



21世纪英语专业系列教材

普通高等教育“十一五”国家级规划教材

学生用书·第四册

# 英语综合教程



# English

## Intensive Reading

傅似逸 陈燕 / 主编



北京大学出版社  
PEKING UNIVERSITY PRESS



北京市高等教育精品教材立项项目

总主编 胡壮麟

# 英语综合教程

第4册

(学生用书)

主 编 傅似逸 陈 燕

编 者 丁晓君 陈 燕 傅似逸  
苏欲晓 张秀明

英文审订 Dr. Brian Low



北京大学出版社  
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

英语综合教程.第4册(学生用书)/傅似逸,陈燕主编. —北京:北京大学出版社, 2008.4  
(21世纪英语专业系列教材)

ISBN 978-7-301-13433-7

I. 英… II. ①傅… ②陈… III. 英语 - 高等学校 - 教材 IV. H31

中国版本图书馆 CIP 数据核字(2008)第 021585 号

书 名: 英语综合教程.第4册(学生用书)

总 策 划: 张 冰

著作责任者: 傅似逸 陈 燕 主编

责任编辑: 高生文

标准书号: ISBN 978-7-301-13433-7/H·1943

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://www.pup.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767315 出版部 62754962

电子邮箱: [zbing@pup.pku.edu.cn](mailto:zbing@pup.pku.edu.cn)

印 刷 者: 北京大学印刷厂

经 销 者: 新华书店

787 毫米×1092 毫米 16 开本 18.25 印张 415 千字

2008 年 4 月第 1 版 2008 年 4 月第 1 次印刷

定 价: 38.00 元(配有光盘)

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究 举报电话: 010-62752024

电子邮箱: [fd@pup.pku.edu.cn](mailto:fd@pup.pku.edu.cn)

## 《21 世纪英语专业系列教材》编写委员会

(以姓氏笔画排序)

王守仁	王克非	申 丹
刘意青	李 力	胡壮麟
桂诗春	梅德明	程朝翔

# 总序

北京大学出版社自 2005 年以来已出版《语言与应用语言学知识系列读本》多种,为了配合第十一个五年计划,现又策划陆续出版《21 世纪英语专业系列教材》。这个重大举措势必受到英语专业广大教师和学生的欢迎。

作为英语教师,最让人揪心的莫过于听人说英语不是一个专业,只是一个工具。说这些话的领导和教师的用心是好的,为英语专业的毕业生将来找工作着想,因此要为英语专业的学生多多开设诸如新闻、法律、国际商务、经济、旅游等其他专业的课程。但事与愿违,英语专业的教师们很快发现,学生投入英语学习的时间少了,掌握英语专业课程知识甚微,即使对四个技能的掌握也并不比大学英语学生高明多少,而那个所谓的第二专业在有关专家的眼中只是学到些皮毛而已。

英语专业的路在何方?有没有其他路可走?这是需要我们英语专业教师思索的问题。中央领导关于创新是一个民族的灵魂和要培养创新人才等的指示精神,让我们在层层迷雾中找到了航向。显然,培养学生具有自主学习能力和能进行创造性思维是我们更为重要的战略目标,使英语专业的人才更能适应 21 世纪的需要,迎接 21 世纪的挑战。

如今,北京大学出版社外语部的领导和编辑同志们,也从教材出版的视角探索英语专业的教材问题,从而为贯彻英语专业教学大纲做些有益的工作,为教师们开设大纲中所规定的必修、选修课程提供各种教材。“21 世纪英语专业系列教材”是普通高等教育“十一五”国家级规划教材和国家“十一五”重点出版规划项目《面向新世纪的立体化网络化英语学科建设丛书》的重要组成部分。这套系列教材要体现新世纪英语教学的自主化、协作化、模块化和超文本化,结合外语教材的具体情况,既要解决语言、教学内容、教学方法和教育技术的时代化,也要坚持弘扬以爱国主义为核心的民族精神。因此,今天北京大学出版社在大力提倡专业英语教学改革的基础上,编辑出版各种英语专业技能、英语专业知识和相关专业课程知识的教材,以培养具有创新性思维的和具有实际工作能力学生,充分体现了时代精神。

北京大学出版社的远见卓识,也反映了英语专业广大师生盼望已久的心愿。由北京大学等全国几十所院校具体组织力量,积极编写相关教材。这就是

说,这套教材是由一些高等院校有水平有经验的第一线教师们制定编写大纲,反复讨论,特别是考虑到在不同层次、不同背景学校之间取得平衡,避免了先前的教材或偏难或偏易的弊病。与此同时,一批知名专家教授参与策划和教材审定工作,保证了教材质量。

当然,这套系列教材出版只是初步实现了出版社和编者们的预期目标。为了获得更大效果,希望使用本系列教材的教师和同学不吝指教,及时将意见反馈给我们,使教材更加完善。

航道已经开通,我们有决心乘风破浪,奋勇前进!

胡壮麟  
北京大学蓝旗营

# 前言

《英语综合教程》根据《高等学校英语专业英语教学大纲》编写,旨在培养学生具有扎实的语言基本功、宽广的知识面、一定的相关专业知识、较强的综合能力和较高的人文素质。本套教材是基础英语课程教材,共四册,可供高等学校英语专业一、二年级学生使用。本册为第四册,适用于二年级第二学期。

本册共 15 个单元,每单元包括 TEXT A 与 TEXT B 两篇课文。内容涉及教育、语言、政治、文学等领域。主题包括语言学习、跨文化交际、民族性格、女性意识、环境保护、社会变迁、人类天性等。体裁包括小说、散文、政论文、传记、演说辞、寓言、神话、科幻故事、时文等。课文的选材力求体现经典性与时代性相结合、知识性与趣味性相结合的原则,同时关注学生的需要、兴趣与语言难易程度。三十篇课文均出自名家之手,稍加改编而成。其中既有思想内涵深刻的经典文章,也有贴近现代生活的轻松读物,体现了比较丰富的人文内涵和审美取向。

本册教材的编排原则与前三册基本一致。各单元包括八个部分,体例如下:

## Unit Goals

教学目标:提出本单元的学习目标

## Before Reading

读前准备:要求学生在阅读课文前查阅相关资料,培养自主学习和独立思考的能力

## A Glimpse into the Text

导读:提炼该课的精华,激发学生的兴趣

## Text A

- More about the Text
- Check Your Understanding
- Paraphrasing

主课文模块:学生精读作品,了解作者的生平与创作背景,掌握课文的内容要点、难点

## Some Information about the English Style

文体修辞模块:分析课文的文体特色和相关的修辞要点

## Practice

**练习模块：**包括形式多样的词汇、语法、写作、翻译练习，以提高学生综合运用语言的能力

## Text B

### ■ Notes

### ■ Comprehension

**辅课文模块：**提供与主课文主题一致，但风格不同的作品，加深学生的理解，拓展其视野

## Further Study

**延伸性学习：**提供进一步学习与研究的资源

本册教材的总体设计具有如下特点：

1. 注重学生的参与，强调让学生动手、动脑，通过查找资料、讨论等形式补充知识，解决问题。
2. 注重启发性教学，引导学生归纳掌握知识。
3. 注重师生互动，课前活动和课后练习的设计注意以学生为主体、以教师为指导。
4. 注重综合技能的训练，各单元练习全面，有助于巩固并拓展所学的知识与技能。
5. 注重培养学生运用语言的得体性，对文化差异的敏感性、宽容性和处理文化差异的灵活性。

本教材配有教师用书，为使用者提供包括教学思路、课堂组织、教学重点与难点、语法修辞等方面的详细指导和参考答案。有助于教师在教学各环节中采用启发式、讨论式、合作式、发现式、归纳式等多种教学方式，开展以任务为中心的互动教学，最大限度地让学生参与学习的全过程。

本册教材由厦门大学主持编写。傅似逸教授和陈燕副教授担任主编，并与张秀明、苏欲晓、丁晓君老师分担全书的选材和编写。在编写过程中，总主编胡壮麟教授给予了精心的指导；加拿大专家 Brian Low 博士审订了全书；英国专家 Mark Hilton 为本册的选材提供了宝贵的意见和帮助，在此我们表示衷心的感谢！本册责任编辑高生文和北京大学出版社外语编辑部的编辑们为本书的出版付出了艰辛的劳动，在此也一并致谢。

由于编者水平有限，不足与疏漏在所难免，诚望使用本书的教师与学生批评指正。

编者

2008年元月



# 北大英语辞书



- |              |                      |         |
|--------------|----------------------|---------|
| 《热门话题汉英口译词典》 | 杨大亮 王运祥 主编           | 25.00 元 |
| 《常见英语错误例解词典》 | Harry Blamires 著     | 26.00 元 |
| 《最新通俗美语词典》   | 高克毅 高克永 主编           | 42.00 元 |
| 《英语写作技巧》     | James Aitchison 著    | 26.00 元 |
| 《英语常用词组用法词典》 | Rosalind Fergusson 著 | 45.00 元 |
| 《电力科技英汉词典》   | 涂和平 主编               | 19.80 元 |
| 《当代英汉美英报刊词典》 | 周学艺 主编               | 52.00 元 |

北京大学 出版社

外语编辑部电话: 010-62767347

市场营销部电话: 010-62750672

010-62755217

邮购部电话: 010-62752015

Email: zbing@pup.pku.edu.cn



<b>Unit 1 Education</b> .....	<b>1</b>
Text A The Importance of Education .....	1
Text B Education in Germany .....	12
<b>Unit 2 The Power of Rhetoric</b> .....	<b>18</b>
Text A We Are Not of This Spring .....	19
Text B How Not to Let Your Country Can Do for You .....	32
<b>Unit 3 Humor and Irony</b> .....	<b>37</b>
Text A The Night on the East Coast .....	38
Text B The Verger .....	46
<b>Unit 4 The Choice of Words</b> .....	<b>52</b>
Text A Politics and the English Language .....	53
Text B The Choice of Words .....	67
<b>Unit 5 Learning and Teaching</b> .....	<b>75</b>
Text A Wise and Foolish .....	76
Text B On Being a Scientific Booby .....	85
<b>Unit 6 Nature and Civilization</b> .....	<b>92</b>
Text A Who Killed King Kong? .....	97
Text B Yellow Women and a Beauty of the Spirit .....	107
<b>Unit 7 Women's Consciousness</b> .....	<b>114</b>
Text A A Room of One's Own .....	115
Text B Feminist Consciousness after the Women's Movement .....	127

<b>Unit 8</b>	<b>Impact of Change</b> .....	<b>132</b>
	Text A The Open Road /	133
	Text B On Going Home /	141
<b>Unit 9</b>	<b>The Short Story</b> .....	<b>147</b>
	Text A Miss Brill /	148
	Text B The Gift of the Magi /	157
<b>Unit 10</b>	<b>National Character</b> .....	<b>164</b>
	Text A Paradox and Dream /	165
	Text B The European's America (23 October 1952) /	177
<b>Unit 11</b>	<b>Cross-cultural Communication</b> .....	<b>185</b>
	Text A Culture Shock /	186
	Text B A Canadian Firm's Negotiation in China /	196
<b>Unit 12</b>	<b>Landscape and Environment</b> .....	<b>201</b>
	Text A The Wu River /	202
	Text B Global Warming /	211
<b>Unit 13</b>	<b>Treasury of Fantasy</b> .....	<b>217</b>
	Text A Tom Edison's Shaggy Dog /	218
	Text B Harry Potter and the Philosopher's Stone /	227
<b>Unit 14</b>	<b>Human Folly</b> .....	<b>237</b>
	Text A The Folly of Discontent with One's Own Lot /	238
	Text B The Picture of Dorian Gray /	248
<b>Unit 15</b>	<b>Human Quest</b> .....	<b>254</b>
	Text A Yali's Question /	255
	Text B The Wanderer from <i>Thus Spoke Zarathustra</i> /	265
<b>生词总表</b>	<b>Vocabulary</b> .....	<b>270</b>

# Education

## Unit Goals

- ☞ Exploring the role of education
- ☞ Learning to develop a thesis statement
- ☞ Developing an argument through exemplification

## Before Reading

1. In small groups, discuss the following:

- ☞ Should curriculum always be relevant to student's daily lives?
- ☞ Can all things be learnt by doing?
- ☞ Which is more important in children's education, to develop practical life skills or to acquire knowledge? Do the two contradict each other?
- ☞ Do you enjoy hands-on activities?

2. Search in an encyclopedia or on the Internet for biographical information about John Dewey and his philosophy of education.

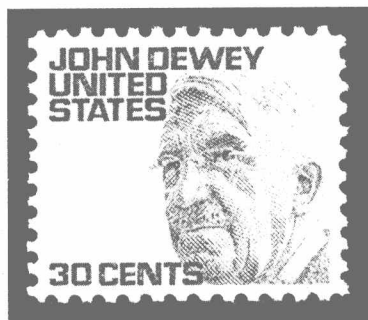
## A Glimpse into the Text

*No educator had a more profound influence on education in America than John Dewey. Before Dewey, all American public schools followed a strict routine—teachers taught facts from textbooks and maintained tight discipline; students memorized facts from textbooks and followed instructions. Dewey believed that this was too narrow a concept of education, that education should evolve to make better use of the native intelligence of children and better meet the needs of society—indeed, that the public school should become a microcosm of society, in which students prepared for their adult lives in a democratic society. Dewey's ideas remain as controversial today as they were when he wrote the following passage in 1899. Despite the controversy, however, his concept of “progressive education” has been adopted by almost every public school in America.*

## Text A

# The School and Social Progress

John Dewey<sup>1</sup>



The great thing to keep in mind regarding the introduction of active occupations into the school is that through them the entire spirit of the school is renewed. The school has a chance to *affiliate* itself with life, to become the child's habitat, where he learns through directed living; instead of being a place to learn lessons having an abstract and remote reference to some possible living to be done in the future. The school gets a chance

to be a miniature community, an *embryonic* society. This becomes its fundamental goal, and from this arise continuous and orderly sources of instruction.

It is this liberation from narrow utilities, this openness to the possibilities of the human spirit that makes practical activities in the school the allies of art, science, and history. In educational terms, this means that these active occupations shall not be mere practical devices for future employment—the gaining of better technical skills as cooks, seamstresses, or carpenters—but also activities to develop scientific insight into natural materials and processes, as well as points of departure whence children might be led into a realization of the historical development of man. The actual significance of this can be told better through one illustration taken from actual school work than by general *discourse*.

There is nothing which strikes the average intelligent visitor more oddly than to see boys, as well as girls, of ten, twelve, and thirteen years of age engaged in sewing and weaving. If we look at this from the standpoint of preparation of the children for sewing on buttons and making patches, we get a narrow and *utilitarian* conception—an activity that hardly justifies giving prominence to this sort of work in the school. But if we look at it from another side, we find that this work provides a point of departure from which the child can trace and follow the progress of mankind in history, getting an insight also into the materials used and the mechanical principles involved. In connection with these activities, the historical development of man is *recapitulated*. For example, the children are first given the raw

*microcosm* /'maɪkrəʊkɒzəm/ *n.* [C, U] a small place, society or situation which has the same characteristics as sth. much larger

*affiliate* /ə'fɪliət/ *v.* [usually passive] ~ **sb./sth. (with/to sb./sth.)** to link a group, a company, or an organization very closely with another larger one

*embryonic* /,embri'ɒnɪk/ *adj.* (formal) in an early stage of development

*discourse* /dɪs'kɔ:s/ *n.* [C, U] (formal) a long and serious treatment or discussion of a subject in speech or writing

*utilitarian* /ju:'tɪlɪ'teəriən/ *adj.* (formal) designed to be useful and practical rather than attractive

*recapitulate* /,ri:kə'ptʃulet/ *v.* (formal) (also **recap**) ~ **(on sth.) /~ sth.** to repeat or give a summary of what has already been said, decided, etc.

35 material—the flax, the cotton plant, the wool as it comes from the back of the sheep (if we could take them to the place where the sheep are sheared, so much the better). Then a study is made of these materials from the standpoint of their adaptation to the uses to which they may be put. For instance, a comparison of the cotton fiber with wool fiber is made. I did not know until the children of such a school told me, but the reason for the late development of the  
40 cotton industry as compared with the woolen industry is that the cotton fiber is very difficult to free by hand from the seeds. The children in one school group worked thirty minutes freeing cotton fibers from the boll and seeds, and succeeded in getting out less than one ounce. They could easily believe that one person could only gin one pound of cotton a day by hand, and could understand why their ancestors wore woolen instead of cotton clothing. Among other  
45 things discovered as affecting the utility of the two fabrics was the shortness of the cotton fiber as compared with that of wool, the former being three millimeters in length, while the latter is three centimeters in length; also that the fibers of cotton are smooth and do not cling together, while the wool has a certain roughness which makes the fibers stick, thus assisting the spinning. The children worked this out for themselves with the actual material, aided by  
50 questions and suggestions from their teacher.

They then followed the processes necessary for working the fibers into cloth. They reinvented the first frame for carding wool—a couple of boards with sharp pins in them for scratching it out. They redevise the simplest process for spinning wool—a pierced stone through which the wool is passed and which, as it is twirled, draws out the fiber, while the  
55 children kept the spun wool in their hands until it was gradually drawn out and wound upon them. Then the children were introduced to the next invention in historical order—in this way passing in review the entire process up to the weaving loom. I need not speak of the science involved in this—the study of the fibers, of geographical features, the conditions under which the raw materials are grown, the great centers of manufacture and distribution, the physics  
60 involved in the machinery of production; nor, again, of the historical side—the influence which these inventions have had upon humanity. You could concentrate the history of all mankind into the evolution of flax, cotton, and wool fibers into clothing. By this, I mean that certain very real and important avenues to the consideration of the history of the race are thus opened—that the mind is introduced to much more fundamental and controlling influences  
65 than usually appear in the political and chronological records that pass for history.

Now, what is true of this one instance of fibers used in fabrics can be true of every material used in every active occupation. The occupation supplies the child with a genuine motive; it gives him first hand experience; it brings him into contact with physical realities.  
70 It does all this, but in addition it can be translated into historical and scientific value. With the growth of the child's mind in power and knowledge, these activities cease to be a pleasant occupation merely; they become more

flax /flæks/ *n* [U] a plant with blue flowers, grown for its stem that is used to make thread and its seeds that are used to make linseed oil

boll /bɒl/ *n* the part of the cotton plant that contains the seeds

gin /dʒɪn/ *v* to remove seeds from (cotton) with a gin (a machine for separating cotton fibers from the seeds)

75 and more a medium to even greater knowledge.

conceive /kən'si:v/ *v.* ~ (of) sth. (as sth.) (formal) to form an idea, a plan, etc., in our mind; to imagine sth.  
 menial /'mi:niəl/ *adj.* (usually disapproving) (of work) not skilled or important, and often boring or badly paid  
 calling /'kɔ:lɪŋ/ *n.* a strong desire or feeling of duty to do a particular job, especially one in which you help other people  
 appendage /ə'pendɪdʒ/ *n.* (formal) a smaller or less important part of sth. larger  
 afford /ə'fɔ:d/ *v.* (formal) to provide sb. with sth.  
 labored /'leɪbəd/ *adj.* (of writing, speaking, etc.) not natural and seeming to take a lot of effort  
 radical /'rædɪkəl/ *adj.* [usually before noun] concerning the most basic and important parts of sth.; thorough and complete

When occupations in the school are conceived in this broad and generous way, I can only stand lost in wonder at objections so often heard, that such occupations are out of place in the school because they are materialistic, utilitarian, or even menial in their tendency. It sometimes seems to me that those who make these objections must live in quite another world. The world in which most of us live is one in which everyone has a calling and occupation, something to do. Some are managers and others are subordinates. But the great thing for one, as for the other, is that each shall have had the education which enables him to see within his daily work all there is of large and human significance. How many of the employed are today mere appendages to the machines which they operate! This may be due in part to the machine itself, or to the regime which lays so much stress upon the products of the machine; but it is certainly due in large part to the fact that the worker has had no opportunity to develop his imagination and his sympathetic insight into the social and scientific values to be found in his work. Until such insights are systematically laid hold of in the years of childhood and youth, until they are trained in social directions, enriched by historical interpretation, controlled and illuminated by scientific methods, we certainly are in no position even to locate the source of our economic evils, much less to deal with them effectively.

To achieve this, a change is necessary in the attitude of the school. Our school methods, and to a very considerable extent our curriculum, are inherited from a period when learning and command of certain symbols, affording as they did the only access to learning, were all-important. The ideals of this period are still largely in control. Our present education is highly specialized, one-sided, and narrow. It is an education dominated almost entirely by a mediaeval conception of learning. It is something which appeals for the most part simply to the intellectual aspect of our natures, to accumulate information, and to get control of the symbols of learning; not to our impulses and tendencies to make, to do, to create, to produce, whether in the form of utility or of art.

But why should I make this labored presentation? The obvious fact is that our social life has undergone a thorough and radical change. If education is to have any meaning for life, it must pass through an equally complete transformation—a transformation that is already in progress. Modifications which often appear (even to those most actively concerned with them) to be mere changes of detail, mere improvement within the school mechanism, are in reality signs and evidences of evolution. The introduction of active occupations into the school, of nature study, of elementary science, of art, of history; the

115 relegation of merely abstract learning to a secondary position; the change in the moral school atmosphere, in the relationships of pupils and teachers — of discipline; the introduction of more active, expressive, and self-directing factors—all these are not mere accidents, they are necessities of the larger social evolution. It remains but to organize all these factors, to appreciate them in their fullness of meaning, and to put the ideas and the ideals they involve into complete, uncompromising possession of our school system. To do this means to make each one of our

120 schools an embryonic community, active with the types of occupations that reflect the life of the larger society, and permeated throughout with the spirit of art, history, and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with a spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which

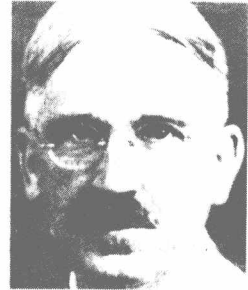
130 is worthy, lovely, and harmonious.

relegate /'reɪlɪgeɪt/ v. ~sb./sth. (to sth.) to give sb. a lower or less important position, rank, etc. than before  
 permeate /'pɜːmiət/ v. (of an idea, an influence, a feeling, etc.) to affect every part of sth.  
 saturate /'sætʃəreɪt/ v. [often passive] ~sth./sb. (with/in sth.) to fill sth./sb. completely with sth. so that it is impossible or useless to add any more

## More about the Text

### 1. John Dewey

John Dewey (1859—1952), American pragmatic philosopher, psychologist, and educator whose theories had a profound influence on public education in the first half of the 20th century, especially in the United States. Dewey's philosophy of education, instrumentalism (also called pragmatism), focused on learning-by-doing rather than rote learning and dogmatic instruction.



### 2. The School and Society

The selection is an adaptation from a small book entitled *The School and Society* (1899), which evolved from three lectures that John Dewey delivered to parents and friends of the Laboratory School that Dewey established in 1896 in an attempt to facilitate research and experimentation into new principles and methods and to allow the children to take an experimental approach to their own learning. The book soon became a sort of manifesto of the progressive school movement of the early 1900s, and is probably Dewey's most popular and most translated publication.

## Check Your Understanding

1. What does the word “renew” imply to you? In what ways is the entire spirit of the school



- renewed through the introduction of active occupations?
2. What practical activities have you participated in at school? In what sense are practical activities in the school “the allies of art, science and history?”
  3. Have you ever done any sewing or weaving? How did you like it? What perspectives may we take to look at children engaged in sewing and weaving in the school?
  4. What do children learn from sewing and weaving? Explain in your own words.
  5. What good are active occupations to the child, according to Dewey? Do you see any other benefits?
  6. What are some objections against active occupations in the school?
  7. How can education help the child better understand work and society, according to Dewey?
  8. Is Dewey justified in saying that “Our present education is highly specialized, one-sided and narrow?”
  9. Is Dewey pessimistic about the future prospects of education? Why or why not?
  10. What does Dewey visualize the ideal school in relation to society to be? Do you think his ideal is attainable?

## Paraphrasing

1. The school has a chance to affiliate itself with life, to become the child's habitat, where he learns through directed living; instead of being a place to learn lessons having an abstract and remote reference to some possible living to be done in the future.
2. It is this liberation from narrow utilities, this openness to the possibilities of the human spirit that makes practical activities in the school the allies of art, science, and history.
3. But the great thing for one, as for the other, is that each shall have had the education which enables him to see within his daily work all there is of large and human significance.
4. Until such insights are systematically laid hold of in the years of childhood and youth, until they are trained in social directions, enriched by historical interpretation, controlled and illuminated by scientific methods, we certainly are in no position even to locate the source of our economic evils, much less to deal with them effectively.
5. To do this means to make each one of our schools an embryonic community, active with the types of occupations that reflect the life of the larger society, and permeated throughout with the spirit of art, history, and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with a spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely, and harmonious.