

“湖南省普通高等教育面向21世纪教学内容和课程体系改革计划”重点资助项目

CENTURY ENGLISH READING COURSE

4

丛书主编 林汝昌

主编 刘晶

中南大学出版社



世纪英语阅读教程

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编者的话

1 编写的思路

随着社会的发展,国力的增强,我国与国外的交流日益增多,再加上电讯网络事业的迅猛发展,外语的使用在更大的范围内得到普及。在各级学校里外语已成为一门必修课,受到极大的重视。由于对外语学习的认识与了解因经济的发展,社会的需求以及各学科之间的交叉发展而不断深化,外语教学理论与流派也随之不断涌现。但到目前为止,由于我国地域广阔、地区经济发展不平衡,各校师资力量参差不齐,要求各异,因而在我国很难说哪种教学法(包括目前较流行的交际法)能满足英语教学的需要,哪种教材能满足目前广大英语学习者的需求。

为了跟上时代的步伐和在一定范围内满足英语学习者的需求,本套教材——《世纪英语阅读教程》(1~5)作为“湖南省普通高等教育面向 21 世纪教学内容和课程体系改革计划”重点资助项目,在编写过程中得到省内各高等院校的大力支持,参编的同志们充分参考了现在在各高校使用的教材,如由复旦大学主编的《大学英语》,外语教学与研究出版社出版的《新编大学英语》,上海交通大学与复旦大学合编的《21 世纪英语》,与此同时还参考了由国外出版社出版的多种新教材。在编写中,我们除继承一般教材编写原则(如编写的“四性”原则:针对性、实践性、科学性和趣味性)和组织原则(如线性排列“linear gradation”与螺旋式排列“spiral gradation”)外,还吸取了现代语言学的新成果——图式理论的基本原则以及 20 世纪 80 年代兴起于我国对外汉语教学的文化导入理论,促进入脑知识网络的发展,同时通过词汇文化内涵的介绍,加深同学们对词汇的理解,体现语言与文化的深层关系。

我们这一套教程毕竟是一套供英语学习者使用的教材而不是研究语言规律的专著,有选择地引入上述两项理论旨在弥补当前我国一些教材对词汇的文化内涵解释不够的不足:比如“breakfast”就是“早餐”,“individualism”就是“个人主义”,或“个体主义”,而没有从文化的角度对该词作进一步的解释,如指出早餐的内容、时间及伴随早餐的一些习俗在不同文化背景国家里的差别。更何况“个人主义”一词在不同文化体系的国家里的解释是截然不同的。我们在这里只想说明在中国这一现实环境里,我们的学习者要学好英语,除学好英语的语言知识外,还要通过英语语言形式的学习,了解体现这些形式的文化成因。而现实的第一步就是通过学习英语词汇去了解蕴含在词汇里面的文化因素。因为这些文化因素最能触及西方文化中有关行为文化(behavior culture)的一些现象,而行为文化是“活”的文化,是文化中最为敏感的部分。学习者如能培养出这种文化意识(cultural awareness)就会对英语有更深入的了解和体会,这就是为什么我们在每篇课文的练习设计里,在 Words and Expressions 后加上 Cultural Hints(文化提示)这一栏目的目的。

图式理论发展于德国的格式塔(Gestalt)心理学派。1932 年心理学家 Bartlett 将“图式”定义为人们过去的经历在大脑中的动态组织。1963 年著名教育家、心理学家 Ausubel 用图式概念去解释学习过程,认为有意义的学习是将新的知识和大脑原有的知识联系起来扩充原有的

知识。直到 20 世纪 70 年代后期,在人工智能专家的努力下,自成一体的图式理论才趋向成熟。近年来,心理语言学家将图式理论运用到外语教学这一领域,企图通过它来解释外语学习和阅读理解的心理过程,这一尝试取得了积极的成果。据此,我们在编写这一教程时,参考了由 Alan Maley 编著的 Cultural Awareness(《文化意识》)一书的一些练习设计,并加以改进,使之更贴近课文。关于这点,读者在做我们设计的 Vocabulary Map 这一练习时会有所体会。这一练习将通过一个关键词调动读者原已储存在脑子里的信息并通过课文学习增加新信息,使之成为一个较为完整的信息网络,永久地储存在读者的记忆里。

在编写过程中,我们对课文的练习设计也给予充分的考虑,我们保留了在各种考试中常用的一部分试题形式,但同时注意设计一些能启发同学们思考的练习题,如第四册中的 Words in Context(一项通过上下文培养学生推测词意的能力训练),从而尽量避免应试教育带来的小部分同学高分低能的倾向。

2 课文编写的框架结构

1)《世纪英语阅读教程》,共 5 册,前 4 册为课文,每册 12 课,第 5 册为参考答案汇编。

2)每册课文均选自英、美等国原版读物,内容涉及英美社会生活的各个方面,如家庭宗教、体育、音乐、交通、科技与历史等。课文思想内容力求客观、真实;语言力求规范、流畅。当然在个别文章中也许会出现不同价值取向,不同世界观的问题,但在开放改革的今天,笔者相信读者会运用马克思主义的观点,吸收精华,弃其糟粕,作出正确的判断。此外,对个别难度较大的单词,我们力求给出解释。第一、二册的正课文字数一般均控制在 800~1000 词之间。第三、四册在 1000~1200 词之间。

3)每篇课文分三部分。Part One: A First look; Part Two: Look Again; Part Three: Look Back。从标题可以看出,三部分是有机组合的,自成体系,后二部分的补充阅读材料与练习旨在加深对正课文的了解,并通过各种形式的练习巩固和开拓同学们所学的知识。

4)Part One: A First Look 的第一个题目是 look and Say,目的是通过图片提供的内容及预设的问题,在老师的组织下,让同学们就问题用英语展开积极的讨论,从而一开始就使课堂的气氛活跃起来。

5)Part One: A First Look 的第二题为正文阅读(Reading the Passage)。笔者建议在正课文讲解之前,安排几分钟让同学们对正课文进行默读,使同学们了解课文的大意,这样既培养了同学们快速阅读的能力,又为接下来老师对正课文的讲解作好准备。

6)正文之后,除 Words and Expressions 外,还有 Cultural Hints(文化提示)一栏。这正是本教程的特点之一。要注意的是,Cultural Hints 的中文部分并不是英文部分的翻译,只是英文部分的归纳与说明。

7)Cultural Hints 之后是 Vocabulary Map 练习。如上文所述,这是本教程为开拓同学们思考能力和概括能力而设计的练习,其目的是为同学们提供更大的想象空间。我们深信这一练习将受到同学们的欢迎。

8)Part Two: Look Again 为同学们提供两篇其主题与正文大致相同的短文,目的是为学习者进一步提供与主题类似的文字信息,进而让学习者加深和巩固从正课文里所学到语言知识。

9)Part Three: Look Back,顾名思义,是对正课文学习的小结。

3 编写的分工说明

本教程为湖南省教育厅重点资助项目,由湖南大学林汝昌教授牵头组织编写,并任该套教程的主编。参加编写的学校有中南大学,负责第一册的编写,由彭金定教授主持并任该册的主编。湘潭大学负责编写第二册,由文卫平教授主持并任该册的主编。湖南师范大学负责编写第三册,由罗德芬教授主持并任该册主编。国防科技大学负责编写第四册,由刘晶教授主持并任该册的主编。第五册是前四册参考答案的汇编,由湖南大学陈意含副教授和许俊讲师任主编。

本册是第四册,由刘晶任主编,编写人员为:田娟(第一、二课)、燕丽勤(第三、四课)、肖美玲(第十、十一课)、丰建泉(第五、八课)、柳晓(第六、九课)、刘晶(第五课)、Nils Olov Fors(美)(第十二课)。

周晔老师为第十二课做了中文翻译。

张松涛老师参加了本书后期编写工作,选编了一些阅读材料及习题。美国语言学家 Nils Olov Fors 审校了全册,对部分文字做了修改加工,在此,编者向他们表示感谢。

本套教程在编写过程中得到各个方面的大力支持,首先是湖南省教育厅的大力支持,没有湖南省教育厅高教处与科研处的大力资助,这套教程的出版是不可能的。其次是得到省内各高校外语学院(系)的大力支持,他们为教材提供不少新的资料和意见,特别是湖南省大学英语专业委员会前会长程中文教授与现任会长曾凡贵副教授,他们对全书进行了审核并提出宝贵的改进意见。在此我们对曾给我们支持与帮助的同志们表示衷心的感谢和敬意。

编 者

2001 年 8 月于岳麓山下

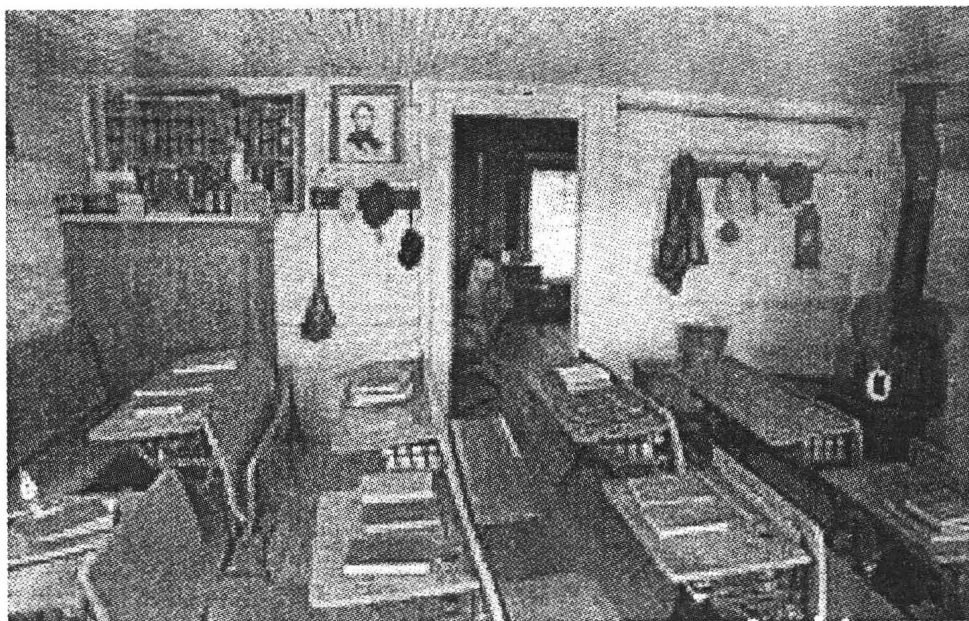
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Unit 1

Education



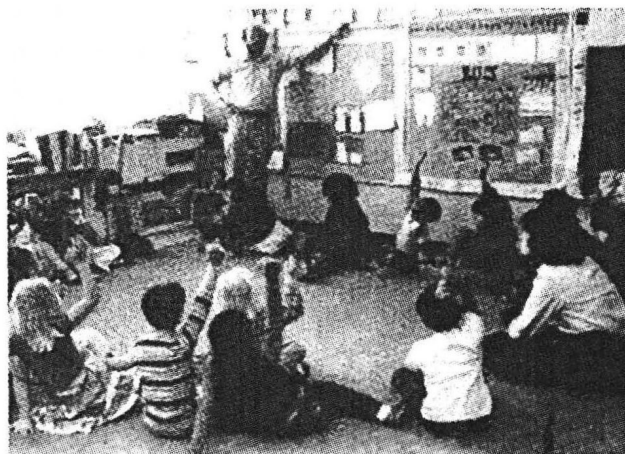
*The object of education is to prepare
the young to educate themselves
throughout their lives.*

— R. Hutchins

Part One A First Look

● Look and Say

Direction: Look at the picture below carefully and then discuss the questions with your partner.



Questions for discussion:

1. What are the students studying?
2. How are they studying?
3. As a student, do you prefer a small-sized class (say, less than 10 students) or a big class with more than 50 students sitting in the same room?
4. Who is your favorite teacher? Why?

2

● Your Opinions



Direction: Think about the following questions and then exchange your opinions with the teacher or your partner.

1. Why do people want an education?
2. What do you think a good education should include?
3. Does education guarantee a good living?
4. Who should take the responsibility for the education of all individuals, the government, the society, the parents or the individual himself/herself?
5. Who should decide what to learn in school—the parents, the school, the government or the students themselves?

6. With the development of distance education, students may be able to study at home through the Internet. If so, do you think students will still choose to go to school? Give reasons to support your opinion.
7. Are you satisfied with the education in China? Why or why not?

● Reading the Passage

Direction: Read the following passage in 10 minutes and try to get the main idea through your first reading.

When Silence Is Not Golden

By Dr William N. Brown

- 1 “Raise your hand if you agree!” I beg my Chinese grad students. No response.
“Then raise your hand if you disagree!” Still nothing.
“How about raise your hand if you’re awake?” Some glance about awkwardly, but none dare raise their hands, or break the silent vigil they’ve kept since primary school.
Silence is not always golden.
- 2 Some foreign teachers mistake Chinese students’ reticence for indifference. In fact, these silent scholars are simply the inevitable product of an education style that has changed little since Confucian scholars sat mutely at their masters’ feet. Like American children at dinner, Chinese students are to be seen and not heard. They neither ask questions nor answer them, opening their mouth only to memorize lessons by rote. Like Confucian scholars who lived only for passing the civil service exam, modern Chinese youth live with only one aim in life—college.
- 3 Primary school is one six – year cram for middle school; middle school is one big preparation for the college entrance exam; and college curriculums are just as regimented— students taking only what courses guarantee their sheepskins at the end of their four – year study. No less, no more. Not that they don’t have outside interest. They simply can’t afford them. One of my grad students complained about the lack of electives, but a classmate countered, “Of course we have electives. They’re mandatory electives.”
- 4 Even oral proficiency in foreign languages is sought in silence, as if it too could be mastered like other subjects through osmosis and rote memorization. One of Xiamen University’s French teachers confided that Chinese learn grammar much faster than European students, mastering passable French after only three years, but she qualified her praise,
“They speak and write mechanically. They don’t seem to ‘feel’ the language. They cannot play with the words and structures, so they don’t create. . . . When I give them assignments, half of their compositions are very similar in not only their ideas but also the way they are expressed.”





- 5 Modern students, like their Confucian predecessors, reflect the demands of society, of school, and most importantly, of parents. In Old China, large families were the key to prosperity and security in old age. In New China, parents must pin all of their hopes on one child, and classrooms, not fields, are the future. But children plow more hours in the books than their fathers ever did in the fields.
- 6 Even for six-year-olds, homework 3 to 4 hours a day, seven days a week, makes playtime an unaffordable luxury. A few years back, when I was making a tree-house for my sons and the neighbors' children, a Chinese colleague complained, "Why bother? In 6 or 8 years, your boys will be too old for it. Besides, they won't do their homework if they play."
- 7 The denial of both creativity and childhood had taken a toll. My silent graduate students are mute testimony that all work and no play, especially 16 years of it, makes Jack a dull boy indeed.
- 8 Reform is not likely. Parents complain, but none dare risk their child's future, or their own, by allowing them to stray from the academic straight and narrow. And no school will risk damage to its prestige and standing, much less incur angry parents' wrath, by risking lower exam scores. Is there no way out?
- 9 Some Chinese educators see an alternative in Western progressive education, but having roundly criticized Chinese education, I would also urge that China not throw out the baby with the bath water. Chinese education, for all its faults, has merits, while Western education, however progressive in ideology, is often regressive in practice.
- 10 Progressive education relegates the "3Rs"—Reading, wRiting and aRithmetic—to the backburner. It is student-centered, not knowledge-centered, and "progressive" educators seek not to teach know ledge but to impart the skills for students to acquire knowledge on their own.
- 11 I heartily applaud progressive education's commitment to fostering creativity, but as Emerson argued, "The base determines the height of the pinnacle." Even the genius of Emerson, not to mention the creativity of lesser mortals, is but the flowering and harvest of the centuries of knowledge in which our thoughts are sown. To slight our academic inheritance is to reinvent the wheel usually out of round.
- 12 Chinese students, for all their faults, at least have a base upon which to build China's pinnacle. The World Bank's former Chief Economist, Larry Summers, said:
"A child born in Shanghai is more likely... to become literate, more likely to graduate from high school... than a child born in New York City."
- 13 American educators had best look to China's example, return to the "3Rs", lest future generations be capable of building only castles in the air.
- 14 China must learn from America as well and escape her scholastic straightjacket, for academics is a means not an end, and even the best of foundations is wasted if China denies her architects the vision to look up.

(826 words)

● Words in Context

Direction: *With the help of the context, guess the meaning of the bold words.*

- _____ 1. She used to be a girl of **reticence**, but now she would tell me about the secrets of her inmost heart.
- _____ 2. Normally, a college graduate with enough credits will get his **sheepskin** after four years' study in college.
- _____ 3. Don't **confide** your secret to her; she'll surely tell others.
- _____ 4. If I said he was a good boy, the statement needs to be **qualified**. He only behaves well in the presence of his parents.
- _____ 5. I know she has agreed to marry me, because her smile is **testimony** to her consent.
- _____ 6. It takes the school more than 10 years to gain today's **standing**. It just cannot afford such a risk.
- _____ 7. He **incurred** a heavy loss because of careless calculation.
- _____ 8. The American government was **roundly** condemned for selling arms to Taiwan by the Chinese government and it also received severe criticism from many Americans.
- _____ 9. Tom felt it a waste of time and talent to **be relegated to the backburner** in this company, so he decided to quit his job.
- _____ 10. The teacher didn't **impart** the answer to us directly, but told us to read the text and find it out.
- _____ 11. Teachers should aim to **foster** students' creativity instead of forcing them memorizing bits of knowledge.
- _____ 12. He **slighted** me with many insulting remarks.
- _____ 13. Although I've stopped teaching for many years, I still receive letters from my **former** students frequently.
- _____ 14. Don't **look to** me for help. I haven't got any money with me.
- _____ 15. Conventional attitudes can be a **straightjacket**, preventing original thinking.

5

● Cultural Hints

1. **The World Bank** is an international bank established in 1944 to assist in the reconstruction and development of member nations, esp. through the guaranteeing of loans. Its official name is International Bank for Reconstruction and Development. 世界银行, 全称为国际复兴开发银行, 成立于1944年, 旨在通过贷款帮助成员国的复兴和开发事业。

2. **New York City**, or the Big Apple or NYC, is a seaport in southeastern New York at the mouth of the Hudson, comprising the boroughs of Manhattan, Richmond, Brooklyn, the Bronx, and Queens. It is the finance, business, news and communication center of the world. It is also the leading book and publishing center and "the earth's entertainer". 纽约市是美国东海岸一个重要





港口城市,由曼哈顿、里士满、布鲁克林、布朗克斯和昆斯五个区组成。它是世界金融、商业、报业、电信、出版和娱乐中心。

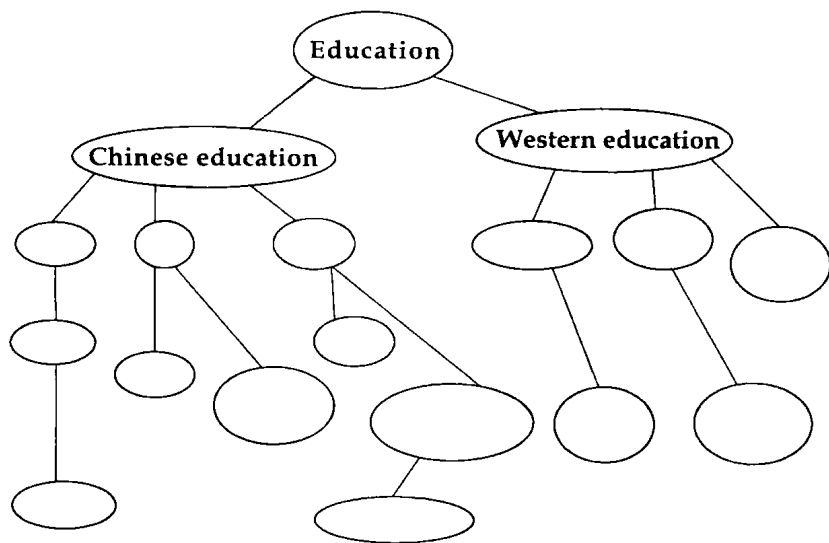
3. **Emerson** (Ralph Waldo Emerson, 1803 ~ 1882) was a well-known American essayist, poet and great thinker. 爱默生,美国著名散文家、诗人、思想家。

4. A **Confucian** is a member of the school of philosophers, founded by Confucius, who set down the traditional Chinese principles of ethics, morals, and politics. 信奉孔子关于伦理、道德以及治国思想的儒家学者。

5. **high school** 美国中小学教育共计 12 年,但具体的区分因各州而异,有 6-3-3,6-4-2,6-2-4,8-4,6-6 等制,其中以 6-3-3 制最为常见,学(primary school),然后三年初中(junior high school)再加三年高中(senior high school)。

● Vocabulary Map

① **Direction:** The vocabulary map below may help you form a schema on the implications of the word "education". Fill in the map with what you think suitable according to the passage and your own opinions.



② **Direction:** Use the vocabulary map to write a brief summary of the text.

● Reading Comprehension

① **Direction:** The following is a list of the author's descriptions about Chinese education. Write the number of the paragraph from which the description is taken, and then think whether you agree or disagree.

- ___ To most Chinese parents, education is the only way to their offspring's success.
- ___ Because of the traditional way of education, Chinese students are deprived of creativity and childhood.
- ___ Chinese students have no time to enjoy their own interests.
- ___ Modern Chinese youth live with only one aim in life, i. e. college.
- ___ Educators of China and America should learn from each other.
- ___ In China, no one, including parents and schools, dares demand a reform of education.
- ___ In China, classrooms are characterized by silence.
- ___ Chinese students even learn oral foreign language in silence and by rote memorization.
- ___ Chinese children usually study for long hours and with little playtime.
- ___ Although Chinese education has some shortcomings, it lays a good foundation for its students to achieve greater success in academics.
- ___ Starting from Confucian scholars, learning in silence has a centuries - long history.

② **Direction:** Choose the best answer for the following sentences:

1. "Raise your hand if you agree!" "I beg my Chinese grad students." "grad" means _____.
 - A. undergraduate
 - B. graduation
 - C. graduate
 - D. graduated
2. Which of the following statements is NOT true according to the text?
 - A. Many Chinese students learn foreign languages by rote memorization.
 - B. Modern children plow the fields for more hours than their fathers.
 - C. Neither parents nor schools dare to call for a reform of education in China.
 - D. Chinese educators and American educators should learn from each other in order to improve the quality of education.
3. _____ included in the 3Rs?
 - A. reasoning
 - B. reading
 - C. arithmetic
 - D. writing



4. According to the French teacher, Chinese students _____.
 A. lack creativity
 B. speak and write French fluently
 C. do not study French hard enough
 D. learn French grammar much slower than European students
5. Which of the following best describes progressive education?
 A. It's knowledge-centered.
 B. The teacher aims to teach knowledge to students.
 C. Students under progressive education are expected to master skills to acquire knowledge.
 D. Teachers are more important than students.

● Vocabulary and Structure

Direction: Choose the best answer for the following sentences:

- _____ 1. Hearing the news that the picnic had _____ a. why she keeps extreme
 been cancelled, _____ reticence about her family.
- _____ 2. It is mandatory to pay the debt _____ b. Fanny clasped her hands
 within 6 months, _____ mutely as a protest.
- _____ 3. We can teach you some of the _____ c. although he didn't understand
 things you'll have to know, _____ what it was about.
- _____ 4. He ran away, _____ d. otherwise, you'll be put into prison.
- _____ 5. I have no idea _____ e. but the rest you'll have to
 _____ pick up by osmosis.
- _____ 6. He confided to me that _____ f. he had spent five years in prison.
- _____ 7. Robert recited the poem by rote, _____ g. that statement has to be qualified.
- _____ 8. If I said that Jack was mean and _____ h. lest he should be seen.
 moody,

② **Direction:** Complete the following sentences with the correct form of one of the words in the box.

slight	reticence	testimony	standing
foster	incur	roundly	impart

1. The scandal has damaged the president's _____ in the eyes of the public.
2. These fine new towns are _____ to the government's farsighted policies.
3. I have nothing important to _____ to you.
4. His fear of _____ made him avoid people.
5. Ignorance _____ superstition.
6. The new tax law has been _____ condemned by the opposition.
7. He felt some _____ about telling the children truth.
8. The company _____ vast debts as a result of their irresponsible policies.



③ **Direction:** Translate the following sentences into English, using the correct idiom from the box.

pin one's hopes on	take a toll	stray from
relegate... to the backburner	on one's own	look to

1. 指望他的帮助。
2. 我想让你独立解决这个问题。
3. 他把一切希望寄托在女儿身上。
4. 不要走歪门邪道。
5. 这次战役使敌军伤亡惨重。

Part Two Look Again

● Timed Reading (1)

Direction: Read the following passage in 10 minutes and then do the following exercises.

- 1 Traditional education in the United States places emphasis on the **humanities** (人文科学). Traditional educators have always maintained that maturity of thought could only be gained by the study of past thinkers and past events. In their view only a thorough intellectual training can give a person the ability to look at contemporary problems in a sophisticated way. They believe that the purpose of a college education is to enrich and train the mind; it has never been to help graduates get a beginner's job. Just as **military academies** (军校) are not trying to train **lieutenants** (副官) but future generals, the colleges are established to produce future leaders, doctors, ambassadors, and thinkers. Therefore, curriculum matters should **be tied with** (紧密相关) methods and with psychology. Latin, Greek, English, German, meteorology, botany, zoology, physiology, geology, physics, chemistry, algebra, geometry, trigonometry, astronomy, history, and physical geography were the subjects that got support in high schools.
- 2 With the rapid development of science and technology, modern education has laid emphasis on **specialty** (专业). In the late 1930's, American students started to protest that college was not preparing them for the "real" world, the working world. They complained that they were getting too much useless knowledge and not enough practical, up-to-date information in their chosen field. By the end of the 1950's, the protests had become very loud. "Latin and art appreciation are fine subjects for rich people who will spend their lives travelling and visiting museums," the students would say. "But we are in the school to get prepared for a career, a job. We have to learn a mass of facts in our own field; why should we waste time on luxuries like music or **Victorian** (维多利亚女王时代的) poetry, unless we are planning to become musicians or professors of literature? Why force a future dentist to struggle with French grammar, or a future businessman to know who **Tol-**





story (托尔斯泰) was? What good is Greek philosophy to an engineer? The humanities have no value on the job market, and therefore, they have no value for us.”

- 3 Thus, colleges and universities began to revise their programs to include a large number of specialized courses in business, nursing, engineering, and other professional fields. In the 1960s they also added course requested by the students, who considered them “relevant” (Women’s Studies, Revolution or Black History) or useful (glass blowing, infant care, jogging, or family life). The students were granted the right to choose their courses as they wished. Many traditional subjects had to be dropped, including history and foreign languages; *the liberal education courses* (文科课程) that were still available were often neglected by the students, who didn’t feel like working hard to learn something that was not required for graduation.
- 4 After twenty or more years of experimentation, a lot of criticism has been raised. Americans discover that their practical knowledge is neither deep nor flexible. As soon as they progress to higher positions, they find that they need management training and more study in their own field. They feel handicapped by their lack of general knowledge. The employers complain that they see too many “experts” who cannot write a simple report, analyze a problem, think logically, defend or even present their own ideas.
- 5 As a result, in the early 1980’s, *the Reagan administration* (里根政府), through his then Secretary of Education(教育部长), created the National Commission of Excellence in Education in 1981. The commission was directed to examine the quality of education in the United States. At last, they arrived at certain findings and wrote a report called *A Nation at Risk* (U. S. Department of Education, 1983). The report recommended that State and local high school graduation requirements be strengthened and that, at a minimum, all students seeking a diploma be required to lay the foundations in the five Basics by taking the following curriculum during their 4 years of high school: (1) 4 years of English; (2) 3 years of mathematics; (3) 3 years of science; (4) 3 years of social studies; (5) one-half year of computer science. For *the college-bound* (即将上大学的人), 2 years of foreign language in high school is highly recommended in addition to those taken earlier.
- 6 However, the conflict between traditional and modern education in the United States has not been solved. The debate is still going on today.
- 7 In conclusion, American education covers a wide range of components and events. But from its cultural aspect, private and public school, *multicultural* (多元文化的) and *bilingual* (双语的) education, and the conflict between traditional and modern education are the most outstanding features. It may help us not only know something about American education but *infer* (推断) the future trends in American education.

(764 words)