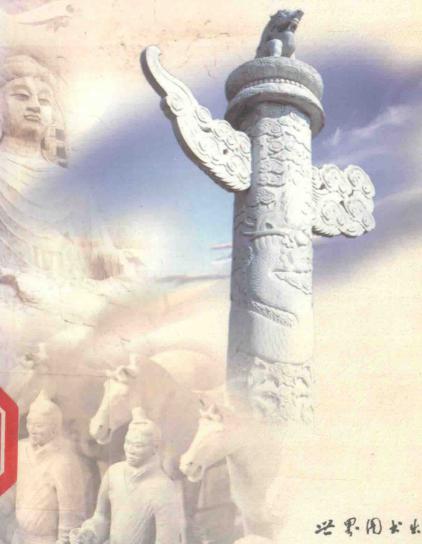
(汉英对照)

中国历代文化

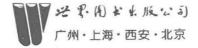


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(汉英对照)

周 仪 主编 赵 勇 罗家如 审校



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中国文化,源远流长。我国有四千多年文字可考的悠久历史, 有过灿烂的古代文明。"在中华民族的开化史上,有素称发达的农业和手工业,有许多伟大的思想家、科学家、政治家、军事家、文学家和艺术家,有丰富的文化典籍。"(《毛泽东选集》第二卷 585页)

可是,在青年学生中,特别是在学外语的大学生中,对于祖国的历史与文化典籍,不甚了了。我在课堂上问过学生,有谁读过《论语》、《道德经》、《文心雕龙》等文化典籍,下面一片沉寂。

我们的大学生是需要好好补"国学"这一课了。学外语的人,越往上学,到了本科高年级或研究生,越感到自己的中文跟不上。一段英语,甚至是一句话,明明读懂了,就是翻译不出,难找到贴切的汉语来表达。译文的档次,主要不取决于外语水平而取决于中文水平。林少华先生说:"外文六七年可磨一剑,中文至少加倍。要想真正'入于化境'(钱钟书语),不在唐诗、宋词、古文观止的世界里流连浸泡一些时间恐怕是很难的。"(《文汇读书周报》第751期)我同意他的观点。莎士比亚创作的戏剧所用的词汇量达2.6万,你没有相应的汉语词汇量,又如何能译好莎士比亚戏剧?正如黄源先生指出的:"在翻译莎士比亚作品的许多名家中,不乏欧美留学之士,不及朱生豪的,怕就在这名家指点的国学基础上。"(《朱生豪传·序言》,上海外语教育出版社,1990)

要抓国学这一课,应当从小学生抓起。对于当前的大学生来说,先补一个"概要","见林不见树"也是好的,可为第一步。于是我们萌发了编一本《中国历代文化典籍概要》的想法——把每一部文化典籍的主要内容、在中国文化史上的地位及作者简介,用600~800字概括出来。

学外语的人,不仅要懂得中国历代有哪些文化典籍,还应懂得

用外语表达——书名怎么翻译,作品牵涉到的中国古代官名、典故如何转换为现代英语等等。于是,我们又发动研究生,把每部作品的概要译成英语。希望本书能对弘扬博大精深的中国文化和扩大我国的对外影响,起到积极的推动作用。

本书由周仪总体策划,中译英的工作由我院外国语言学与应用语言学硕士点 1995~1997 年三届研究生完成,由赵勇、罗家如两位老师对译文作修改、润色,最后由周仪审订。

这是本硕士点的又一项科研成果。本硕士点的研究方向是翻译理论与实践。如何培养研究生的翻译实践能力?光靠课堂上有限时间的训练和布置一定的课外作业是不够的,必须组织研究生搞科研。翻译的一个最基本的要求是精确(fidelity),对每一个书名、每一个中国习语的翻译,都得反复斟酌、推敲,不能掉以轻心。不然白纸黑字出来,行家指出错误还好,否则,谬种流传就糟了!

应该说,我们的研究生在学术上还是稚嫩的,两位老师的本职 工作也十分繁忙,本书的偏颇谬误在所难免,译界行家和广大读者 可把它当作学生向你们递交的作业,由你们点点划划去批阅吧。

> 周 仪 2000年5月 于广西大学外国语学院

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《十三经》

《十三经》是儒家的经典,封建社会的"圣经",为封建时代影响最大的典籍。统治阶级奉它们为治国安邦之宝,知识分子没有不读它们的,一般民众也深受它们的熏染。

在西周至春秋中期,儒是"官学"中的初级教师,给贵族的少年儿童讲授"六艺",即礼——礼仪,乐——诗歌舞蹈,射——射箭,御——驾车,书——识字作文,数——算术,也叫"小艺"。"官学"还有高级教师,称"师",给贵族青年讲授"大艺",即另一种"六艺"——《诗》、《书》、《易》、《春秋》、《礼》、《乐》,也叫"六经"。身为儒的教师富有学问,因此其他学术之士也称起儒来。而孔子办学的成就最大,其学派也最著名,战国时期人们常以"儒"来指孔子的学派,汉朝人称之为"儒家"。从此,"儒术"、"儒家"便成了孔子学说、孔子学派的专称。

汉武帝建元元年(前140年),董仲舒建议"罢黜百家,独尊儒术"。建元五年,定《诗》、《书》、《易》、《礼》、《春秋》为"五经"。这样,它们便成了儒家经典。灵帝熹平四年,召儒生校正文字,令书法家蔡邕书写,刻"六经"——《尚书》、《周易》、《鲁诗》、《春秋公羊传》、《礼记》、《论语》于碑,称"熹平石经"或"汉石经"。后来,"经"的范围进一步扩大,把《易》、《书》、《诗》、《周礼》、《礼记》、《仪礼》、《春秋公羊传》、《春秋谷梁传》、《春秋左氏传》等合称"九经"。唐文宗开成二年,将"九经"与《孝经》、《论语》、《尔雅》刻于石碑,并称《十二经》。宋代,又加上《孟子》、合称《十三经》、一直流传到现在。

"四书五经"是核心,它们与其他"经书"一道,共同构成了

封建社会的教科书、封建伦理的渊薮。隋唐以来的科举取士,以它们为圭臬;明清的科举考试,更规定题目必须取自"四书"。

The Thirteen Classics

A collection of classics of the Confucian school, *The Thirteen Classics* contians the most influential canons in feudal China when it was, for a long time, revered as a "bible". For centuries, the collection was held in high esteem as the guiding principles of government for the rulers, as a required reader for scholars and as an ultimate source of influence upon the general public.

From the Western Zhou till the mid Spring and Autumn Period, scholars were primary teachers in the "government schools", offering instruction to the children of the nobles on "Six Arts", namely, Li (rites, manners), Yue (music and dance), She (archery), Yu (driving a wagon), Shu (character recognition and writing), and Shu (arithmetic), jointly called "Small Arts". There were also senior instructors in the schools who were called Shi (teachers) to teach the youngsters on "Grand Arts": Book of Songs, Book of History, Book of Changes, Spring and Autumn Annals, and Book of Music, jointly known as the Six Classics. The teachers were respected for their expertise and for this reason, other learned men also assumed the title of "scholars". Confucius was the most successful in running schools and his teachings were also the most prevailing. During the Warring States Period, people used to refer to the Confucianists as "scholars". By the Han Dynasty, the term of "the Confucian School" emerged. Hence the term Confucianism, referring to the art or the teachings of Confucius.

In 140 BC, the renowned scholar Dong Zhongshu proposed to "revere Confucianism and ban all other schools of thought". In

144 BC, Book of Poetry, Book of History, Book of Changes, Book of Rites and Spring and Autumn Annals were listed as the Five Classics, the most important canons of Confucianism. In the fourth year of Xiping during the reign of Emperor Lingdi, scholars were summoned to make textual research into Book of History, Book of Changes, Book of Songs of Lu, Commentaries by Gongyang, Book of Rites and Analects. The eminent calligrapher Cai Yong was appointed the task of copying the text, which was later carved onto stone tablets, known as "the Xiping Stone Classics" or "the Han Stone Classics". As time went on, the number of classics grew to nine and the Nine Classics included Book of Changes, Book of History, Book of Rites of Zhou, Book of Rites, Book of Manners, Commentaries by Gongyang, Commentaries by Guliang and Commentaries by Zuo. In 837, together with the Nine Classics, Book of Filial Piety, Analects and Cheng Ya were carved onto stone tablets, which were referred to as "the Kaicheng Stone Classics". In the Song Dynasty, Mencius was added. They were jointly called the Thirteen Classics.

Together with other canons, the Four Books and the Five Classics served as the textbooks as well as the sources of ethical codes in feudal China. They became the yardsticks for grading the students' papers in the civil service examinations in the Sui and Tang Dynasties. In the Ming and Qing Dynasties, all the examination papers were based upon the Four Books.

Translated by Luo Jiaru

《论语》

《论语》是记述孔子及其弟子的言行集,集中表达了孔子的思想,为儒家的开山杰作。

孔子 (前551一前479), 字仲尼, 山东曲阜人, 是杰出的教育

家、思想家、政治家,儒家学派的开创者。孔子少时贫贱,但聪明好学。他学识渊博,多才多艺。从青年时代起,便打破"官学"传统,首创"私学",据传一生教过弟子三千,其中著名的72人。

孔子继承和发展了前人的学说,针对现实情况,创立了自己的学派。在哲学上,他持唯心的"天命观",认定"生死有命,富贵在天"。在政治、伦理上,他宣扬"礼与仁",要人们"克己复礼"。"仁"是"爱人"之意,所以他提倡"恕"——"己所不欲,勿施于人",企求将"仁"作为救世良方。"仁"在一定时期内、一定程度上符合百姓的利益,受到了中下层士大夫的欢迎。以后经过新儒家孟子、荀子等的发展,至西汉,封建统治阶级发现了儒学的价值,汉武帝接受董仲舒"独尊儒术"的建议。从此,儒学便成了支配封建社会政治、思想和生活的正统理论。

《论语》是我国的一份瑜中带瑕的遗产,两千多年来对中国政治和文化思想有极其重大的影响。

The Confucian Analects

The Confucian Analects, or simply Analects, a question-andanswer record of the conversations between Confucius and his disciples, is the first and most important treatise of Confucianism and carries the major teachings of the ancient Chinese master.

Confucius (551—479 B.C.), styled Zhongni and born in today's Qufu, Shandong Province, was a great thinker, statesman and educator in the late Spring and Autumn Period and the founder of Confucianism. Poor as he was when young, he was bright and diligent. As a result, he became a learned and versatile man. He was the first in China to establish "private schools" and was said to have taught 3,000 students, among whom 72 were well-known.

Confucius inherited and developed upon the teachings of his predecessors and, catering to the situations of his time, established his

own school of thought. Ideologically, Confucius was a firm believer in "the ordinance of Heaven", holding that "Death and life have their determined appointment; riches and honors depend upon heaven." He preaches Ren (benevolence) and Yi (righteousness), requiring the people to "subdue one's self and return to propriety". Defining the term Ren (benevolence) as "love for all men", Confucius advocates "reciprocity" — "Do not do to others what you do not want others to do to you." Confucius attaches such great importance to Ren as to regard it as a universal solution to all human problems. For a definite period of time and to some extent, the Confucian theory of Ren complied with the interests of the common people and appealed to the middle and lower rank scholars and officials. With improvement by the Neo-Confucianists Mencius and Xun Zi, Confucianism achieved prevailing influence among the feudal rulers. By the Western Han Dynasty, Emperor Wu adopted the proposal of the well-known scholar Dong Zhongshu to "revere Confucianism and reject all other schools of thought". Ever since, Confucianism had dominated the ancient Chinese politics, ideology and life.

As a gem with defects in the Chinese heritage, *Analects* has, for more than two thousand years, exerted tremendous influence on the Chinese politics and culture.

Translated by Luo Jiaru

《中庸》

《中庸》是一篇论述儒家中庸思想的文章,文中对孔子"过犹不及"的思想作了进一步的发挥,认为不偏不倚是衡量一切道德行为的最高标准,并且提出了实行与达到中庸之道的条件和方法。

中庸之道在于"中和",上天赋予的是"性",依照本性去做叫"道",修明道的是"教",中庸既是性,因而必然有道与教化的问题。