

百年励志经典丛书

品格的力量

CHARACTER IS A POWER

第二版

ENGLISH-CHINESE

BILINGUAL

英汉对照

[美] 布克·T·华盛顿 著 青闰 译注 王琴文 插图

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前言

“百年励志经典”是让亿万人获得幸福和成功的心灵密码，是温暖千万心灵、改变千万人生的传世宝典，包括《快乐的人生》、《品格的力量》、《生存的智慧》、《天使的百合》和《成功的机遇》。

这套书所选篇章全面、丰富、经典，所选内容贴近现实，经典睿智，通俗实用，励人心志，发人深省，催人奋进，涉及真理与思想、意志与信念、心态与命运、选择与放弃、为人与处世、财富与生活、智慧与人生、生命与启示、成功与梦想、理想与现实等重大人生课题。这些文章既可以使你感到心灵震撼，又可以使你从容自信，端正人生态度，找到生活方向，成就美满人生。

朋友，每当华灯初上，白天的喧哗与骚动渐渐平息，伴着明月清风，和着舒缓旋律，携一卷美文，品一杯香茗，坐在属于自己的空间，体验文字带给你的优美、睿智、灵动与流畅，感受时间从指缝间飘然而去，体味一种纯净、充实和有趣的生活，是何等的美妙和惬意！

我们奉献给你的正是这样一种精神享受。她们既像一颗颗珍珠、一粒粒钻石，又像一缕缕阳光、一泓泓清泉，更像一处处圣火、一座座灯塔，启迪智慧，提升思想，是一套值得用心品味的人生经典。

在选材上，我们披沙拣金，尽可能多方位、多角度、多层面地展现其风姿与魅力。

在翻译上，我们反复斟酌推敲，力求准确到位，传神达韵，流畅优美，

让你体味到汉语言的博大精深与独特韵味。

在设计上，我们追求精美韵致、别出心裁，让你一见倾心、爱不释手、一读难忘。

在翻译和注解过程中，我们得到了东华大学出版社沈衡编辑的悉心指导和大力支持，也得到了廉凤仙、宋娟、宰倩、张连亮、刘君武等同志的热忱帮助，在此深表谢意。

青 闰

2015 年 10 月

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《品格的力量》从“生活两面,经纬分明”、“帮助他人,完善自我”、“前有暗礁,从容应对”、“榜样影响,立竿见影”、“简单朴素,彰显美德”、“竭尽全力,塑造自我”、“切勿沮丧,成功有望”、“以诚相待,终有回报”、“崇高教育,优雅品位”、“信守诺言,成就人生”、“重大小事,决定成功”、“脚踏实地,人生基石”、“学会节约,自强自立”、“培养习惯,稳定发展”、“抓住本质,抛弃影子”、“自强自立,共同进步”等方面阐述了如何培养和彰显品格的力量,如涓涓细流,润人心田,对促进美国黑人教育尤其是黑人职业教育的发展产生了巨大影响。



Chapter 1

Two Sides of Life

第一章

生活两面，经纬分明

There are quite a number of **divisions**¹ into which life can be divided, but for the **purposes**² of this evening I am going to speak of two: the bright side of life and the dark side.

In thought, in talk, in action, I think you will find that you can separate life into these two divisions—the dark side and the bright side, the discouraging side and the encouraging side. You will find, too, that there are two classes of people, just as there are two divisions of the subject. There is one class that is schooling itself, and constantly training itself, to **look upon the dark side**³ of life; and there is another class, made up of people who are, consciously or unconsciously, constantly training themselves to **look upon the bright side**⁴ of life.

Now it is not wise to go too far in either direction. The person who schools himself to see the dark side of life is likely to make a mistake, and the person who schools himself to look only upon the bright side of life, forgetting all else, also is **apt to**⁵ make a mistake.

Notwithstanding⁶ this, I think I am right in saying that persons who accomplish the most in this world, those to whom on account of their helpfulness the world looks most for service those—who are most useful in every way—are those who are constantly seeing and appreciating the bright side as well as the dark side of life.

You will sometimes find two persons who get up in the morning, perhaps a morning that is overcast with shadows—a damp, wet, rainy, uninviting morning—and one of these persons will speak of the morning as being gloomy, will speak of the mud-puddles about the house, of the rain, and of all of the disagreeable features. The second person, the one who has schooled himself to see the brighter side of life, the beautiful things in life, will speak of the beauties that are in the rain drops, and the freshness of the newly bathed flowers, shrubs and trees. Notwithstanding the gloomy and generally **disconsolate**⁷ appearance of things, he will find something attractive in the scene out of doors, and will discover something in the gloomy morning that will cheer him.

Suppose that you see these same two persons eat their breakfast.

Perhaps they will find out that the rolls are bad, but that the coffee is excellent. If the rolls are poor, it is a great deal better in such a case to get into the habit—a habit that you will find pays from every standpoint of being able to forget how **unpalatable**⁸ they are, and to let your thoughts dwell upon the good and satisfactory coffee. Call the attention of your near neighbor at the table to the excellence of the coffee. What is the result of that kind of schooling? You will grow up to be an individual whom people will like to see coming near them—an individual to whom people will go for encouragement when the hours are dark, and when everything seems to be discouraging.

In just the same way, when you go into the classrooms to recite your lessons, do not dwell upon any mistakes that you may think you see the teacher make, or upon any weakness in the **presentation**⁹ of the lesson. All teachers make mistakes sometimes, and you may **depend upon it**¹⁰ that it is an excellent teacher and a person of fine character who, when he or she has made a mistake, says frankly and plainly, “I have made a mistake,” or “I don’t know.” It takes a very good and a very bright teacher to say, “I don’t know.” No teacher knows everything about every subject. A good teacher will say frankly and clearly, “I don’t know. I cannot answer that question.”

Let me tell you, right here, too, that when you go out from here to become teachers yourselves as a large proportion of you will go—when ever you get to a point where a student asks you a question which you are not able to answer, or asks you something about a subject on which you are not well informed, you will find it better to say frankly and honestly, “I am unable to answer your question.” Your students will respect you a great deal more for your frankness and honesty. Education is not what a person is able to hold in his head, so much as it is what a person is able to find. I believe it was Daniel Webster who said that the truly educated man was not the one who had all knowledge in his head, but the one who knew where to look for information upon any subject upon which at any

假如你看到这两个人一起吃早饭会是什么情形。

也许他们会发现面包卷很糟，但咖啡极好。如果面包卷差劲，在这种情况下，形成这种习惯会好得多——如果能忘记面包卷多么难吃，并让自己尽情享受那令人满意的美味咖啡，那么，无论你持什么观点，这种习惯都会让你从中受益。让坐在桌边的人注意这咖啡是多么好喝。这种教育是什么结果呢？你会成为这样一个人，就是人们都会喜欢走近你身边，就是人们在时光黯淡、一切失意时就会来向你寻求鼓励。

同样，当你走进教室上课时，不要细究你可能认为老师犯的任何错误，也不要细究老师讲课时出现的任何不足。所有的老师有时都会出错，也许可以肯定地说，一位优秀老师和一个品质优良的人，就是在出错后会真诚坦率地说“我错了”或“我不知道”的人。说“我不知道”的老师是非常聪明的好老师。哪个老师也不会无所不知。一位好老师会坦率明确地说：“我不知道。我回答不了那个问题。”



此时此刻让我来告诉你，当你离开这里，自己也成为老师时，你们中很大一部分人也会遇到这种情况，会有学生问你无法回答的问题，或者问你不大了解的事情，你坦率诚实地说：“我无法回答你的问题。”，你会发现更好。你的学生会因为你的坦率和诚实而对你倍加尊敬。教育不是一个人能在脑海里留住什么，而在于一个人能发现什么。我相信丹尼尔·韦伯斯特说过的一句话，他说真正受过教育的人不是脑海里具有一切知识的人，而是需要信息时，随时都知道该去哪里寻找的人。每一个想要成功的人都必须得到这种训练。他必须得到这种训练，才能知道去哪里找到事实，而不是努力训练自己

time he might want information. Each individual who wishes to succeed must get that kind of discipline. He must get such training that he will know where to go and get facts, rather than try to train himself to hold all facts in his head.

I want you to go out from this institution so trained and so developed that you will be constantly looking for the bright, encouraging and beautiful things in life. It is the weak individual, as a rule, who is constantly calling attention to the other side—to the dark and discouraging things of life. When you go into your classrooms, I repeat, try to forget and overlook any weak points that you may think you see. Remember, and dwell upon the consideration that has been given to the lesson, the faithfulness with which it was prepared, and the earnestness with which it is presented. Try to recall and to remember every good thing and every encouraging thing which has come under your observation, whether it has been in the classroom, or in the shop, or in the field. No matter where you are, seize hold on the encouraging things with which you come in contact.

In connection with the personality of their teachers, it is very unfortunate for students to form a habit of continually finding fault, of criticizing, of seeing nothing but what the student may think are weak points. Try to get into a **frame of mind**¹¹ where you will be constantly seeing and calling attention to the strong and beautiful things which you observe in the life and work of your teachers. Grow into the habit of talking about the bright side of life. When you meet a fellow student, a teacher, or anybody, or when you write letters home, get into the habit of calling attention to the bright things of life that you have seen; the things that are beautiful, the things that are charming. Just in proportion as you do this, you will find that you will not only influence yourself in the right direction, but that you will also influence others that way. It is a very bad habit to get into, that of being continually moody and discouraged, and of making the atmosphere uncomfortable for everybody who comes within ten feet of you. There are some people who are so constantly looking on the dark side of life that they cannot see anything but that side. Everything that comes from their mouths is unpleasant, about this thing

在脑海里留住所有的事实。

我希望你从这所学院走出去时，训练有素，会不断寻找生活中鼓舞人心、光明美好的事物。通常，只有软弱的人才会常常注意另一面——生活中令人沮丧的黑暗面。我再说一遍，你走进教室时，要尽力忘记和忽略你自认为看到的任何弱点。记住，要仔细研究有关课文的思考、备课时的忠诚，以及讲课时的认真。努力回忆并记住你通过观察发现的各种令人鼓舞的美好事物，无论是出现在教室里、商店里，还是出现在田地里。无论你在哪里，都要紧紧抓住你接触到的那些令人鼓舞的事物。



就老师的个性来说，如果学生养成一种习惯，不断挑剔老师，批评老师，只看到他们所谓的老师的弱点，这是非常不幸的。努力让自己进入一种心境，你在那里会不断看到并关注你在老师的生活与工作中观察到的那些健康美好的事物。逐渐养成谈论生活光明面的习惯。当你遇见同学、老师或任何人时，或者当你写家书时，要养成习惯，关注你看到的生活中那些充满希望的事物、那些美好的事物、那些可爱有趣的事物。你把这做得恰到好处时，就会发现，你不仅会在正确的方向上影响自己，而且你还会这个方向上影响他人。总是喜怒无常、灰心丧气，使离你 10 英尺内的人都感到局促不安，是一种非常糟糕的习惯。有些人因为总是盯着生活中的黑暗面，再也看不到另一面。他们嘴里说出的所有一切都令人不快，而且他们让自己四周和他们接触的每个人四周的整个氛围都不舒服。这种人肯定不受欢迎。啊，我曾经见过一些人，他们沿路走来时，我真想走到路对面，以免碰到他们。我不想听他们的不幸

and that thing, and they make the whole atmosphere around them unpleasant for themselves and for everybody with whom they come in contact. Such persons are surely **undesirable**¹². Why, I have seen people coming up the road who caused me to feel like wanting to cross over on to the other side of the way so as not to meet them. I didn't want to hear their tales of misery and woe. I had heard those tales so many times that I didn't want to get into the atmosphere of the people who told them.

It is often very easy to influence others in the wrong direction, and to grow into such a moody fault-finding disposition that one not only is miserable and unhappy himself, but makes everyone with whom he comes in contact miserable and unhappy. The persons who live constantly in a fault-finding atmosphere, who see only the dark side of life, become negative characters. They are the people who never go forward. They never suggest a line of activity. They live simply on the negative side of life.

Now, as students, you cannot afford to grow in that way. We want to send each one of you out from here, not as a negative force, but as a strong, positive, helpful force in the world. You will not accomplish the task which we expect of you if you go with a moody, discouraged, fault-finding **disposition**¹³. To do the most that lies in you, you must go with a heart and head full of hope and faith in the world, believing that there is work for you to do, believing that you are the person to accomplish that work, and the one who is going to accomplish it.

In nine cases out of ten, the person who cultivates the habit of looking on the dark side of life is the little person, the miserable person, the one who is weak in mind, heart and purpose. On the other hand, the person who **cultivates**¹⁴ the habit of looking on the bright side of life, and who calls attention to the beautiful and encouraging things in life, in nine cases out of ten, is the strong individual, the one to whom the world goes for intelligent advice and support. I am trying to get you to see, as students, the best things in life. Do not be satisfied with second-hand or third-hand things in life. Do not be satisfied until you have put yourselves into that