



A Comparative
Approach to
*English and
Chinese Essays*

英汉散文比较赏析

□ 黄源深 徐 凯 周小进 编



高等教育出版社
HIGHER EDUCATION PRESS



YINGHAN SANWEN BIJIAO SHANGXI

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总 序

随着全球化进程的加速发展,高等教育,特别是英语专业教育在新的历史转型期的文化交融层面越来越肩负着日益重要的社会责任。因此,为了培养具有扎实的英语基本功、相关的专业知识和文化知识、较强的英语综合应用能力和创新思维的人才,为不断深入的大学英语教学改革培养和提供师资,我们立足于中国语境,用全球化的理念和视角进行教材设计,策划了“高等学校英语专业立体化系列教材”。

实现这一具有时代意义的战略任务需要广大英语工作者树立执著的敬业精神,制订科学的、高水平的、切合实际的英语专业教学大纲,编写出版能充分体现大纲要求的有关课程(必修和选修)的配套教材,开发为课堂教学和学生自主学习服务的、与新型电子化教学仪器设备配套的教学软件系统。由高等教育出版社策划并陆续出版的“高等学校英语专业立体化系列教材”作为“普通高等教育‘十一五’国家级规划教材”,就是为实现英语专业教学改革这一历史任务服务的。

为实现以上目的和任务,本系列教材注重以下方面:

1. 注重培养学生的跨文化交际能力和文化鉴赏与批判能力。在教材设计时体现“全球视野,中国视角”的理念。这就是说,本系列教材在保持各门课程的思想性和批判性的优良传统外,既向学生提供西方文化背景知识,也引导学生鉴赏和学习我国的优秀文化传统。要让学生在多元文化的背景下,熟悉掌握中外文化的共同点和差异。在这个基础上,培养学生的鉴别和比较能力,启发和诱导学生进行创新思维。

2. 科学安排,系统设计。经过多年来对教学模式改革的探讨,我国英语专业教学已总结出良性的教学规律,一般将四年的教学过程分为两个阶段,即:基础阶段(一年级和二年级)和高年级阶段(三年级和四年级)。按照此教学规律,本系列教材分为基础阶段教材和高年级阶段教材,同时悉心设计基础阶段和高年级阶段的衔接。基础阶段的主要任务是传授英语基础知识,对学生进行全面的、严格的基本技能训练,培养学生实际运用语言的能力、良好的学风和正确的学习方法,为进入高年级学习打下扎实的专业基础。高年级阶段的主要任务是在继续打好语言基础的同时,学习英语专业知识和相关专业知识,进一步扩大知识面,增强对文化差异的敏感性,提高综合运用英语进行交际的能力。同时,根据《高等学校英语专业英语教学大纲》的课程设置,本系列教材将课程分为英语专业技能课、英语专业知识课和相关专业知识课三种类型。全面培养学生的语言能力、思维能力、终身学习能力,拓宽学生的知识面,同时帮助学生树立正确的人生观和价值观。

3. 时代性。这不仅表现在选材方面能反映当代社会、经济、文化生活,更主要的在

于对教材的“立体化”要求。21 世纪的教材不再拘泥于传统的纸质教材，而是注重培养学生多元识读能力（multiliteracy）的基于多媒体（multimedia）的多模态（multimodality）教材。本系列教材在建设传统纸质教材的同时启动建设一个开放性、超文本化的网络系列课程，构建全国英语专业英语自主学习体系，使优秀教学资源共享，充分体现“以人为本”的教学理念。本系列教材采用立体化配套，将各种多媒体手段运用到教学中来，这是英语专业教学发展的需要，也将为我国英语专业教学改革和发展作出重大贡献。

4. 可教性。在编写过程中，我们反复强调教材的可教性。在选材上，讲究趣味性，让学生喜欢学。在内容安排上，融入当代先进的模块化教学思想，力争让学生在较少的课时内学到该学的内容。在习题设计上，做到有针对性、形式丰富，便于教师和学生课内课外操作。充分体现教学过程以学生为中心的教学理念，通过教师与学生互动、学生之间互动的教学活动，把语言、文学、文化、翻译等方面的教学内容转化成为学生能掌握的技能 and 知识，着力培养学生分析问题和解决问题的能力，传授基本研究方法，增强学生的研究意识和问题意识，同时提高学生的学术素养，提升学生的综合素质。

5. 适用性。本系列教材汇集了全国著名大学的一批专家，凝聚了他们多年教学经验的精华，体现了我国英语专业教学的最新理念。入选系列教材的初稿均在不同重点高校教学中使用过至少三轮，深受学生喜爱，能够真正反映当前英语专业教学改革的思路 and 教学的实际情况。

综上所述，本系列教材反映了当代新的教学理念。为此，编委会也做出了大量努力。一方面，编写工作中强调协同性：在编写策划层面，出版社与编委会之间、编委会与编写者之间反复协商，制订计划，讨论样章；在使用者层面，充分考虑到师生之间以及学生之间的互动和协作。另一方面，教材致力于构建良好的英语学习平台，为学生的自主性学习、独立思考和创新思维创造条件，同时向作为教学各环节的咨询者、组织者、监督者的教师提供指导。

多年以来，英语专业教材，特别是高年级教材的出版比较零散，一直缺乏相对配套完整的系列教材。我们深信本系列教材的出版对于推动英语专业的教学改革和建设，对于进一步提高英语专业人才的培养质量将起到积极的作用。同时，我们衷心希望听取广大师生的意见和建议，使本系列教材不断完善。

“高等学校英语专业立体化系列教材”编委会
2007 年 10 月

前言

黄源深

身为教师，与学生近距离接触较多，容易洞悉他们的长处和短处。英语专业的学生，一般说来对英语语言基本功比较重视，花的工夫不少，毕业后多半还能在英语语言方面有不俗表现，这是我们教学上的成功之处，值得肯定和总结。但是，问题似乎也不少，有的还相当严重。

远离文学，文学修养不高是其一。这些年，经济发展，商业繁荣，生活改善，不知怎地人们也越来越务实，越来越急功近利了。凡能带来经济利益，短期见效或是有希望见效的，大家都趋之若鹜。所以英语学习出现群体性的“疯狂”，不惜工本、争先恐后地“考级”，听信“外语可以速成”的蒙人广告，也就不足为奇了。而文学虽然有助于提高文化素养，有助于学好外语，有助于陶冶品性，但毕竟不能“立竿见影”，无法短期给人带来实惠，所以不少学生不感兴趣，上文学课提不起劲，文学作品基本不读，文学修养不高，而宁肯把大量时间花在应付各类考试的辅导手册上，文学离英语专业的学生越来越远了。

轻视母语，中文水平有限是其二。不少英语专业的学生错误地认为，母语和英语学习无关，不需要也不值得为此去花工夫，因此除了看报上网，获取信息，很少读中文书，尤其是文学书籍。他们的中文，几乎就停留在中学时代的水平，甚至有所退步。几年前上海的一次翻译大奖赛，一个新加坡人战胜了几百个有专业英语背景的中国人，拔得头筹，而令人惊讶的是他不是赢在英文水平上，而是中文表达上。这不能不使我们反躬自问：是不是多年来忽视中文修养造成的恶果？

不善于思考，思辨能力缺失是其三。现今的英语教学模式重视语言形式，忽视语言所承载的内容，强调对语言形式的模仿和背诵，而很少顾及对语言所传达的思想的审视和评判。这种模式决定了学习者的优点和缺陷，他们往往长于记忆和复述，却弱于思考和辨析。走上社会后，善于复现相关语境，却难以贡献独特见解，缺乏创造能力。他们也许能适应模仿性工作，亦步亦趋跟从别人，却无法独当一面，闯出一片天地来。这显然同大学要培养创新型人才的目标背道而驰。

当然，这些问题并非一朝一夕就能解决，只有长期努力，而且从大处着手方是上策，如在培养目标、课程设置、师资建设、教学方法、测试手段等方面进行有针对性的改革。但同时有没有可能作些局部性的补救呢？于是我们想到了编写一部教材，希冀有利于弥补上述缺陷。这便是编写这部《英汉散文比较赏析》的初衷。

《英汉散文比较赏析》选的都是英国、美国、澳大利亚、加拿大和中国的散文名篇，文章内容精辟，文字优美。这些篇什都是历经筛选后沉淀下来的精品，不但可视为谋篇布局、遣词造句的摹本、而且对洞察世情、修身养性也很有裨益，让读者既能感受文学的魅力，又能体会宇宙的浩茫、世事的纷沓、人生的跌宕，从而对我们所生活的世界有更为成熟的认识。文学不但有助于提高语言水平，而且也能诱导人们认识世界，所以我们有一万个理由亲近文学。

《英汉散文比较赏析》荟集了古今中文散文之精华，目的之一在于帮助学生提高中文修养。英语专业学生的中文学习，决不能止步于中学阶段，大学时期继续下工夫，不但有助于提高中文水平，而且也必然促进英语学习，因为语言学习是相通的。俗话说“磨刀不误砍柴工”，就英语学习而言，学好中文也是“磨好刀”。对不少希望从事翻译工作的人来说，好的中文更是成功的重要条件。我们期望英语专业的毕业生英文和中文两手都硬。

《英汉散文比较赏析》着眼于中外散文的比较，所针对的不仅是类似题材的表现方式，更重要的是文本所透出的信息。这就促使我们去思考，去辨析，去评判，找出不同国家、不同时代的人对类似事件所表现出的不同的或相似的态度，从而挖掘出隐藏于心灵深处的人性，因此得以开阔视野，洞察世情，提高思辨能力，学会通过分析、比较、判断等手段，形成独立见解，为完成时代所赋予的创新任务作好准备。

《英汉散文比较赏析》旨在把走近文学、学习中文和提高思辨能力三方面的努力糅合在一起。编写时把英汉两类散文分开处理，但均含六个项目。第一个是About the Author（作者信息），力求言简意赅，把有关作者的重要信息，尤其是与课文密切相关的，告诉读者。内中部分资料来自网络，特此说明。第二个是The Text（散文文本）。某些篇章有多个版本，哪一个最为权威，由于年代久远，今已湮不可考，一般以多数人认同为准。第三个是Text Analysis（文本分析）。这部分提纲挈领地阐释文本的内涵，以引导读者理解该篇文章，但所述仅为一家之言，大可不必奉为圭臬。第四个是Notes（注释）。注释捕捉理解上的难点和必要的背景知识，力求深入浅出地交代清楚，不过限于经验和学识，做得未必完全到位。第五个For Students to Chew and Digest（学有所得）选择了文中的关键段落或句子，让读者进一步咀嚼消化，得其真味，并牢记于心，以备日后立身行事、读书作文时借鉴。第六项For Students to Weigh and Consider（学有所悟）就文本内容提出一两个问题，供读者思考和讨论，激发思维的火花。英汉两大类散文的上述相关项目，分别用英、汉两种语言处理，教学上也可同样对待。《英汉散文比较赏析》每单元的最后一个项目“中西文化碰撞”十分重要，其目的在于引导学生对英汉两篇散文在技巧与内容上作比较，并就所提问题发表自己的见解，展开讨论或辩论，希望教学中能给足时间，让学生有充分施展辩才的机会。这部分难度较大，不妨把中文作为工作语言，以使讨论更为深入。当然，不乏英语驾驭能力者，也可使用英语。

总之，我们希望这本教材能帮助学生既学英文又学中文，既有益于语言表达，又有助于开发思维。这样的教材，以前国内外都不曾见过，我们的尝试很不成熟，敬请学界同道赐教。

2011年3月15日

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Unit

1

Francis Bacon: Of Studies

荀子：劝学篇

Francis Bacon

About the Author



Francis Bacon (1561—1626) was born in London and educated at Trinity College, Cambridge. He became a barrister in 1592 and was elected to Parliament two years later. He had held various official titles such as solicitor-general, attorney-general, lord keeper and lord chancellor. However, his political career came to an end in 1621, when he was charged with taking bribes, a crime to which he self-abasingly admitted. After his public life was over, he occupied his later years with energetic study and writing.

Bacon's writings are of many different kinds. The largest body of his works is "philosophical", in a broad sense of the term. This includes *The Advancement of Learning* (1605, in English), *Novum Organum* (1620, in Latin) and a few others, with which Bacon attempted to form a massive philosophical system of his own. Besides,

Bacon also wrote about his own professional field and sketched his fundamental legal principles in a few books that were quite popular at his time.

Bacon also wrote great literary works. *New Atlantis*, published a year after his death, describes a Utopian community that embodies Bacon's vision of the future of human discovery and knowledge. *History of Henry VII* (1622) offers a penetrating and insightful analysis of the monarch's life. But perhaps his best known literary work is *Essays*, first published in 1597 and enlarged in 1612 and 1625, which was translated into French and Italian in his lifetime. Lucid, terse and epigrammatic, these essays marked an almost unsurpassable height in the development of English prose.

Francis Bacon was a true "Renaissance Man", with great accomplishments in many areas of human intellectual pursuit. He died of pneumonia contracted while studying the effects of freezing on the preservation of meat.

The Text

Of Studies

Studies serve for delight, for ornament¹, and for ability. Their chief use for delight, is in privateness and retiring²; for ornament, is in discourse³; and for ability, is in the judgement and disposition⁴ of business; for expert men⁵ can execute, and perhaps judge of⁶ particulars, one by one; but the general counsels, and the plots and marshaling⁷ of affairs come best from those that are learned. To spend too much time in studies, is sloth; to use them too much for ornament, is affectation; to make judgement only by their rules⁸, is

-
1. for ornament: to show off.
 2. in privateness and retiring: when one is alone, in seclusion and away from the crowd.
 3. discourse: conversation; talk.
 4. disposition: disposal; execution.
 5. expert men: specialists who lack general information or culture.
 6. judge of: judge; make decisions about.
 7. marshaling: arrangement; organization.
 8. by their rules: by the rules of studies. Note: in the essay, "studies" is used in the plural, hence "they".

the humour⁹ of a scholar; they perfect nature, and are perfected by experience; for natural abilities are like natural plants, that need proyning¹⁰ by study; and studies themselves do give forth directions too much at large¹¹, except they be bounded in by experience¹². Crafty men¹³ contemn¹⁴ studies, simple men admire¹⁵ them, and wise men use them; for they teach not their own use; but that¹⁶ is a wisdom without¹⁷ them, and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously¹⁸; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy¹⁹, and extracts made of them by others; but that would be only in the less important arguments²⁰ and the meaner sort of books; else distilled books are like common distilled waters, flashy²¹ things. Reading maketh a full man; conference a ready man²²; and writing an exact man; and, therefore, if a man write little, he had need have a great memory²³; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that²⁴ he doth not. Histories make men wise; poets, witty; the mathematics,

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9. humor: peculiarity or tendency.
 10. proyning: pruning.
 11. too much at large: too general to be useful or applicable.
 12. except ... experience: unless they (studies) are limited by experience. Note: subjunctive mood.
 13. crafty men: laborers; workmen of various crafts or guilds.
 14. contemn: treat or regard with contempt.
 15. admire: be amazed or astonished at something.
 16. that: the knowledge of how to use one's learning.
 17. without: outside.
 18. curiously: carefully; with close attention.
 19. read by deputy: "read" through reviews or reports by others.
 20. arguments: subjects.
 21. flashy: tastelessly bright or showy.
 22. conference a ready man: conversation (repartee) makes a man quick-witted.
 23. if a man ... a great memory: if a man writes little, he had better have a great memory. Note: "had need" is a now obsolete English idiom, meaning "had better". It is used as an auxiliary verb, never changing its form and always followed by a verb. So "had need have" means "had better have". Also note: subjunctive mood.
 24. that: what; that which.

subtile²⁵; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend: *Abeunt studia in mores*²⁶; nay, there is no stond or impediment in the wit, but may be wrought out by fit studies²⁷; like as²⁸ diseases of the body may have appropriate exercises; bowling is good for the stone and reins²⁹, shooting for the lungs and breast, gentle walking for the stomach, riding for the head, and the like; So if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little³⁰, he must begin again; if his wit be not apt to distinguish or find difference, let him study the schoolmen³¹; for they are *cymini sectores*³². If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases: so every defect of the mind may have a special receipt³³.

Text Analysis

In this pithy one-paragraph essay, Bacon discusses the eternal subject of learning. The essay begins by outlining the three major benefits of studies: for delight, for ornament, and for ability. With unmistakable preference for "ability", Bacon discusses insightfully the relationship among nature, learning and experience, a pedagogical and social topic that remains highly relevant even today. According to him, excessive indulgence in studies is not recommendable because book knowledge can not be directly or effectively applied. Specialist skills obtained from nature or experience may be sufficient in dealing with individual problems, but far from enough in overall planning. Therefore, a balance has to be struck among nature, learning and experience.

25. subtile: subtle.

26. *Abeunt studia in mores*: (Latin) studies pass into the character.

27. There is no stond ... fit studies: lack of mental ability can always be remedied by proper studies. stond: hindrance. wrought out: rid of.

28. like as: as.

29. stone and reins: gallstones and similar affections. reins: kidneys.

30. never so little: ever so little.

31. schoolmen: theologians or philosophers in the Middle Ages.

32. *cymini sectores*: (Latin) hairsplitters or quibblers.

33. receipt: recipe; treatment.

After telling us why learning is significant, Bacon goes on to discuss the practical issue of the purpose and method of reading. In line with his opinion on studies, Bacon argues that the purpose of reading is to “weigh and consider”. For this purpose, we need to use different reading methods that are most suitable for our needs. The comparison of books to food brings home the importance of proper reading methods. The last part of the essay confidently establishes the connection between studies and the improvement in human mind, and concludes that “every defect of the mind” may be remedied through proper studies.

As a philosopher and essayist, Bacon often packs insightful arguments into deceptively simple sentences. His use of balanced sentences and parallel structures is highly effective and forceful. His style is aphoristic, yet the epigrams are always judiciously ordered. Where necessary, Bacon is also capable of employing homely images and examples to elaborate on his ideas. For instance, his comparison of natural abilities to natural plants, of books to food, and of “impediment in the wit” to “diseases of the body”, serves to render otherwise stiffly assertive ideas more acceptable and more convincing. Bacon’s style has become a tradition in English prose and has prepared the way for numerous essayists to come.

For Students to Chew and Digest

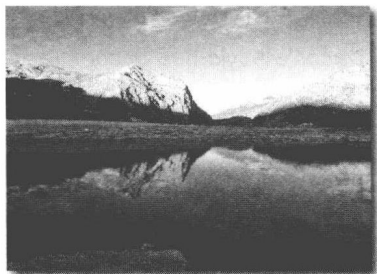
Read aloud and memorize the entire text.

For Students to Weigh and Consider

1. Why does Bacon believe that “to spend too much time in studies is sloth”? Do you agree?
2. “Some books also may be read by deputy, and extracts made of them by others”. Do you think this is especially true in the Information Age in which we live?
3. In his essay, Bacon is championing the cause of a liberal education, that is, an education which teaches us how to live, not necessarily how to make a living. Is his argument still relevant today? Discuss it.

荀子

作者信息



荀子（约公元前313—前238），名况，又称荀卿。战国后期赵国（今山西安泽）人。我国古代著名的思想家、文学家、教育家，先秦唯物主义思想的代表人物。

荀子对前期儒家、道家、法家学说采取吸收、继承和扬弃的态度，集诸家之长，建立起独立的思想体系，发展了古代唯物主义传统。荀子继承了“道法自然”的观点，在《天论》中提出了“明于天人之分”的自然观，认为：“天行有常，不为尧存，不为桀亡。应之以治则吉，应之以乱则凶。”

他主张调和礼、法：“隆礼重法，则国有常，尚贤使能，则民知方”。荀子的认识论强调区别认识主体与客体，重在“解蔽”。认为“凡万物异则莫不相为蔽”，只有正确发挥感官与思维的作用，使心“虚一而静”，把感官接收到的各种意象进行归类分析，才能得出正确的认识。荀子反对孟子的人性善理论，认为人后天的“善”是人为教育的结果。荀子强调后天学习的重要性，强调教育的改造功能。

荀子的著作在汉代流传的约三百余篇，后经刘向编订，定著三十二篇，涉及哲学、政治、逻辑、道德等方面内容，传播至今。其基本理论在《劝学》、《解蔽》、《正名》、《天论》、《性恶》、《君道》等篇目中得到比较全面的反映。荀子的散文说理透彻，气势雄浑，结构谨严，善用比喻，素有“诸子大成”的美称。其哲学思想、治国理论、治学方法、立身处世之道影响深远。

文 本

劝学篇第一

君子¹曰：学不可以已。青，取之于蓝，而青于蓝；冰，水为之，而寒于水。木直中绳，輅²以为轮，其曲中规，虽有槁暴³，不复挺者，輅使之然也。故木受绳则直，金⁴就砺⁵则利。君子博学而日参省乎己⁶，则知明而行无过矣。

故不登高山，不知天之高也；不临深溪，不知地之厚也；不闻先王之遗言，不知学问之大也。干越⁷、夷貉⁸之子，生而同声，长而异俗，教使之然也。诗曰：“嗟尔君子，无恒⁹安息。靖¹⁰恭¹¹尔位，好¹²是正直。神之听之，介¹³尔景福¹⁴。”¹⁵神莫大于化道，福莫长于无祸。

吾尝终日而思矣，不如须臾¹⁶之所学也。吾尝跂¹⁷而望矣，不如登高之博见也。登高而招，臂非加长也，而见者远。顺风而呼，声非加疾也，而闻者彰。假舆¹⁸马者，非利足也，而致千里。假舟楫者，非能水也，而绝江河。君子生非异¹⁹也，善假于物也。

注
释

1. 君子：此指有学问、有修养之人。
2. 輅：通“爍”，用火烤木材使弯曲。
3. 槁暴：枯干。
4. 金：泛指金属制造的刀剑等武器。
5. 砺：磨刀石。
6. 省乎己：检查、省察自己。
7. 干越：春秋时的吴国和越国。
8. 夷貉：即夷貊。古代对东方和北方民族之称。亦泛指各少数民族。
9. 恒：常。
10. 靖：审慎。
11. 恭：供。
12. 好：《郑笺》：“好，犹与也。”
13. 介：给予。
14. 景福：大福。
15. 本段引文出自《诗经》，《诗·小雅·小明》。
16. 须臾：片刻。
17. 跂：踮起脚后跟。
18. 舆：车。
19. 生非异：本性（与一般人）没有差别。生，通“性”。