



维多利亚女王

QUEEN VICTORIA

K.D.REYNOLDS &
H.C.G.MATTHEW

K.D.雷诺兹 H.C.G.马修 著 陈 兵 译注



上海译文出版社

牛津名人传记丛书
Very Interesting People



主编: 朱亚军
主审: 王德春

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图书在版编目(CIP)数据

维多利亚女王 = Queen Victoria: 英文 / (英) 雷诺兹
(Reynolds, K.D.), (英) 马修 (Matthew, H.C.G.) 著;
陈兵译注. —上海: 上海译文出版社, 2008.7
(牛津名人传记丛书)

ISBN 978-7-5327-4581-4

I . 维… II . ①雷…②马…③陈… III . ①英语—语言读物
②维多利亚女王 (1819 ~ 1901) —传记 IV . H319.4: K

中国版本图书馆 CIP 数据核字 (2008) 第 080633 号

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区及中国台湾地区) 销售。

图字: 09-2008-174 号

维多利亚女王
Queen Victoria

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陈兵 译注

责任编辑 邬海静
装帧设计 吴建兴

上海世纪出版股份有限公司
译文出版社出版、发行
网址: www.yiwen.com.cn
200001 上海福建中路 193 号 www.ewen.cc
全国新华书店经销
上海书刊印刷有限公司印刷

开本 787 × 960 1/32 印张 4.25 插页 2 字数 116,000
2008 年 7 月第 1 版 2008 年 7 月第 1 次印刷
印数: 0,001—8,000 册

ISBN 978-7-5327-4581-4/H · 840
定价: 10.00 元

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写在前面的话

阅读是一种猎取，通过阅读，人们可猎取到不可或缺的精神食粮。有了它，人才会健康成长；阅读是一种咀嚼，通过阅读，人们可咀嚼隐匿于文字中的苦辣酸甜。有了它，人才能学会坚强；阅读是一种倾听，通过阅读，人们可倾听到亘古至今的不同声音。有了它，人才不会迷失方向；阅读是一种欣赏，通过阅读，人们可欣赏到前所未见的旖旎风光。有了它，人的生活才会充满阳光……

英语阅读除具有上述功效外，还有独特的一面，那就是强化语言基础、提升英语水平。然而，在浩若烟海的英语阅读材料中，有哪些适合你或是你的首选呢？恐怕不同的人依据不同的需求会有不同的回答。不过，有一点是共同的，即每位读者都会选择自认为好的英语阅读材料。那么，何谓好的英语阅读材料呢？我们认为，就一般情况而言，好的英语阅读材料应具备以下特点：

广博性

广博性决定了阅读者获取的知识量。换言之，没有广博的语料，人们就无法获取广博的知识。因此，英语阅读材料应尽量涉及多种话题，涵盖各方面知识。

权威性

权威性有两层含义：一是信息准确，有证可查，有史可考，绝非道听途说；二是语言地道，原汁

原味，读者能充分享受到“原生态”阅读的乐趣。

简明性

简明性首先体现在语料方面，内容要简明，取舍得当，真正将有意义的一面充分展示给读者。其次，语言表达要简明，做到言简意赅，无拖泥带水之嫌。

趣味性

趣味性是语言使用的最高境界，它能使阅读文本生动、有趣，令人爱不释卷、百看不厌。趣味性带给读者的是阅读享受，如同在明媚的春光里呼吸清新空气。

有鉴于此，并经大量市场调研，上海译文出版社与牛津大学出版社联袂推出了“牛津名人传记丛书”，从莎士比亚到丘吉尔，从达尔文到牛顿，囊括了英国历史上最重要、最具影响力的非凡人物，可谓群星璀璨。

我们相信，该套丛书的推出是广大英语学习者的福音，是广大文学爱好者的福音，是广大史学研究者的福音，更是广大中学生、大学生的福音。该套丛书带给读者朋友的不仅是精准的知识点和多彩的文化点，更有数不清的意外惊喜！

主 编

2008年6月

前 言

作为《牛津英国名人传记大辞典》(这部维多利亚女王传就是其中之一)的发起编辑,科林·马修早就打算亲自撰写现代君王的传记。在做这项工作他追步前贤,模仿他们编写第一版也就是维多利亚版的《英国名人传记辞典》时的做法。科林知道这项工作工程浩大,他的其他事务又很繁杂,所以一开始他就邀我——他以前的研究生,又是他主编《牛津英国名人传记大辞典》时的内部学术编辑团成员——共同写这部传记。我们拟订了写作计划,又将各人要写的东西作了分工。

科林无疑对维多利亚女王在位后期的政治情况很了解,而我则比较熟悉她统治前期的情形以及宫廷和家庭生活的细节。对于维多利亚女王我俩的看法完全不同。科林编过很长时间的《格拉斯通^①日记》,当然免不了受其影响。他对那位“了不起的老人”颇有好感,自然也就从心底不太喜欢女王——实际上除了女王,我还从没听他说过什么人的坏话。我对女王的好感则要多一些。科林觉得她对格拉斯通的粗暴态度前后不一。我则觉得,考虑到女王的个人经历和脾性,她的行为也许不能原谅,但可以理解。我们一直想就此问题讨论一番。我写了女王

① William Gladstone (1809—1898), 英国政治家, 于 1868 至 1894 年间四度担任英国首相。

传记的前几章，科林则写了其后期政治方面的章节，特别是格拉斯通和萨里斯伯里的执政情况、女王与宪法的情况以及他对女王丧夫后长时间服丧的一些看法。可惜科林英年早逝，我们的合作就此终止。

维多利亚女王逝世距今已一百多年，但她仍旧对传记作家、学者和普通大众有着强大的吸引力。本传记写完后，又有十几种关于女王和她家庭的著作问世。维多利亚女王还是电视连续剧《神秘博士》(*Doctor Who*) 其中一集的主角。任何传记——特别是像现在这么短的一本——都不可能完全呈现维多利亚女王的生活所承载的全部经历及其所蕴涵的意义。本传记想说明，尽管维多利亚女王在一系列重大事件中发挥了作用，她本人却从未迷失其中。本传记也想向公众描述在维多利亚女王统治时期，英国立宪君主制作用的发展及其本人个性的发展。维多利亚女王身后留下了大量的文字记录，其中不少已经出版（可惜她生前小心记录的日志没有出版。这本日志在女王逝世后由其女儿修订，现仍存在英国皇家档案馆里）。显然，应当让维多利亚女王自己的声音出现在她的传记里。本传记中的大量材料都取自女王自己的文字。

作为《牛津英国名人传记大辞典》的编辑，科林·马修曾要求作者们在处理各自的题材时要“自由、严格而公正”。就公正而言，我相信我在写女王传记时的自由并没有超出他要求的严格。我希望能用这样一种简朴的方式纪念一位大学者、老师和朋友。

作者简介

K. D. 雷诺兹担任了《牛津英国名人传记大辞典》的学术编辑（1993—2003）。她的著作有《维多利亚时期英国的贵族妇女及政治社会》（1998）。

H. C. G. 马修是《牛津英国名人传记大辞典》的发起编辑，牛津大学的现代历史教授，牛津圣休学院的研究员。他编辑的作品有《格拉斯通日记》（1972—1994），并撰写了《格拉斯通，1809—1898》（1997）。

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‘Herald of a new future’

1

Victoria (1819–1901),

queen of the United Kingdom of Great Britain and Ireland, and empress of India^①, was born on 24 May 1819 at Kensington Palace, London. She was the only legitimate^② child of the fourth son of King George III, Edward Augustus, duke of Kent (1767–1820), who in 1818 had abandoned Julie de St Laurent, his mistress of many years, in order to join his brothers in the attempt to provide an heir to the throne^③. His wife was a young widow: born Princess Victoire of Saxe-Coburg-Saalfeld (1786–1861), she had married the prince of Leiningen, with whom she had two children, Prince Charles and Princess Feodore, before his death in 1814. Among the duchess's brothers were Ernest, duke of Saxe-Coburg-Saalfeld, who was the father of the future prince consort^④, and the future king of the Belgians Leopold I (1790–1865), who had been the husband of Princess Charlotte of Wales. Charlotte's death in 1817 had precipitated^⑤ the efforts to produce a new heir for the throne. Unsubstantiated rumours^⑥ that Victoria was not her father's child surface periodically.

① 维多利亚女王于 1877 年 1 月 1 号加冕为印度女皇 ② 合法的 ③ 王位继承人 ④ (尤指) 君王或女王的配偶 ⑤ 促成, 引起 ⑥ 没有根据的谣言

Conflict with George IV

Relationships between the duke and duchess of Kent and the court of King George IV determined the character of the princess's early years. Tension between Kent and his eldest brother spilled over^① at the infant's baptism^② on 24 June 1819, when at the last moment the prince regent^③ as godfather refused to allow her to be named Victoire Georgiana Alexandrina Charlotte Augusta after her mother and godparents, but he eventually agreed to Alexandrina Victoria (after her godfather, the tsar of Russia, and her mother). By December 1819 deteriorating^④ relations with the regent and ever-increasing debts led Kent to leave London, and the court. Determined to stay in England because he was convinced that his daughter would inherit the throne, Kent took his family to a house in Sidmouth, Devon; there, most unexpectedly, he died on 23 January 1820, less than a week before his father. Under his will Alexandrina Victoria, now fourth in line to the throne, was left to the sole guardianship of her mother.

The duchess of Kent shared her late husband's conviction that their daughter would one day become queen, and was determined that she should be brought up as an English princess. Not a very wise woman (and widely regarded as a stupid foreigner), the duchess was greatly under the influence of the controller of her household and former equerry^⑤ to the duke, Sir John Conroy. Conroy harboured great ambitions for himself and his family, and viewed the little princess as his route to power and influence. His advice reinforced^⑥ the duchess's difficulties with the rest of the royal family, and they isolated Victoria from the morally

① (满得) 溢出来 ② 洗礼 (基督教习俗: 用水撒额前或将人浸入水中, 以涤罪, 并表示入教。在许多教会, 幼儿洗礼与取名同时进行。) ③ 摄政王 ④ 恶化的 ⑤ 掌马官, 侍从武官 ⑥ 增加

contaminated^① court of her 'wicked uncles'. George IV initially refused to modify his dislike of Kent's widow; he did not regard Victoria as his eventual heir, for the duke of Clarence seemed likely to pre-empt her claim^② by producing a legitimate child. The king would not even help to relieve their disastrous finances, leaving them to the care of Prince Leopold, until parliament in 1825 made an annual grant to the princess as heir presumptive^③. Even when it became clear that Victoria was likely to inherit the throne, George showed little interest in the family; it was her half-sister, Feodore, who caught his attention (and was for a time spoken of as a possible bride for the aged king).

The duchess of Kent made something of a virtue of necessity^④, keeping Victoria away from the court even when relations defrosted slightly, thus ensuring that the public would not see Victoria as infected by the dissolute regime^⑤ of the late Hanoverian monarchy. The king invited them to Windsor for the first time when Victoria was six; she retained a strong memory of the event, and recalled in 1872 that the king had taken her by the hand, saying 'Give me your little paw' (*Letters*, 1st ser., 1.16). He was persuaded to permit his sister-in-law and niece to reside in apartments in Kensington Palace, and it was there that the princess spent her childhood.

Education of a princess

Looking back, Victoria often commented on how solitary she had been. True, the princess had little company of her own age: her half-sister, Feodore, was twelve years her senior^⑥ (and married in 1828), and her only surviving cousins, Prince George of Cumberland and Prince George of

① 受到污染的 ② 抢在她（指当时幼小的维多利亚）之前获取王位继承权 ③ 假定的 ④ 肯特公爵夫人理解自己的处境，安分守己 ⑤ 骄奢淫逸的统治 ⑥ 比她大 12 岁

Cambridge (Princess Mary of Cambridge was not born until 1833), were kept away from her. Sir John Conroy encouraged the duchess in isolating her daughter; his own daughters, Victoire and Elizabeth Jane, provided her only regular—and increasingly unwelcome—companionship. She amused herself instead with an extensive family of dolls and animals. Dash, a King Charles spaniel^①, a gift from Conroy to the duchess in 1833, was the first in a long line of beloved little dogs. Other carefully vetted^② children were occasionally brought to play with Victoria, but friendship was out of the question with a princess who from infancy had been given a firm sense of her high position (although not of her ultimate destiny). A much quoted anecdote has the princess tell a child about to play with her toys, 'You must not touch those, they are mine; and I may call you Jane, but you must not call me Victoria' (Longford, 28).

Although she lacked companionship, Victoria was never alone. From her birth she was surrounded by devoted attendants, servants, and teachers; she never walked downstairs without someone holding her hand, and famously she never slept alone until she succeeded to the throne; instead she shared a bed with her mother. Her earliest attendants were her nurse Mrs Brock (although most unusually for the time and her class she was not put to a wet-nurse^③ but was fed by her mother), her mother's lady-in-waiting^④ Baroness Späth, and Princess Feodore's governess, Louise Lehzen. Lehzen, the daughter of a Lutheran pastor from Hanover, was among Victoria's most important formative influences, setting herself in opposition to Conroy and the duchess, whom she considered weak. Lehzen's ideal of a queen was Elizabeth I (1533-1603), and she imbued^⑤ in Victoria a sense of the

① 一种耳大下垂的西班牙猎狗 ② 经过审查的 ③ 乳母 ④ (伺候女王或公主的) 宫女 ⑤ 浸透

importance of strength of will, elevating her natural obstinacy^① and stubbornness^② to a principle. Lehzen, who was the princess's constant preceptress^③ until she came to the throne, would read to Victoria morning and evening, while she was being dressed or prepared for bed, thereby helping to instil^④ the rigid work discipline which served Victoria well throughout her life.

Contrary to her own later recollections, Victoria's formal education began before she was four, when the Revd George Davys (later bishop of Peterborough) became her tutor. From April 1823 he went regularly to Kensington Palace, where he taught Victoria the basic skills of literacy and numeracy, and gave religious instruction. Like that of most girls at this time, Victoria's early education was dominated by the writings of the evangelical moralist Mrs Trimmer, but with Davys and Lehzen she also studied history, geography, natural history, poetry, and (by 1828) Latin. Despite her future destiny, Victoria never experienced the classical education that was the shared intellectual heritage of the men of the political classes: the requirements of femininity were not to be subordinated to the needs of the state^⑤. Nor was Victoria to be a Renaissance woman like Elizabeth I, educated to write poetry as well as to embroider, to muse philosophically as well as to direct the affairs of her family. Yet her education was thorough and intensive—by 1829 she was spending five hours a day, six days a week, in formal lessons—and it stood her in good stead^⑥. French, German, and Italian were added to her curriculum. (English was always spoken in Kensington Palace, despite the preponderance^⑦ of German-speakers; Davys commented on the princess's German accent, which he helped to eradicate.)

① 固执 ② 倔强 ③ 女教师 ④ 灌输 ⑤ 对贤良女性的培养要求并不屈从于国家的需要 ⑥ 这对她（日后）非常有用 ⑦ 优势

She began to study the 'female accomplishments' with a succession of tutors: playing the piano and singing with Mrs Mary Anderson and John Sale, painting and drawing with Richard Westall RA, and, with Madame Bourdin, dancing, in which she took a particular delight.

In 1830 the duchess of Kent invited the bishops of London and Lincoln to examine her daughter, and to comment on her education so far. The bishops' verdict^① was positive, and the duchess was publicly commended^②. Shortly after this examination the princess was allowed to learn of her probable future destiny. Keeping the information from her had been a kindness in the light of^③ the uncertainty of the succession, and although some doubted whether she could have been as ignorant as was claimed, Victoria herself endorsed Lehzen's account of the way she was told. A genealogical table^④ was inserted in her history book for her to study; 'I see I am nearer the throne than I thought... I will be good', she said. 'I cried much on learning it, and ever deplored the contingency^⑤', she commented later (Martin, 1.13).

Conroy and the 'Kensington system'

After the examination Victoria's lessons were relieved by regular visits to the theatre and the opera. This latter was the princess's passion, and she now acquired her lifelong love of the bel canto operas^⑥ of Bellini, Donizetti, and Rossini. She was even star-struck: the soprano^⑦ Giulia Grisi always remained her ideal type of the singer, and she idolized the ballerina^⑧ Marie Taglioni. Luigi Lablache, the bass baritone^⑨ whom she first heard at a private recital^⑩ in 1834, became the

① 判断, 定论 ② 称赞, 表扬 ③ 考虑到 ④ 系谱表 ⑤ 可能性 ⑥ 美声唱法歌剧 ⑦ 女高音 ⑧ 芭蕾舞女演员 ⑨ 男次中音演员 ⑩ 独唱音乐会

princess's singing teacher in 1836, beginning a relationship that lasted twenty years.

If Victoria's childhood resembled a moral and improving tale for young women, her teenage years approached melodrama. Victoria herself was the oppressed heroine, supported by her faithful retainer Lehzen, with the duchess of Kent as wicked (step)mother, the willing tool of Sir John Conroy, the ‘Arch-Fiend’. Walk-on parts were played by the new king, William IV, as the choleric^① but kindly uncle, and the duke of Cumberland (the next heir) as the off-stage bogeyman^②. Victoria later recast her memories, painting her entire youth in gloomy colours and seeking to absolve her mother from all responsibility as, like herself, a victim of an all-powerful, all-malignant Conroy. Yet the duchess was no dupe^③, and concurred willingly in Conroy's actions: she was no less ambitious than he to wield^④ the authority of her daughter's crown.

Conroy's influence had been tempered by the irregular but commanding presence of the duchess's brother Prince Leopold. Then in 1830 Leopold accepted the throne of Belgium. He remained in regular correspondence with both his sister and niece, but his absence enhanced the position of Conroy, whom Victoria came to loathe as ‘the Monster and demon Incarnate^⑤’ (Hudson, 153).

From 1830 onwards the duchess and Conroy implemented what was termed the ‘Kensington system’. Their aim was to ensure that Victoria was totally dependent on them, and would not look to others for advice when she came to the throne. The duchess was appointed regent in the event of

① 易怒的 ② 舞台下的精灵 ③ 易受愚弄的人 ④ 挥舞 ⑤ 化身

William IV dying before Victoria reached eighteen, and Conroy's aim was to get the princess to agree to appoint him her private secretary. There was thus a practical, political reason for keeping Victoria away from the court, where she might find other advisers, and away from society, in which she might find alternative sources of support. The Kensington system was, however, more than an exercise in ambition: the aim was to make Victoria herself popular and ensure the survival of the monarchy. The Britishness of her education and upbringing was to be stressed, while her youth and purity marked her out as the herald of a new future, distanced from the moral and political corruption of the British *ancien régime*.

Beginning in 1830, Conroy and the duchess staged a series of royal progresses^① (directly imitating those of Elizabeth I), ostensibly to show the princess some of the historic sites of her country but in practice to bring her before the public eye and to assert her position as the heir to the throne. They succeeded: large crowds gathered to see the princess wherever she was taken, local dignitaries^② presented loyal addresses, and, until the enraged William IV stepped in to prevent it, guns were fired in salute. Victoria herself became increasingly unhappy about these progresses, which became more frequent and exhausting as she neared her eighteenth birthday and William IV's health began to fail.

In 1835 Victoria became seriously ill at Ramsgate. While she was in her sickbed, Conroy unsuccessfully attempted to force her to sign a document making him her private secretary when she became queen. Conroy believed she could be bullied and hectorred into compliance^③, while the duchess applied

① (尤指王室的) 巡游

② 权贵

③ 威吓(某人)使其顺从