learned it in school. You learn from books, magazines, newspapers, pictures, maps, television, and radio. You learn from talking with other people. Education that you get in school is called *formal education*<sup>1</sup>. Learning outside of the classroom is called *informal education*<sup>2</sup>.

From the time of the cavemen *human beings*<sup>3</sup> have always taught what they knew to their young. *If they had not, no child would have survived.*<sup>4</sup> He would not have known which animals were dangerous, which plants were good to eat, or how to make a fire to keep warm.

After many centuries man learned to write down what he knew. In this way he could save up more knowledge and *pass it on to*<sup>5</sup> his children and grandchildren.

.....

All through history people have had many different ideas about how to teach students and what to teach them. Some have thought that the main purpose of education was to preserve the great things from the past, such as classical languages and literature. Some have thought that the aim of education was to give the student the manners and graces of the ruling classes. Others have cared most about teaching their religious beliefs to the next generation, as the Puritan schools taught the Bible.

Some teachers have been most *concerned with*<sup>6</sup> the students' learning facts. Others have tried to teach the students to have

open, inquiring minds, as Socrates and the Greek philosophers did. Some have taught skills more than thinking.

Some educators believe that schools should help each person to grow and learn all that he can *for his own sake*<sup>7</sup>. Some believe that the main purpose of education is to give the student an understanding of the world *he lives in*<sup>8</sup> and to encourage him to work toward solving his world's problems.

In the progressive idea of education the teacher begins with the natural abilities of each child. The child is taught basic skills in a way that has meaning for him. What the child studies is kept within the scope of his understanding. It is related to his own experience, so that he will want to learn.

Child-centered education began with *Rousseau and Pestalozzi*<sup>9</sup>. It was developed further in the United States by John Dewey. In the United States it was called progressive education.

(Arthur W. Foshay)

—from *THE NEW BOOK OF KNOWLEDGE*, Grolier Inc., 1978

## 【注 释】

1. 正规教育 2. 非正规教育 3. 人 4. 如果他们没有(教育后代)的话, 那就没有(一个)儿童能生存下来 5. 把它传给 6. 关心; 很重视 7. 为自己 8. 即 *in which he lives*, 他生活(在其中)的(世界) 9. 卢梭(1712—1778)和裴斯泰洛齐(1746—1827)

## II

*While*<sup>1</sup> there can be no question of considering education *in isolation from*<sup>2</sup> science, technology, culture and information,

as<sup>3</sup> a social practice that may involve all the members of society in one way or another, education has its own characteristics which call for<sup>4</sup> specific forms and actions, the establishment and development of special structures and institutions, the constant improvement and renewal of its content, methods and forms, the enrichment and updating of its concepts, and indeed, the elaboration of new concepts.

While<sup>5</sup> education is determined by society, it none the less exerts a great influence itself on the way in which society evolves. The lines of force and the scope of that influence depend upon the role which a given society attributes to education, on the percentage of the population which enjoys its benefits, and on its objectives, content and methods.

— from *Unesco Medium-Term Plan* (1977—1982)

### 【注 释】

1. 连词, 此处意为“尽管, 虽然”, 引导让步状语从句。全句的语法结构为 {While there can be no question of considering ..... (as a ..... practice (that may involve .....))}, education has its own characteristics (which call for .....). 全句大意为: “毫无疑问, 我们可以……把教育作为……的一种社会实践来加以考察, 但是, 它(毕竟)还有自己的、需要……的特点”。在后边第三个从句中有五个宾语, 应注意 and 的用法: A and B, C and D (of E and F), G and H (of I, J and K), L and M (of N), and O. 2. 离开, 孤立于 3. 作为 4. 需要, 要求 5. 全句可译为“一方面……, 另一方面, ……”, 或“虽然……, 但它又……”。

### III

In its broadest meaning, education is any process by which

an individual gains knowledge or insight, or develops attitudes or skills. *Formal education* is acquired through organized study or instruction, as in a school or college. *Informal education* arises from day-to-day experiences or through relatively unplanned or undirected contacts with communications media, such as books, periodicals, motion pictures, radio, or television.

The function of education is both social and individual. Its social function is to help each individual become a more effective member of society by passing along to him the collective experience of the past and present. Its individual function is to enable him to lead a more satisfying and productive life by preparing him to handle new experiences successfully.

“Education” is also the name given to that science or branch of study that deals historically and contemporaneously with the principles and practices of teaching and learning.

— from *ENCYCLOPEDIA AMERICANA*, 1980

#### IV

Education can be viewed as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to *what*<sup>1</sup> social scientists term socialization or enculturation. A child — *whether conceived*<sup>2</sup> among the African Bushmen, the Renaissance Florentines, or the middle classes of Manhattan — is born without culture. Education is designed to guide him in learning a culture, molding his behaviour in the ways of adulthood, and guiding him toward his eventual role in society. In the most primitive cultures, there is often little formal learning, little of what one would ordinarily call school or teachers; for, frequently, the entire environment and all ac-



tivities are school, and many or all adults are teachers. As societies grow more complex, however, the quantity of knowledge to be passed on from one generation to the next becomes more than any one person can know; and hence there must evolve more selective and efficient means of cultural transmission. The outcome is formal education — the school and the specialist called the teacher.

As society becomes ever more complex and schools become ever more institutionalized, educational experience becomes less directly related to daily life, less a matter of showing and learning in the context of the workaday world, and more abstracted from practice, more a matter of distilling, telling, and learning things *out of context*<sup>3</sup>. This concentration of learning in a formal atmosphere allows the child to learn far more of his culture than he could by merely observing and imitating. As society gradually attaches more and more importance to education, it also tries to formulate the overall objectives, content, organization, and strategies of education.

— from *The New ENCYCLOPAEDIA BRITANNICA*, 1980

### 【注 释】

1. what 在这里为关系代词，引导名词从句，作前置词宾语。从句中的谓语动词为term（“把…称作…，叫…”）。 2. 即 whether it is conceived 3. 为前边动词的状语，意为“离开具体环境或条件”。

### V

The whole enterprise of education is, perhaps, mankind's most ambitious effort. On the one hand, the institutions estab-