



学国南
苗美指

英汉对照



FOR STUDY IN THE U.S.

GUIDE FOR STUDY IN THE U.S.

留学美国指南

(英汉对照)



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Joel Slocum and Kenneth Rogers. Adapted and translated
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CHAPTER 1

A DESCRIPTION OF THE EDUCATION SYSTEM IN THE UNITED STATES

by Ivan Putman Jr.

The education system of the United States is so very large and complex that people from other countries, and many United States citizens as well, have great difficulty understanding it and have little realization of its extent and diversity. It is particularly difficult for students from other countries to determine whether or not it would be practical and beneficial for them to come to the United States to study. Will American education be adaptable to their career needs at home? Should they come for one term or a year, or plan to stay for several years to earn a university degree? Which of the many education institutions would be suitable to meet their needs? What are the criteria and processes for a foreign student to be admitted to a United States institution? These and many other questions may be asked, and answering them with any certainty is frequently difficult.

It is the purpose of this chapter to begin to provide the basis on which an adviser to prospective foreign students may help them decide whether or not to come to the United States to study, and, if they decide to come, help them make choices to assure that they will have a beneficial and satisfying educational experience.

A Composite View

The accompanying chart gives a graphic representation of the structure of United States education. Note particularly the following points about the chart.

1. It should be read from the bottom up, the direction of progression from the lower educational levels to the higher.
2. The column of numbers on the left indicates the normal age of young people at the particular level of education.
3. The numbers on the right indicate the normal number of

第一章

美国的教育制度

小伊凡·普特曼

美国的教育制度非常庞大复杂，非但外国人就是许多美国人也很难了解，不知道它的规模之大，种类之多。其他国家的学生特别难以决定到美国读书，对他们是否合乎实际而且有益。美国教育是否能适应他们在本国就业的需要？他们应该来读一个学期抑一年，再或是来读几年以取得大学学位？许许多多学校当中，那些适合他们的需要？美国学校录取外国学生的标准和过程是怎样的？这些问题和其他许多问题是会提出的，往往难以确切回答。

本章旨在提供根据，使辅导外国学生的辅导员能帮助他们决定究竟来不来美国读书，如果决定来，则帮助他们作出选择，以确保他们能得到美满有益的一次教育经验。

概 观

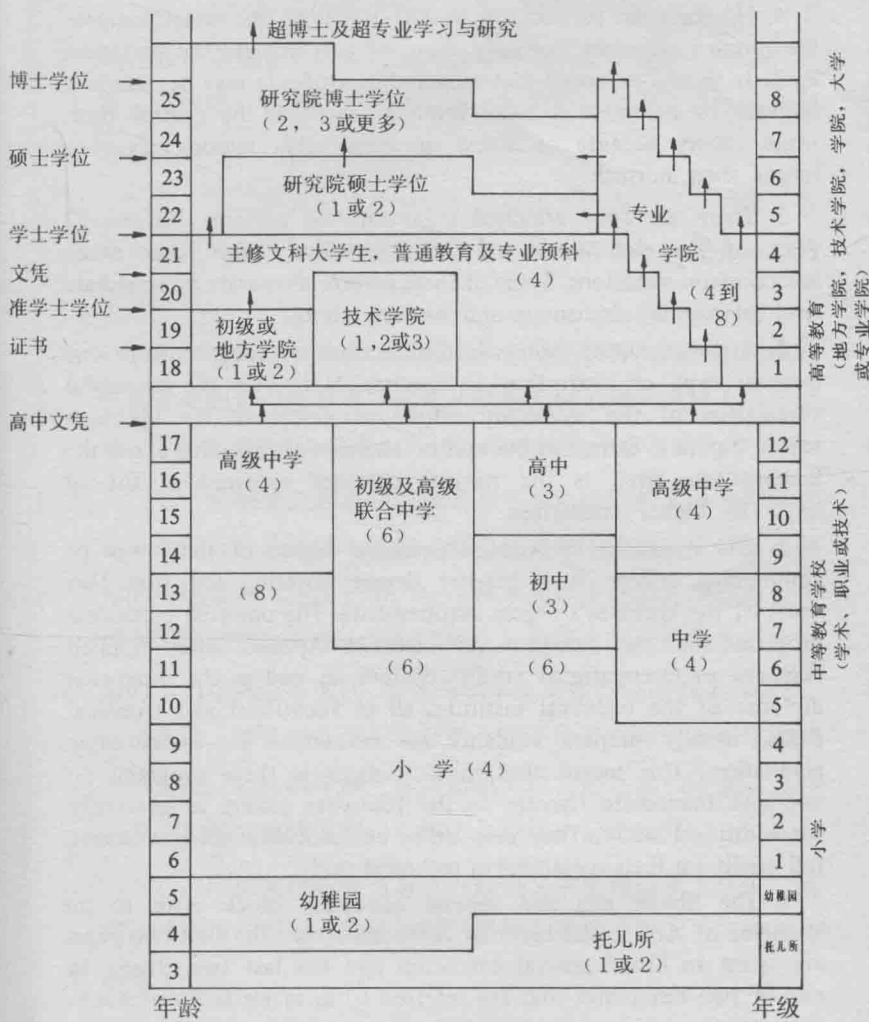
附图是用图解方式说明美国教育的结构，有以下各点须特别注意。

一、图应从下朝上看，就是从较低的教育水平进展到较高的教育水平上。

二、左边一栏的数字说明，在某一教育水平，年轻人的标准数岁。

三、右边一栏的数字说明中小学阶段及高等教育阶段的标

美国教育结构



* 根据《一九七四年度教育统计文摘》，第四页，及《在美国进修高等教育》，第六十一页。

years of study in the elementary-and-secondary education block and in the higher education block.

4. Numbers in parenthesis in the body of the chart indicate the number of years normally required to complete the particular level. It should be noted that outstanding students may occasionally be able to complete a given level in less than the normal time, while others because of illness or some other reasons may take longer than normal.

5. There are four principal organizational patterns for the 12 years of the elementary and secondary levels, plus some other less common variations. Some of these involve a separate intermediate level between the elementary and the high school.

6. Arrows indicate points and directions of transfer from one level or type of institution to another. Note that the successful completion of the secondary school as evidenced by the high school diploma, earned at the end of 12 years of schooling above the kindergarten level, is the normal entrance requirement for all levels of higher education.

7. The Associate in Arts or Sciences degree of the junior or community college is a transfer degree covering the first two years of the bachelor's degree requirements. The one-year certificate program and the two-year Associate in Applied Arts, Applied Sciences, or Occupational Studies degrees, as well as the three-year diploma of the technical institute, all in vocational and technical fields, usually prepare students for immediate job entry after graduation. This means that most students in these programs do not seek immediate transfer to the four-year college or university for additional study. They may do so but probably will not receive full credit for their vocational or technical study.

8. The liberal arts and general education block leads to the Bachelor of Arts or Bachelor of Science degree. The first two years are spent in broad general education and the last two chiefly in one or two disciplines that are referred to as major fields of study.

9. Training for a few professional fields, such as engineering, may be undertaken on the basis of high school graduation, but most professions require one to four years of general education and pre-professional study before admission to the professional degree program.

准攻读年数。

四、括弧中的数字说明完成某一级别的学业通常所需的年数。天资卓越的学生有时少于通常的期限便完成某一级别的学业，有的则可能因病或其他原因，所需时间可能比通常的期限为长。

五、十二年的小学及中学学业有四大组织型式，另有一些不太常见的变更。其中有些是涉及小学与高中之间另有独立的中间级别。

六、箭头指示从某一级别或某一类学校转入另一级别或另一类学校的起点和方向。注意从幼稚园以上顺利完成十二年学业，取得中学文凭，是进入各级高等学校通常必备的入学条件。

七、在初级或地方学院修满两年学业所得的文科或理科准学士学位，只是个转学学位，证明已经完成修读学士学位前两年的一切需要。应用艺术、应用科学或职业科目学位等的一年证书课程和两年准学士学位课程，以及所有职业或技术领域方面的工艺学院三年文凭，通常是供学生毕业后立即找工作做的。这就是说，修读这些课程的学生大都不准备立即转入四年制的大学深造。转入四年制大学深造也可以，但是他们所修读过的职业或技术方面的课程，大概不会取得十足的学分。

八、攻读文科或普通教育可修得文学士或理学士学位。前两年是范围广泛的一般性教育，后两年主要是攻读一门或两门所谓主修科。

九、少数专业学科，例如工程学，只要中学毕业资格就可以接受训练，但是大多数专业学科先需要一年到四年的一般性教育和预科学习，然后才能进修专业学位。

The Statistical Picture

Enrollments and Related Data. Table 1 gives the actual figures for student enrollments and numbers of instructional staff members at the various levels of education for September 1979, compared with the anticipated figures for the fall of 1980.

The anticipated reduction of 446,000 in overall elementary school enrollment is due to a decline in the numbers of children aged 5 to 13 in the United States population, a fact of considerable importance in educational planning at all levels. In 1980 education is the primary occupation, either as student or teacher, of about 27.7 percent of the entire population of the United States.

These enrollment figures include an estimated 252,581 foreign students from virtually every country and political entity of the world enrolled in the colleges and universities of the United States, plus unknown numbers of foreign students attending other kinds and levels of education institutions.

An indication of the importance of education is seen in the percentage of various age groups in the United States population who were enrolled in school in 1979: for age 7-13, over 99 percent; for age 16-17, 89.1 percent; for age 18-19, 45.4 percent. Another indication is the degree to which young people stay in school; of 1,000 children who started fifth grade in 1970, 746 graduated from high school in 1978 and 439 entered college.

Numbers of Institutions. In 1978-79 the numbers of higher education institutions had increased from 1,473 (in 1977-78) to 1,474 publicly sponsored and private colleges and universities decreased from 1,662 to 1,660.

Numbers of Graduates. In 1978-79, 3.14 million students graduated from high school in the United States. In 1977-78, colleges and universities awarded some 921,204 bachelors' degrees, 66,581 first professional degree (in medicine, dentistry, and law), 311,620 masters' degrees, and 32,131 doctorates.

Total Expenditures for Education. The budgets of all public elementary and secondary schools and colleges and universities in 1979-80 totaled about \$135.3 billion, and expenditures of private institutions at all levels totaled about \$30.9 billion. Of this grand total of \$166.2 billion spent for education, about \$107.1 billion

统计概况

入学人数及有关资料 表一列出一九七九年九月时各级教育的学生及教师人数，以及预料一九八〇年秋季时的人数。

预料全国小学学生将减少四十四万六千人，是因为美国人口中五岁至十三岁的儿童人数下降，在各级教育计划工作中，这是一桩十分重要的事实。在一九八〇年，就美国全国人口百分之二十七点七的学生和教师的人数而论，教育是美国人的主要工作。

这些入学人数数字中，攻读于美国各大学的外国学生估计有二十五万二千五百八十一人，他们来自差不多全世界每个国家和每种政体。另有数目不详的外国学生在其他各种学校的各级攻读。

从一九七九年各种年纪的学生在美国所有就学人口的百分率可以看出教育多么重要：七至十三岁的，超过百分之九十九；十六至十七岁的，百分之八十九点一；十八至十九岁的，百分之四十五点四。另一个迹象是年轻人的升学人数：一九七〇年开始读五年级的每一千名学童中，七百四十六人一九七八年中学毕业，四百三十九人入了大学。

学校数目 在一九七八至七九年，美国的公立高等院校从一千四百七十三所（一九七七至七八年）增至一千四百七十四所，私立学院和大学则从一千六百六十二所减至一千六百六十所。

毕业生人数 在一九七八至七九年，美国的高中毕业生有三百一十四万人。在一九七七至七八年，学院和大学颁给了九十二万一千二百〇四个学士学位，六万六千五百八十一一个第一专业学位（有医科、牙科及法科），三十一万一千六百二十个硕士学位和三万二千一百三十一一个博士学位。

教育经费总额 一九七九至八〇年所有公立小学、中学、大学的预算总达一千三百五十三亿美元左右，各级私立学校的经费约为三百〇九亿。总共在教育方面花了一千六百六十二亿之巨，其中大约有一千〇七十一亿花在小学及中学教育方面，

Table 1. Student Enrollments and Numbers of Instructional Staff in United States Education Institutions, Fall 1979 and Fall 1980.

Level and Type of School	Enrollment		Instructional Staff	
	Fall 1979	Fall 1980	Fall 1979	Fall 1980
Kindergarten-Grade 8:				
Public Schools	27,820,000	27,389,000	1,180,000	1,170,000
Nonpublic schools	3,600,000	3,585,000	180,000	180,000
Totals	31,420,000	30,974,000	1,360,000	1,350,000
Secondary, Grades 9-12:				
Public schools	13,740,000	13,307,000	1,020,000	1,010,000
Nonpublic schools	1,500,000	1,490,000	90,000	90,000
Totals	15,240,000	14,797,000	1,110,000	1,100,000
Higher Education:				
Public institutions	9,037,000	9,124,000	600,000	Note
Nonpublic institutions	2,533,000	2,487,000	220,000	Note
Undergraduate	8,821,000	10,885,000	—	—
Graduate	1,070,000	1,491,000	—	—
Totals for all levels	58,230,000	57,382,000	3,290,000	3,298,000

Note: The figure for public and nonpublic higher education institutions' 1980's instructional staff is 848,000. No breakdown available.

表 1: 美国学校学生及教师人数, 1979年秋及1980年秋

学校级别及种类	学生人数		教师人数	
	1979 年秋	1980 年秋	1979 年秋	1980 年秋
幼稚园至八年级:				
公立学校.....	27,820,000	27,389,000	1,180,000	1,170,000
非公立学校.....	3,600,000	3,585,000	180,000	180,000
总计.....	31,420,000	30,974,000	1,360,000	1,350,000
中学: 九年级至十二年级:				
公立学校.....	13,740,000	13,307,000	1,020,000	1,010,000
非公立学校.....	1,500,000	1,490,000	90,000	90,000
总计.....	15,240,000	14,797,000	1,110,000	1,100,000
高等教育:				
公立院校.....	9,037,000	9,124,000	600,000	注
非公立院校.....	2,533,000	2,487,000	220,000	注
本科生.....	8,821,000	10,885,000	—	—
研究生.....	1,070,000	1,491,000	—	—
各级别总计.....	58,230,000	57,382,000	3,290,000	3,298,000

注: 一九八〇年的公立与非公立高等教育院校教师人数是848,000。这个数字没有再分类。

was spent for elementary and secondary education and \$59.1 billion for higher education. Of the total of \$166.2 billion, 36.9 percent came from state governments, 27.2 percent from local governments, 10.3 percent from the federal government, and 25.6 percent from private sources. It is estimated that expenditures for education in 1980-81 will total \$181.3 billion, an increase of 9 percent. The federal contribution is expected to be \$18.6 billion, a 8.7 percent increase over the previous year.

The Chief Purposes of Education

Volumes have been written on the purposes of education in the United States and the subject continues to be one of active concern and discussion. The chief aim of education in early colonial times was literacy in order that people might be able to read and understand the Bible and laws. When the republic was founded literacy was still a primary objective, but for the new purpose of fulfilling the obligations of citizenship in the new country. Under the new system each individual citizen was obligated to vote according to his own opinions and conscience, and to take part in the discussions and decision making at the local, state, and national levels. As the nation grew in population and in territory, as its economy expanded, and particularly as the industrial revolution changed the complexity of life and citizenship, education grew in importance and its goals became more diverse and comprehensive. If the objectives of education in the United States were to be reduced to a single sentence, it might be the following: to facilitate the development of each individual to the maximum extent of his capability for his own benefit and that of society.

The high school or secondary school is the terminal point of the formal education by personal choice of perhaps half its students, and it therefore has obligations to help them with choice of and preparation for careers and to advance and consolidate their preparation for adulthood, responsible citizenship, continued learning, and other educational objectives. The other half of the high school population will choose to go on for some higher education and also needs adequate preparation to succeed at that level. This makes the high school perhaps the most complex and important level of United States education.

五百九十一亿在高等教育方面。这一千六百六十二亿中，百分之三十六点九是州政府出的，百分之二十七点二是地方政府出的，百分之十点三是联邦政府出的，其余百分之二十五点六来自私人方面。估计一九八〇——八一年的教育经费总额达一千八百一十三亿，也就是增加百分之九。联邦政府将拿出一百八十六亿，比上一年增加百分之八点七。

教育的主要目的

关于美国教育的目的，论著很多，而且仍是人们积极关切并讨论的一件事。在殖民地时代初期，教育的主要目的就是扫除文盲，使人能够阅读并且明瞭圣经和法律。独立共和之后，扫除文盲仍是一个主要目标，但另具有使人民能在新国家履行公民义务的用意。按照新制度，每个公民必须根据自己的意见和良心投票，并且参加地方、州和国家等阶层的讨论和决策行动。美国的人口增加，领土也扩大了，经济扩展了尤其是工业革命使人的生活和公民义务更为复杂，教育也越来越重要，其目的则越来越繁复。如果要用一句话概括美国教育的目标，那或许可以这样说：使每个人便于为自己及社会的利益而把他的能力发展到最大程度。

大概有一半中学生，个人选择中学为正规教育的终点，因此中学有义务帮助他们选择职业并准备就业，同时为他们进入成年加紧作好准备，做个尽责公民、继续学习或追求其他教育目标。另一半中学生将选择继续攻读，受高等教育，为求在这方面成功，也需要作适当的准备。因此中学大概是美国教育中最复杂的一环。

Compulsory Education

In order to assure that all citizens will have had the minimum amount of education deemed necessary for a person to live, work, and fulfill the obligations of citizenship, all but 1 of the 50 states have adopted compulsory education laws. These laws now require attendance in established schools for a minimum period of years (usually from about age 7 to 16) or participation in an equivalent educational program if health or other reasons prevent attendance. In all states it is generally expected that students will continue in school at least through high school if they are academically capable of doing so.

The Curriculum

The content of education is of course central at all educational levels. General, and also sometimes quite specific, guidelines are prescribed by state education departments for elementary and secondary school curriculums, but at these and other levels there is considerable latitude for local variation. The curriculums for most technical and professional fields must be approved by professional accrediting organizations. However, the individual teacher ultimately determines the specific content in his or her work with students and classes, even though he or she observes the guidelines. More will be said about the curriculums of the various levels of education when the types of institutions are discussed.

Student Services

At all levels of education a variety of student services are provided by the institutions. These developed initially at the residential high schools, colleges, and universities which had to some degree to act in the place of parents for the young people in their charge. Advising on academic matters, career choice, postgraduation plans, college choice and admission, and personal problems are regular services of high schools.

In colleges and universities this advisory and counseling process continues, initially with the procedures for informing students about and admitting them to the institution. Virtually all institutions then provide a period of orientation to help new students learn their way around the campus, understand the way things are