

高等学校教材

COLLEGE  
ENGLISH

大学英语

泛读

EXTENSIVE  
READING

SHANGHAI FOREIGN  
LANGUAGE EDUCATION  
PRESS

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# 大学英语

泛 读

第四册

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# 前 言

《大学英语》是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听力、快速阅读、语法与练习五种教程。

本教材重视英语语言基础,从各方面保证文、理科的通用性,适用于大学英语基础阶段的教学。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。

上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力。”全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学合作编写,复旦大学董亚芬教授审订。

大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注,分工审阅了全套教材并提出了宝贵意见。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,给予我们很大帮助和促进。

《大学英语》泛读教程由北京大学英语系公共英语教研室负责编写。张砚秋副教授担任主编,王岷源教授担任主审。除主审外,还承美籍专家 Howard Dewar, John Alton, 英籍专家 Anthony Ward 和 Allan Brown 教授协助审阅,谨此致谢。

本书为泛读教程第四册,由朱荔、解义明、胡之珏、吕钰凡等老师参加编写,供大学英语四级学生使用。泛读教程的教师用书亦将同时问世。

由于时间仓促,编者水平与经验有限,教材中不妥之处在所难免。希望广大读者批评指正。

编 者

1989年11月

401 18/01

# 使用说明

本书为《大学英语》泛读教程第四册,供大学英语四级学生使用。

本册共有十个单元,每单元包括三篇课文。每篇课文后有英文注释和练习,书后有总词汇表。

课文全部选自原文材料,略有删改。泛读课文的选材原则为力求内容新颖、题材广泛、体裁多样、知识性与趣味性并重,在难度上一般稍浅于相应的精读课文。

注释主要介绍有关背景知识,同时对难句和较新的语言现象用浅近的英文释义,以帮助学生顺利地阅读。少量注释条目用英文不易解释清楚,则直接注出汉意。

练习包括选择题和讨论题两个部分,旨在帮助学生回忆课文内容,检查学生对课文的理解程度,同时配合精读教程在阅读技能方面的教学,注意逐步培养学生在阅读过程中的分析、归纳、综合和推断的能力。

第四册的阅读量为 43,000 字,略高于大纲所规定的指标。教师可视具体情况有选择地使用。

泛读课本的目的是为学生提供较系统的课外学习材料,使他们有机会通过大量的阅读实践逐步掌握所学的阅读技能,全面地提高阅读能力。泛读是在教师的指导下,由学生在课前进行的。对泛读的要求不宜过高,要注意一个“泛”字,防止对语言现象讲得过多过细,以免影响阅读量的完成。

编者

1989 年 11 月

# *College English*

## *Extensive Reading*

### *Book Four*

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*Shanghai Foreign Language Education Press*

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## 1. Strength to Love (1)

"To be a negro in America is to hope against hope,<sup>1</sup>" wrote Martin Luther King<sup>2</sup> in the last year of his life. The advance of the black man in the United States, from the position of slave to that of proud and equal citizen, is slow. The black man's hopes have often ended in despair.<sup>3</sup>

"Of the good things in life he has about one-half those of whites; of the bad he has twice those of whites," wrote Dr. King. Half of all black people lived in poor houses. They received about half as much pay as whites. They had twice as many of their people out of work and twice as many babies dead for lack of proper care. Allowing for their numbers,<sup>4</sup> twice as many black men as white fought in the war in Vietnam, and twice as many died in that war. Most black people still did work that was unpleasant and poorly paid. It was the only work they could get. 5 10

This was Dr. King's description of their position after ten years of steady progress. And he had done more than any other single man to make that progress possible. He was not only one of America's great negroes. He was one of her very great men.

When he was shot by an assassin's gun he was only thirty-nine. He was at the height of his strength and power. He seemed to understand what the black people needed most and what they could do to get it. He was determined that they shouldn't damage or destroy others in their struggle. He wouldn't allow the use of guns or other arms. He taught his people to stand up for themselves but to do this with understanding and love for those who stood against them. 15 20

"Freedom is not given, it is won," he said. "The hard truth is that neither negro nor white has yet done enough to expect the dawn of a new day.... Freedom is won by a struggle against suffering...."

To understand the position of American black people it is necessary to know something of American history. In the eighteenth century large numbers of African slaves were brought into the United States to provide labour for the cotton fields in the southern states. 25

At that time most people accepted the idea of slavery. And not many people thought about the cruel and evil conditions in which the slaves were obtained and shipped to the new world. They suffered dreadfully. Thousands of men, women and children died on the way. 30

By the time the slaves were set free they had forgotten much of their African past. They felt no pride in their old languages and religions. They knew only the hard work of

the cotton fields and the terrible suffering of a slave's life. The lesson they had learned  
35 best was to obey their masters and not complain. They had accepted the religion, language and values of their new country. But their new country continued to see them only as a pair of hands or a strong back to be put to work.

During the next hundred years the negroes spread out all over the United States. Conditions were better for them in the northern states than in the south. But while large  
40 numbers of poor people from many nations poured into America and made their fortunes, the black people still got the worst homes, schools and jobs. They didn't expect anything more.

But America is a rich country. At last the black people began to demand a large share of its wealth. In many parts of the country—but especially in the south—that demand was rudely refused. In every way they were looked on as second-class citizens. In  
45 the southern states they couldn't eat in the same restaurants, wash in the same wash rooms, travel in the same seats on trains or buses. Even if they grew rich they couldn't live like other Americans.

Martin Luther King began his public struggle for black rights in 1956 when he was  
50 only twenty-six. He had just returned to the deep south after finishing his education at northern universities. Like his father and grandfather he was a Baptist minister<sup>5</sup> and possessed a deep Christian faith. His all-black church was in Montgomery, Alabama.<sup>6</sup>

One day a woman named Rosa Parks was traveling home from work on a Montgomery bus. She was tired after her day's work. She sat down in one of the seats at  
55 the back of the bus that were for black people. White people used the ones in front. But the bus was crowded that night and there weren't enough seats for everyone. When a white man got on the bus and couldn't find a seat the driver ordered Mrs. Parks to get up and give him hers.

Afterwards Mrs. Parks said she couldn't imagine what had made her do it. Usually  
60 she did as she was told. But that night she refused to give up her seat. The driver called a policeman. She was arrested and dragged off to prison.

The black people in Montgomery were used to such events. They knew they couldn't expect anything else so they usually gave way.<sup>7</sup> But suddenly they were very angry. Crowds gathered in the streets and in the churches. When Dr. King heard about  
65 it he said, "We could all stop using the buses."

This was what he meant by "nonviolent direct action". It was action that would express the people's strong feeling without attacking anyone. He got the idea from Gandhi,<sup>8</sup> whose picture hung over his desk. He had always admired Gandhi.

The idea spread like flames. For the first time the black people united in a common  
70 purpose. They had always used the buses a lot and needed them. But they had suffered enough. They refused to travel any longer on buses which had separate places for blacks and whites. They shared what cars they had. But many of them had to walk miles and

miles each day to get to work. This went on for over a year. When one old lady was asked if she minded walking so far she said no, she didn't mind. Her feet were tired but her soul was refreshed. The people were grateful to have found a way to express their anger and bitterness. 75

(to be continued)

Approximately 1,100 words.

## NOTES

1. to hope against hope: to hope when there seems no hope
2. Martin Luther King (1929–1968): born into a black minister's family, he entered university at the age of fifteen. He gained such degrees as a Bachelor of Arts, a Bachelor of Theology, and a Doctor's degree of Theology.
3. have often ended in despair: have seldom come true
4. Allowing for their numbers: Taking their numbers into consideration
5. Baptist minister: Protestant clergyman 浸礼会教堂的本堂牧师
6. Montgomery / mənt'gəməri / , Alabama / ælə'bæmə / : the capital of Alabama which is a state in the southeastern United States
7. gave way: yielded
8. Gandhi (1869–1948) : Mohandas Karamchand, called "Mahatma" (Great Soul), Indian statesman who used the technique of passive resistance against British colonial rule in India. He was assassinated by a Hindu fanatic ( / fə'nætik / 狂热分子) in 1948.

## COMPREHENSION QUESTIONS

1. Based on the opening quotations from Martin Luther King Jr., it can be inferred that
  - a. Martin Luther King Jr. was in despair over the situation of black America.
  - b. blacks had made no progress through the civil rights movement King began.
  - c. Dr. King felt that blacks had not made enough progress toward civil freedom.
  - d. poverty was the biggest enemy of black progress.
2. Which of the following is *not* a fact stated in the essay?
  - a. Twice as many black men as white fought in the Vietnam war.
  - b. Dr. King was shot by an assassin's bullet when he was thirty-nine.
  - c. Most blacks during King's lifetime did unpleasant work and were poorly paid.
  - d. Dr. King understood what all blacks needed and what they could do to get it.
3. Dr. King believed that freedom for blacks
  - a. had already been granted after the Civil War.

- b. would have to be won by struggling against suffering.
  - c. would never occur without some acts of violence.
  - d. could never make up for the thousands who suffered under slavery.
4. According to the essay what was the main cause of inequality between blacks and whites in America?
- a. The African past of the blacks.
  - b. The pouring into America of large numbers of poor people.
  - c. The blacks acceptance of the worst living conditions in the south.
  - d. The past slavery and present white prejudice.
5. Why did Rosa Parks refuse to give up her seat on the bus?
- a. She was tired and she was angry that blacks had to give up their bus seats to whites.
  - b. She hated white people.
  - c. She wanted to start a protest movement.
  - d. Dr. King had asked her to refuse to give up her seat.
6. Dr. King admired Gandhi because
- a. he overthrew the British in India.
  - b. Gandhi had used "nonviolent direct action" to win the freedom of his people.
  - c. Gandhi would endure any amount of suffering for a worthy cause.
  - d. Gandhi believed that the white race was evil and oppressive.

### DISCUSSION QUESTIONS

1. What were Martin Luther King Junior's major complaints about the conditions of blacks in the U.S.?
2. What caused blacks to live under such oppressive conditions during Dr. King's lifetime?
3. What role did the American southern states play in the struggle for black civil rights?
4. Why was Montgomery, Alabama such a crucial place in the struggle for black civil rights?
5. Discuss the relationship between Dr. King and Gandhi. What do you know of Gandhi and the situation in India? What are the main similarities and differences between the situation in India in the days of Gandhi and that in the U.S. during Dr. King's lifetime?

## 2. Strength to Love (2)

The black people badly needed a strong leader who was not afraid. And Martin Luther King knew well what dangers threatened him when he agreed to be their leader. But in church that Sunday he told his people to love one another and to think kindly of their enemies. This wasn't easy in Montgomery. For most of the white people, and all of the police, seemed to be their enemies.

80

But at last they proved their point.<sup>1</sup> The buses were no longer divided. The highest court in the land<sup>2</sup> decided that it was against the law to have separate seats for black and white people on buses. The bus companies had lost a lot of money.

But the trouble wasn't over. Angry whites fired at the buses and at four black churches in the town. A bomb was thrown at Dr. King's house and might have killed his family. The house of a white minister who agreed with his black friends was also bombed.

85

In the next ten years Martin Luther King led the fight for full "civil rights" for southern negroes. There were so many of them that they couldn't be defeated if they were determined to resist. He told them that if one hundred thousand blacks marched in a procession to an important point in the centre of a city they would make it impossible for the most stupid government official to use weapons against them.

90

They went in large numbers and sat in restaurants where black people weren't welcome. They refused to leave until they were carried out by the police. They went about teaching the people that they had a right and duty to elect their own officials. Many of them were afraid of what would happen to them if they voted.

95

The southern whites grew angrier and angrier. In the state of Mississippi alone more than forty civil rights workers, both black and white, were murdered and no one was punished. More than fifty black churches were burned or bombed. In one, four little girls were killed. The white people were terribly afraid of what the black people would do when they discovered their own strength.

100

For, as Dr. King said, much of the struggle for black equality had to be fought by each black person inside himself. Each black man must say, "I am somebody. I am a person. I am a man of worth and honour. I have a rich and noble history, however painful ... that history has been." Each man must win his own right to be called a man in the nation that called him "boy". His father had always said to him, "Nobody can make a slave of you if you don't think like a slave."

105

The strength of the civil rights movement was the nonviolent march. Earlier, black leaders had fought for justice through the law courts, while the people waited and hoped.

110 The huge processions which King and his followers led brought everyone on to the field of action. Even the children marched to demand their rights as free people. Like their parents they were arrested in very large numbers and were sent to prison. Dr. King was in prison many times.

115 In 1963 he led a great march to the nation's capital in Washington, D.C. Two hundred and fifty thousand people, many of them white, gathered at the heart of the nation, singing their freedom song: "We shall overcome one day." Martin Luther King was the main speaker. And he spoke to that huge crowd as he had never spoken before. He threw away the speech he had prepared and spoke whatever words came to his lips:

"I say to you today, even though we face the difficulties of today and tomorrow, I 120 still have a dream." His dream was of a country where men would be truly equal. "I have a dream that my four little children one day will live in a nation where they will not be judged by the colour of their skin but by the strength of their character. ... With this faith we will be able to work together, to struggle together, to go to prison together, to stand up for freedom together, knowing we will be free one day."<sup>3</sup>

125 After the march he and other black leaders met President Kennedy at the White House. Soon after this the United States Government passed two important civil rights laws, a big victory for the coloured people.

John Kennedy, as we have seen, admired the kind of courage that results in action. He gave great support and comfort to the King family when Dr. King was in prison. His 130 death, later in 1963, was a serious blow to them all. And Martin Luther King knew that what had happened to John Kennedy might happen to him also. For, he said, an unjust society is a sick society in which good men are murdered without cause. He had once been attacked and nearly killed by a mad woman with a knife. She was a black woman too. He and his family bravely accepted the fact that he might be killed any day as he 135 went among the crowds.

In 1964 he won one of the highest honours a man can receive. He was given the Nobel Peace Prize<sup>4</sup> "for his leadership of the nonviolent struggle for racial equality". He was only thirty-five. He was the fourth coloured man to win the prize in four years.

Many black people were growing angry at their slow progress. They wanted to use 140 violent means to gain their ends. But King did not approve of the new movement for "black power". "Nonviolence is power," he said, "but it is the right and good use of power ... it can save the white man as well as the negro."

Like Gandhi, he saw the movement he had begun beginning to split up as people used it for their separate ends. Groups like the Black Power Movement<sup>5</sup> seemed to despair of <sup>6</sup> a country where black and white people could live happily together. Their patience was coming to an end. King wanted to reach out to whites as well as blacks.<sup>7</sup> 145 "Negroes hold only one key to the lock of peaceful change," he said. "The other is in the hands of the whites."

Martin Luther King became the leader not only of the black people but of all the poor, in the north as well as in the south. He was planning a great poor people's march 150 when he was shot and killed on 4 April 1968. This time the attacker was white. Dr. King had spent his short life trying to find a better way to meet trouble than with a knife or gun. He had given thousands of people the strength which he possessed in large measure<sup>8</sup> —the strength to love others even in the face of hate, injustice and death.

From *Great People of Our Time*, ed.,  
by Carol Christian, Macmillan Education, 1977.

Approximately 1,100 words.

### NOTES

1. they proved their point: they proved they were right by using "nonviolent direct action" to gain a social victory
2. in the land: in the U.S.
3. These are quoted from Dr. King's famous speech "I Have a Dream" delivered in front of the Lincoln Memorial in Washington, D.C.
4. the Nobel Peace Prize: one of a group of prizes awarded annually from the bequest (遗赠) of Alfred Nobel (1833–1896, Swedish scientist) for achievement in the promotion of peace
5. the Black Power Movement: The Black Power Movement affirmed the racial and cultural pride of the black people while emphasizing retaliatory ( / ri'tæliətəri / 报复性的 ) violence against the white. The Movement started in the 1960's. The Black Panther Party was the most militant black-power group in the U.S.
6. seemed to despair of: seemed to lose hope of
7. to reach out to whites as well as blacks: to make the white people as well as the black people understand
8. in large measure: a great deal of

### COMPREHENSION QUESTIONS

1. Which of the following best shows why blacks needed a strong leader to help them win their freedom?
  - a. The police force was all white and totally opposed to the civil rights movement.
  - b. Dr. King helped to get laws passed which prohibited the dividing of buses into black and white seats.
  - c. Angry whites used guns and bombs to terrorize, even kill, blacks who participated in the civil rights movement.

- d. Most blacks didn't care about the civil rights movement.
2. The civil rights movement in the south was helped by all of the following except
- a. large numbers of participants in the movement.
  - b. black churches.
  - c. public marches.
  - ☒ d. government officials in Montgomery, Alabama.
3. For Dr. King, the fight for black equality meant
- ☒ a. belief in personal worth and dignity.
  - b. fighting for more job opportunities for the black
  - c. conquering the whites.
  - d. better education for all.
4. The march to Washington, D.C. in 1963 was significant because
- a. Dr. King delivered without written notes a powerful, emotional speech.
  - b. two hundred and fifty thousand people participated.
  - ☒ c. white people attended the march in large numbers.
  - ☒ d. both a and b.
5. The assassination of President John Kennedy showed once again that
- a. the civil rights movement could be defeated.
  - ☒ b. the U.S. was becoming an unjust, sick society.
  - c. even whites could become victims of those who opposed the civil rights movement.
  - d. the civil rights laws passed by the U.S. Government were not going to be very effective.
6. Dr. King objected to the Black Power Movement because
- ☒ a. it made no effort to reach out in peace to the whites.
  - b. it only wanted power, not freedom.
  - c. he knew the whites would destroy them.
  - d. he was afraid of being assassinated.

### DISCUSSION QUESTIONS

1. What effects did the civil rights movement have on the bus companies? Why?
2. How did blacks finally overcome the violence and hatred of southern whites?
3. What, according to Dr. King, were the most important aspects of the struggle for black equality?
4. Why was the march on Washington, D.C. in 1963 so effective?
5. What were the main differences between the Black Power Movement and that initiated by Dr. King?



### 3. Shame

Dick Gregory<sup>1</sup>

I never learned hate at home, or shame. I had to go to school for that. I was about seven years old when I got my first big lesson. I was in love with a little girl named Helene Tucker, a light-complexioned<sup>2</sup> little girl with pigtails and nice manners. She was always clean and she was smart in school. I think I went to school then mostly to look at her. I brushed my hair and even got me a little old handkerchief. It was a lady's handkerchief. 5 but I didn't want Helene to see me wipe my nose on my hand. The pipes were frozen again, there was no water in the house, but I washed my socks and shirt every night. I'd get a pot, and go over to Mister Ben's grocery store, and stick my pot down into his soda machine.<sup>3</sup> Scoop out some chopped ice. By evening the ice melted to water for washing. I got sick a lot that winter because the fire would go out at night before the clothes were 10 dry. In the morning I'd put them on, wet or dry, because they were the only clothes I had.

Everybody's got a Helene Tucker, a symbol of everything you want. I loved her for her goodness, her cleanness, her popularity.<sup>4</sup> She'd walk down my street and my brothers and sisters would yell, "Here comes Helene," and I'd rub my tennis sneakers on 15 the back of my pants and wish my hair wasn't so nappy<sup>5</sup> and the white folks' shirt fit me better. I'd run out on the street. If I knew my place and didn't come too close, she'd wink at me and say hello. That was a good feeling. Sometimes I'd follow her all the way home, and shovel the snow off her walk and try to make friends with her Momma and her aunts. I'd drop money on her stoop<sup>6</sup> late at night on my way back from shining 20 shoes in the taverns. And she had a Daddy, and he had a good job. He was a paper hanger.<sup>7</sup>

I guess I would have gotten over Helene by summertime,<sup>8</sup> but something happened in that classroom that made her face hang in front of me for the next twenty-two years. When I played the drums in high school it was for Helene and when I broke track<sup>9</sup> re- 25 cords in college it was for Helene and when I started standing behind microphones and heard applause I wished Helene could hear it, too. It wasn't until I was twenty-nine years old and married and making money that I finally got her out of my system.<sup>10</sup> Helene was sitting in that classroom when I learned to be ashamed of myself.

It was on a Thursday. I was sitting in the back of the room, in a seat with a chalk 30 circle drawn around it. The idiot's seat, the troublemaker's seat.

The teacher thought I was stupid. Couldn't spell, couldn't read, couldn't do arith-