

《美国历史》

图书基本信息

前言

As things now stand, the course of instruction in American history in our public schools embraces three distinct treatments of the subject. Three separate books are used. First, there is the primary book, which is usually a very condensed narrative with emphasis on biographies and anecdotes. Second, there is the advanced text for the seventh or eighth grade, generally speaking, an expansion of the elementary book by the addition of forty or fifty thousand words. Finally, there is the high school manual. This, too, ordinarily follows the beaten path, giving fuller accounts of the same events and characters. To put it bluntly, we do not assume that our children obtain permanent possessions from their study of history in the lower grades. If mathematicians followed the same method, high school texts on algebra and geometry would include the multiplication table and fractions. There is, of course, a ready answer to the criticism advanced above. It is that teachers have learned from bitter experience how little history their pupils retain as they pass along the regular route. No teacher of history will deny this. Still it is a standing challenge to existing methods of historical instruction. If the study of history cannot be made truly progressive like the study of mathematics, science, and languages, then the historians assume a grave responsibility in adding their subject to the already overloaded curriculum. If the successive historical texts are only enlarged editions of the first text—more facts, more dates, more words—then history deserves most of the sharp criticism which it is receiving from teachers of science, civics, and economics. In this condition of affairs we find our justification for offering a new high school text in American history. Our first contribution is one of omission. The time-honored stories of exploration and the biographies of heroes are left out. We frankly hold that, if pupils know little or nothing about Columbus, Cortes, Magellan, or Captain John Smith by the time they reach the high school, it is useless to tell the same stories for perhaps the fourth time. It is worse than useless. It is an offense against the teachers of those subjects that are demonstrated to be progressive in character. In the next place we have omitted all descriptions of battles. Our reasons for this are simple. The strategy of a campaign or of a single battle is a highly technical, and usually a highly controversial, matter about which experts differ widely. In the field of military and naval operations most writers and teachers of history are mere novices. To dispose of Gettysburg or the Wilderness in ten lines or ten pages is equally absurd to the serious student of military affairs. Any one who compares the ordinary textbook account of a single Civil War campaign with the account given by Ropes, for instance, will ask for no further comment. No youth called upon to serve our country in arms would think of turning to a high school manual for information about the art of warfare. The dramatic scene or episode, so useful in arousing the interest of the immature pupil, seems out of place in a book that deliberately appeals to boys and girls on the very threshold of life's serious responsibilities. It is not upon negative features, however, that we rest our case. It is rather upon constructive features. First. We have written a topical, not a narrative, history. We have tried to set forth the important aspects, problems, and movements of each period, bringing in the narrative rather by way of illustration. Second. We have emphasized those historical topics which help to explain how our nation has come to be what it is to-day. Third. We have dwelt fully upon the social and economic aspects of our history, especially in relation to the politics of each period. Fourth. We have treated the causes and results of wars, the problems of financing and sustaining armed forces, rather than military strategy. These are the subjects which belong to a history for civilians. These are matters which civilians can understand—matters which they must understand, if they are to play well their part in war and peace. Fifth. By omitting the period of exploration, we have been able to enlarge the treatment of our own time. We have given special attention to the history of those current questions which must form the subject matter of sound instruction in citizenship. Sixth. We have borne in mind that America, with all her unique characteristics, is a part of a general civilization. Accordingly we have given diplomacy, foreign affairs, world relations, and the reciprocal influences of nations their appropriate place. Seventh. We have deliberately aimed at standards of maturity. The study of a mere narrative calls mainly for the use of the memory. We have aimed to stimulate habits of analysis, comparison, association, reflection, and generalization—habits calculated to enlarge as well as inform the mind. We have been at great pains to make our text clear, simple, and direct; but we have earnestly sought to stretch the intellects of our readers—to put them upon their mettle. Most of them will receive the last of their formal instruction in the high school. The world will soon expect maturity from them. Their achievements will depend upon the possession of other powers than memory alone. The effectiveness of their

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citizenship in our republic will be measured by the excellence of their judgment as well as the fullness of their information.C.A.B.M.R.B.NEW YORK CITY

《美国历史》

内容概要

《美国历史(英文版)》继哈佛大学著名历史学家钱宁的《美国学生历史》(英汉双语版)出版问市后,受到众多读者欢迎,不少读者期望能买到英文原版关于美国历史的教材,《美国历史》正是为满足这部分读者纯英文阅读的需求。

这本全英文版的《美国历史》由美国著名历史学家比尔德编写,以西方人的视角,深入浅出地介绍了从殖民地时期到世界大战期间美国历史上的重大事件与文明发展。《美国历史》按不同历史时期,分知识点,一一讲述,便于理解记忆。为使读者更好地理解 and 掌握各章的重点和难点,每章末尾还附有练习题和思考题。文中还配有相应的插图,便于对不同地域和各个时期人物及事件有更直观感受。通过阅读《美国历史》,能理清美国历史发展脉络,获得对美国历史全景式认知,从而能更好地了解美国这个社会和文化多元的国家。

《美国历史(英文版)》适合高中以上读者阅读使用,对于备考 S A T 的学生应该很有帮助。全书提供配套英文朗读下载,在提升阅读水平的同时练习英文听力与口语。对于普通英语学习爱好者,也是一本很好的了解美国历史的学习读本。作者在前言中,对《美国历史》的特点作了如下介绍:

It is not upon negative features, however, that we rest our case. It is rather upon constructive features.

First. We have written a topical, not a narrative, history. We have tried to set forth the important aspects, problems, and movements of each period, bringing in the narrative rather by way of illustration.

Second. We have emphasized those historical topics which help to explain how our nation has come to be what it is to-day.

Third. We have dwelt fully upon the social and economic aspects of our history, especially in relation to the politics of each period.

Fourth. We have treated the causes and results of wars, the problems of financing and sustaining armed forces, rather than military strategy. These are the subjects, which belong to a history for civilians. These are matters which civilians can understand—matters which they must understand, if they are to play well their part in war and peace.

Fifth. By omitting the period of exploration, we have been able to enlarge the treatment of our own time. We have given special attention to the history of those current questions which must form the subject matter of sound instruction in citizenship.

Sixth. We have borne in mind that America, with all her unique characteristics, is a part of a general civilization. Accordingly we have given diplomacy, foreign affairs, world relations, and the reciprocal influences of nations their appropriate place.

Seventh. We have deliberately aimed at standards of maturity.

The study of a mere narrative calls mainly for the use of the memory. We have aimed to stimulate habits of analysis, comparison, association, reflection, and generalization—habits calculated to enlarge as well as inform the mind.

We have been at great pains to make our text clear, simple, and direct; but we have earnestly sought to stretch the intellects of our readers—to put them upon their mettle. Most of them will receive the last of their formal instruction in the high school. The world will soon expect maturity from them. Their achievements will depend upon the possession of other powers than memory alone. The effectiveness of their citizenship in our republic will be measured by the excellence of their judgment as well as the fullness of their information.

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《美国历史》

章节摘录

《美国历史》

编辑推荐

《美国历史(英文版)》是美国著名历史学家比尔德为美国中学生写作的一本历史读本，曾在美国学校使用并受到欢迎。全书根据美历史的不同阶段，划分为七个部分，从美洲大陆的发现到世界大战，共29篇。每一篇章归纳出若干知识点，便于学习理解。章节后面附有总结与讨论话题，引导读者进一步探讨与发现。《美国历史(英文版)》全英文文本，配合下载的朗读文件，对国内读者全提升英语更有很大帮助。SAT考试参考读本，配套纯正美语朗读免费下载。

《美国历史》

精彩短评

- 1、花了一周多的时间，每天通勤的时候不停的研读。在结构布局上，和前一段时间读的一部简易的美国史《A Short History of the United States》类似。历史跨度是从早期的殖民州到一战结束，我们可以从政治，经济，文化，思想等各方面重温一个强大国家的诞生过程。书中提到了几次中国，可惜都是贫弱和失败的形象。对词汇还是有些要求的！群雄争霸，从诞生之初就与众不同。THIS IS AMERICAN！
- 2、包装啥的都挺好的，孩子还冒开始读，就是一起发的另外一套书怎么现在都收到呀，奇怪
- 3、其实这本书是我的历史老师诺顿推荐的 他说这书对历史党有些很有益的outline个人觉得还不错 对学历史帮助也不错 好好归纳整理利用它吧
- 4、英文平易近人,适合初级英语程度者畅读.但千万不要与其名著“美国文明的兴起”(上下,商务印书馆)相提并论,你要真正体会比尔德的经济宪政历史风格,还是读这个“美国文明的兴起”合适.书籍本身纸资和装订均不赖,作为兼有历史和英文阅读的目标,这个书很有读头!强烈推荐!
- 5、了解一个国家的文化，必先了解起历史。追根溯源，探寻现有制度与现象那些深厚的历史背景，有助于我们更加深入的了解这个国家。
- 6、很好的一本书，纸张也不错。
- 7、翻了一下文字比较多 适合考SAT的人 不过对于我这种考gmat的人来说也是个不错的阅读材料！
- 8、喜欢这种原版书，国内人改编的都有些问题
- 9、全英文版 内容全面 超值
- 10、简单明了的美国简史，值得阅读。
- 11、要了解一个国家，先从了解它的历史开始。。
- 12、19世纪人写的美国历史，有点旧唉！
- 13、英语能力有限，书的质量还好
- 14、比较客观 用词很准确 要再读一遍 一个单词也不放过！！
- 15、帮朋友买的，说是老师推荐买的。。。
- 16、要去美国读法律，才知道要了解的不仅仅是一个学科那么简单，所有人都应该是从了解一个人的人种起源到他们的国家历史再到具体的学科去做学问。这样才能扎实
- 17、2013.7
- 18、对于需要考国际课程的学生相当有用。
- 19、这册美国学生用的英语原版《美国历史》，书非常好，可定价较高。半价后，看起来便宜，其实这书的实际价格，也就是半价的价格，换句话说，这本书出版社定价应该在30元左右，在此基础上半价也已经15元左右，才算实惠。
- 20、买过几次了都很满意，以后还会继续买的

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