

高等学校教材

新编英语教程

8

李观仪主编

A NEW ENGLISH COURSE

Answers for Reference

上海外语教育出版社

高等学校教材

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英语专业用

8

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Unit One

TEXT I

HAPPINESS

Robert Coles

PRE-CLASS WORK

II. Lexical Work

1. in so far as the origin and historical development of the word is concerned
2. recorded
3. as a result of
4. accidental, happening by chance
5. depending on something uncertain
6. very difficult to understand
7. deal successfully with; cause
8. hard to define or identify
9. the essential meaning
10. through both good and bad times
11. one professedly indifferent to pleasure or pain
12. embodiment
13. ferocious, harsh
14. domineer over
 overbearing — harsh and haughtily arrogant
15. without delay
16. the capacity to rise above oneself

III. Library Work

1. Miguel de Cervantes / mi'gel dei sə'væn.tiz / (1547 – 1616), Spanish writer, was Spain's greatest literary genius and among the most esteemed figures in world literature. Little is known of his youth and education. He went to Italy in 1569 and enlisted in the army the next year. At a battle in 1571 he lost the use of his left arm. Returning to Spain he was captured by Moors in 1575 and taken to Algiers as a slave. In 1580, ransomed by his family, he returned to Spain. His life was a struggle against debt, for which he was sometimes imprisoned. He wrote more than twenty plays and some poems. He was 58 years old when the first part of *Don Quixote* / donki'həute /

was published in 1605, the second part appeared in 1615, a year after the publication of a spurious sequel to the first part.

The full name of Cervantes' great work is *The Ingenious Gentleman Don Quixote de la Mancha* (Part 1, 1605; Part 2, 1615). Don Quixote is an idealistic Spanish country gentleman who, as a result of reading many romances of chivalry, believes that he is called upon to redress the wrongs of the whole world. He chooses Sancho Panza, an uneducated but practical peasant, as his squire, and the two set out on a round of adventures. Despite failure after failure, the knight and his squire persevere. In Part 2, Don Quixote gradually becomes disillusioned, and on his deathbed regains his sanity and confesses the folly of his past adventures.

2. Alexander Pope (1688 – 1744), English poet, is known as one of the foremost satirists in world literature as well as a great poet. He wrote witty and polished verses ridiculing the behaviour of his day. Pope wrote in balanced heroic couplets, that is, pairs of rhymed lines in iambic pentameter, which he developed into a unique instrument of power and expressiveness. His major works include: *Essay on Criticism* (1711), *The Dunciad* (1728), *Essay on Man* (1733 – 1734), and translations of Homer's *Illiad* and *Odyssey*. After Shakespeare, Pope is the most widely quoted in English literature. Some well-known quotations from Pope are: "A little learning is a dangerous thing." "To err is human, to forgive divine." "Whatever is, is right."
3. An Ivy League school is one of the colleges in the northeastern United States generally regarded as scholastically and socially prestigious. The Ivy League includes the following universities: Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, and Yale. The Ivy League originated in 1900 as an informal association for football competition. It was not formally organized until 1956 and then only set policies for athletic competition.

COMPREHENSION

I. B

II. 1. F 2. T 3. F 4. F 5 T

- III. 1. The three rights every American citizen is entitled to, i.e., the right to the pursuit of happiness, the right to life, and the right to liberty.
2. The "inn" is the destination of the journey, metaphorically referring to the achievement of one's pursuit, and "the journey or the way" refers to the pursuit. For some people, the process of pursuing itself means much more than what is finally obtained as a result of the pursuit.
3. For quite some time in history, happiness was regarded as something that could only occur as a piece of good luck to the fortunate, something that people could aspire to but not strive for.

4. good fortune, good luck, favorable circumstances visited on a particular person, fate, external force, divine grace or the stars and their mysterious doings, a series of fortuitous events
5. In more recent times, men and women became more the center of this world, more the makers, the doers. Men and women have become more aware of their own power to seek happiness, instead of waiting passively for happiness to happen to them. Very likely, this results from the ideological emancipation of man from the yokes of religious dominance.
6. This question "what is happiness" has been asked before but has not been answered yet. So far the author has only come to the conclusion that happiness does not just happen but has to be pursued.
7. purpose in life, central thrust of our human striving, aspiration
8. It is a noun, meaning goodness, positive moral qualities, virtue, righteousness.
9. A polysemious word, *bear* in this context is used in the sense of "give birth to children," with the extended meaning of "care for others." *Overbear*, literally meaning "produce excessively," is probably used to mean "have many children." However, the word *overbearing*, in Coles' interpretation, is used in the sense of "domineering or dictatorial in manner or action." Those who are overbearing are always grabbing and are not content.
10. *Subsequent* means "occurring after," and *consequent* "occurring as a result." The contentment they later experienced came as a necessary result of the decisions they had made. Here the author means to emphasize that their contentment has not come as a matter of course, but rather as an outcome of their serious consideration and effort.
11. Probably he would consider "content" closest and "pleasure" least close.

ORGANIZATION AND DEVELOPMENT

Coles has resorted to the methods often used for definition such as tracing the etymology of the word, referring to important documents, quoting personal experiences, and using synonyms. The most important one used in this essay is by using synonyms. Coles' essay is mainly based on a discussion of the four synonyms of happiness provided by Pope.

Coles' view of happiness is that happiness lies in the pursuit of the aims and objectives one has set for himself. Although not stated explicitly, his view gradually becomes clear in the course of discussing the four synonyms Pope suggested for the notion happiness. For the first two words "good" and "pleasure" he obviously has reservations. He uses "for some" and "for many" to keep their validity to a limit. For "ease" and "content", which are closely connected, he quotes and refers to Williams heavily, who holds a positive attitude to interpreting "happiness" as "ease" and "content".

RHETORIC

- I. (1) shades (2) had (3) with (4) a
 (5) well (6) remembrance (7) to (8) does
 (9) past (10) memory (11) at (12) recollection
 (13) specific (14) than

- II. 1. Use "squander" for "ponder".
 2. Use "include" for "conclude".
 3. Use "argues" and "planet" for "disputes" and "land" respectively.
 4. Use "thrifty" or "frugal" for "stingy".

- III. *Desire*, in its most effective use, emphasizes strength and ardor of feeling, and often implies striving or the need for striving; "wish" often refers to longing for the unattainable, and "crave" carries a stronger implication of the impulsion of physical or mental appetite or need than the preceding terms, e.g.,

The poor boy *desired* a college education.

People are apt to *wish* for what they can't have.

I'm *craving* for a loaf of bread; I have not had anything for a whole day.

LANGUAGE WORK

- I. A. 1. and 2. the 3. of 4. increased
 5. at 6. pace 7. these 8. as
 9. than 10. in 11. of 12. across
 13. went 14. them 15. of 16. into
 17. by 18. with 19. life 20. differed

- B. 1. from 2. are 3. than 4. accept
 5. as 6. for 7. possesses 8. as
 9. of 10. its 11. by 12. was
 13. it 14. within 15. Basically 16. one
 17. could 18. as 19. of 20. as

- II. 1. / 2. / 3. the 4. The 5. the
 6. the 7. the 8. the 9. the 10. The
 11. the 12. the 13. the 14. / 15. /
 16. / 17. the 18. / 19. / 20. the
 21. / 22. the 23. / 24. / 25. the
 26. the 27. the 28. / 29. / 30. the
 31. the 32. the 33. the 34. / 35. /

- III. 1. I should have prepared for my final exams earlier.

2. We should make the best / most of our two days in the mountains.
 3. I have full confidence in your ability to complete the project independently.
 4. I shall leave it to you to decide how the other problems should be handled. / It is now left to you to decide how the other problems should be handled.
 5. The least you can do is to pay him a visit each week.
 6. He first bought a few stamps in the post office and then went on to do some grocery shopping in the store close to his house.
 7. He got into conversation with the woman sitting opposite to him.
 8. It was not until after he had mailed the letter that he remembered the extra stamp he should have stuck on.
 9. Despite my utmost efforts to finish the assignments, I was still way behind my school work.
 10. His style demands that the reader must concentrate intensely to understand it. / His style demands the reader's intense concentration to understand it.
 11. In no way have my parents ever tried to influence me.
 12. This is the first time I have ever been on board a ship.
- IV. 1. devotedly / piously; an unexpected / a single; a happy marriage; polite; fate; average examples
2. frustration / confusion; however skilled / experienced with words he may be; is lost in face of; human beings
3. pains / ordeal; that the surgeon was unable to cure / that was beyond the surgeon / that was beyond cure
4. a subsequent reflection; great efforts; complying with / abiding by; under whatever favorable or unfavorable circumstances
- V. 1. But, from the historical perspective, we are now a little more mature / realistic: four hundred years ago, people regarded happiness with wonderment, thinking that it befell someone as a result of an inexplicable arrangement made by the mysterious universe.
2. Happiness in Shakespeare's time, and even afterwards, was associated with wealth, success and position, which, in some way, came upon a certain person, who would express such an occasion in the form of great joy or excitement.
3. Happiness is no longer accidental; instead, it becomes an objective to achieve.
4. People definitely varied in their opinions as to what has given rise to / brought about happiness and what happiness actually means.
- VI. (1) fattening (2) got used to
- (3) paused (4) uttered
- (5) flushed (6) bargain
- (7) palmed off (8) grilled
- (9) inconsiderate (10) absurd

- Ⅶ. 1. D 2. C 3. A 4. B 5. A
6. C 7. D 8. A 9. C 10. B

TEXT II

STRIPPING DOWN TO BARE HAPPINESS

Linda Weltner

1. The time in their life that really belongs to themselves, when they can really enjoy life, doing what they like to do, not what they have to do.
2. What they loathe is to work hard all the time just to make more and more money to satisfy the needs of unreasonable, even wasteful consumption, no matter whether one wants to do it or not.

What they seek is a much simplified life style, doing away with all the things that are not essential for life, and keeping only the basics so that one does not have to work just for money, and is able to enjoy life in one's own way.

3. Refer to paras. 7-9.

Most of their decisions are reasonable. Perhaps they should have kept the TV, which seems to be a must for any family in today's society.

4. The longing for things that one wishes one could afford, the urge to buy.

Advertising in the mass media, for one thing, has helped create this feeling.

5. No. She failed to resist the temptation to buy that hand towel and the pair of sandals.

6. It is a consumption-oriented, throwaway society. People are encouraged to buy, even if many of the things they buy they do not need at all.

Unit Two

TEXT I

THE AMERICAN DILEMMA

Kenneth Clark

PRE-CLASS WORK

II. Lexical Work

1. cause something to be done more quickly
2. a fact, especially a secret fact, which is made known publicly
3. visibly, openly
4. of the system as a whole
5. existing as a necessary and natural part of something; intrinsic, essential
6. belief that all people are equal and should have equal rights
7. absence of reasoning power or ability
8. uncertainty as to which approach to follow
9. disastrous; damaging, harmful
10. a process to test people in order to find out ability, health, suitability, and other conditions, so as to be able to remove those who do not reach the proper standard
11. conforming to accepted behaviours or authoritative standards
12. mental disease marked by disconnection between thoughts, feelings, and actions, frequently with delusions and retreat from social life 精神分裂症
13. (often derogatory) something that will put right all troubles 万灵药
14. something that lessens the unpleasant effects of an illness, etc., without removing the cause 治标剂

III. Library Work

1. Segregation and desegregation of American public schools

Segregation is the separation of groups by custom or by law. It is often based on differences of race, religion, wealth, and culture. Segregation almost always involves some kind of discrimination by one group against another.

Desegregation refers to the process of ending group separation. It generally is used to describe efforts to abolish racial segregation in the United States. The people most affected by racial segregation — in the United States and elsewhere — have been the black people.

Racial segregation in the United States of America — Slavery existed in the United States for more than two hundred years before the Civil War (1861 – 1865). After the war, the freed blacks suffered widespread discrimination, especially in the South. As a matter of fact, racial segregation in its modern form started in the late 1800s.

It was in the late 1800s that Jim Crow laws were adopted by many Southern states. These segregation laws required that whites and blacks use separate public facilities.

The rapid spread of segregation laws through the South was supported by a series of decisions made by the U. S. Supreme Court. The most important Supreme Court ruling to that effect was the one made in 1896 which supported the constitutionality of a Louisiana law requiring “separate but equal” facilities for whites and blacks in railroad cars. This Supreme Court decision started the era of *de jure* (by law) racial segregation in the United States. For over fifty years, many states used the “separate but equal” principle to segregate the races in public schools, and in the use of public facilities.

Changes began to take place from the 1930s. The high point was reached in the 1954 Supreme Court ruling against *de jure* segregation in public schools. The court held that “in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”

However, in spite of the desegregation laws, *de facto* (in actual fact) segregation increased in the 1960s. In American cities, blacks were more residentially segregated in the 1960s than in the 1930s. A larger percentage of black children attended predominantly black public schools in the late 1960s than at the time of the Supreme Court’s desegregation ruling in 1954.

In 1955, the Supreme Court ruled that lower federal courts and local school authorities should exercise the responsibility for ending segregation “with all deliberate speed.” Later, in 1963, the court stated that “all deliberate speed” did not mean “indefinite delay”. In 1969, the court ordered public school districts to desegregate “at once”. Slowly, as a result of these rulings, legal segregation gave way to integrated schools in the U.S., but not without violence and widespread demonstrations.

2. Busing of students to schools in the U.S.A.

After attempts were made at school desegregation, there was still *de facto* school segregation that existed in all regions of the United States. This developed because blacks were limited to certain neighbourhoods and thus the schools in these areas were virtually all black, while many schools elsewhere were all white. As a result, the courts ordered that students be transported by bus from one neighbourhood to another to achieve racial balance in a community’s public schools.

3. Divergent and competing racial, ethnic and class groups in the U.S.A.

Strictly speaking, racial groups differ from ethnic groups in that the former are classed by race, e.g., the Caucasian, the Mongoloid, the Negroid, whereas the latter differ from each other in respect of their languages, religions, habits, and traditions though they may belong to the same race. In actual practice, the two terms are often used interchangeably.

In the United States, there are diverse racial groups. The dominant group is the white people, who may be divided into various ethnic groups, e.g., people of Irish, German, or Greek descent, to name just a few. There are also blacks or Afro-Americans, and people of Jewish, Indian, Chinese, Japanese, Filipino descent, among many others. Broadly speaking, the class groups may be divided into the upper class, the middle class, which may be further divided into the upper middle and the lower middle class, and the lower class. Among these divergent racial, ethnic, and class groups, there are naturally conflicts and competitions of all sorts.

COMPREHENSION

I. B

II. 1. T 2. F 3. T 4. T

III. 1. In para. 7

2. Surely he is not just name-dropping. The significance of giving the list lies in their reaction to what that retired vice-president disclosed, i.e., their attitude toward functional immorality. They are supposed to be the elite of society and their judgment sound and reliable. But even these people adopt a totally indifferent attitude to what is immoral.

3. One of the problems his office had to deal with was to keep the corporation's accounting records accurate and make the money paid to bribe municipal officials appear in the records as if it were just ordinary operating expenses.

He thought this was just commonplace, so he cited this as a causal example of a prevailing functional immorality, and spoke in a quiet voice.

4. The parallel elements are: 1) American role in Southeast Asia and such other international problems ..., 2) the persistent and manifold and overtly cruel forms of racism, 3) the more subtle manifestations ..., and 4) the fact that a highly developed technological society ...

5. For a society, to be successful is always a good thing; therefore, being too successful should never present a problem to any society. But as the success of American society has been achieved by resorting to dishonesty, "being too successful" does become a problem — If dishonesty works, why honesty?

6. Refer to paragraph 9.

7. A system of moral principles that advocates behavior that is dictated more by practical

consequences than by theory or dogma.

8. No. The majority think they are signs of health and the minority think they are signs of sickness.
9. These are the people who are keenly aware of the moral degradation pervasive in American society and are critical of the status quo.
They are the least likely to be successful in society but they represent the hope of a civilized, wholesome society. Clark himself is one of them.
10. No, he is not. He thinks it fortunate that there do exist in society some people who remain concerned about moral and ethical values and justice in the affairs of men. These individuals provide the hope for the future of society.

ORGANIZATION AND DEVELOPMENT

Clark presents his argument mainly by providing evidence, both specific and general. For example, his personal experience at the seminar is a piece of specific evidence, and what usually happens to those few serious moral critics (para. 20) is of a general nature.

Some of the short paragraphs could be combined with no loss of clarity, such as paras. 9 and 10, and paras. 22, 23, and 24. But it would not be a wise decision to combine para. 19 with para. 18. Short as para. 19 is, it summarizes and concludes. To write it as a separate paragraph makes the conclusion clearer and more emphatic.

RHETORIC

- I. (1) mean (2) is (3) to (4) implies
(5) used (6) whose (7) suggests (8) figure
(9) chubby
- II. 1. The word "rose" usually connotes "sweetness", "beauty", and also "short life". The connotations come from these qualities natural to the flower.
2. "Yellow" connotes warning in various ways, e. g. "yellow band" or "yellow line", and "yellow light" in traffic; "yellow card" in sports.
3. In this sentence, the use of "open spaces" is inappropriate because the expression usually connotes desirable freedom and solitude while the context here requires more negative overtones; therefore expressions like "barren land", "deserts", and "wasteland" would suit the context.
- III. *Dilemma* applies to a situation which constitutes a predicament from which one can escape only by a choice of equally unpleasant or unsatisfactory alternatives.

Quandary differs from *dilemma* chiefly in its stress on puzzlement or perplexity, and the suggestion of a choice between alternatives.

In current use, the term *plight* commonly suggests an unfortunate, trying, or un-

happy situation.

Examples:

The army was then confronted with the *dilemma* (进退两难) of capitulating or starving.

He was in a *quandary* (左右为难) as to how he could keep his appointment.

The *plight* (困难处境) of this poor family is beyond description.

LANGUAGE WORK

- I. 1. through 2. up 3. on 4. down
 5. down 6. off 7. into 8. through
 9. through 10. down 11. off 12. around
 13. out 14. up 15. off 16. to
 17. up 18. out; up 19. on / upon 20. to / round
- II. 1. This restaurant is air-conditioned. Guests are respectfully requested to wear jackets and ties.
2. Billy had been smacked. He used a bath towel to clean his bike. The towel, of course, had to be thrown away.
3. Whenever we went to that village, they used to give us delicious olives that had been prepared according to a special method that they had been using for centuries.
4. The court has found you guilty of the crime of which you are charged. Have you anything to say before the sentence is passed?
5. The noise from the street was so awful that it took me a long time to get to sleep without earplugs. Even now, I sometimes have to use them if I am woken in the middle of the night.
6. I do wish you'd hurry up! We had the greatest difficulty in getting tickets for this opera, and now you behave as though we had all the time in the world. Unless we leave immediately, they will certainly have begun by the time we get there, and we shan't be allowed to go in till the interval.
7. Fashion really is a nuisance! They say that skirts are to be shorter again.
8. I should like to have been invited, too, but I did not expect to be. I have never shown much friendliness to them.
9. We have grown used to not being able to park our car outside our own house. We have not stopped being angry about it, though.
10. They had already succeeded in putting out the fire themselves by the time the fire brigade arrived.
- III. 1. She regretted having ever told Mary about it.
2. This switch must never be touched.
3. He begged me not to say any word to anyone.

4. He said, "You should have invited me to your birthday party."
 5. Every one of these houses is going to be pulled down.
 6. You must have heard the news already.
 7. So ridiculous was the idea that no one agreed to it.
 8. I didn't so much as lay a finger on your books
 9. His late arrival was due to a traffic accident.
 10. If it hadn't been for his help, I would never have managed to complete my project.
 11. As a consequence of his eating too much / overeating, he became very fat.
 12. There seems to be a particularly bad bus service on Sundays.
 13. No sooner had he climbed through the window than the burglar alarm rang.
 14. Brilliant though / as the cook is, he knows nothing about French sauces.
 15. His teacher rebuked him saying that his work was not satisfactory. / His teacher rebuked him for his unsatisfactory work.
- IV. 1. gentle / calm; constant / endless; cover up / hide / conceal; business costs / expenditure; government; speed up / quicken; start / commencement
2. quoted; governmental corruption; which big business had to accept as it was
3. regarded themselves to be realistic; disturbed; insignificant / unimportant; well-established
4. viewpoint / mentality / attitude; essential / intrinsic; continual / persistent; worrying / tormenting
- V. 1. They were amazed at my being so stubbornly inquisitive over that issue, unable to figure out how I could be so ignorant of what was going on about so commonplace a practice in the American economic and political life.
2. When immorality prevails, it is practically no use talking convincingly about conscience.
3. Many Americans are always preaching / talking about human equality, but will take a firm stand against the issue of equal rights in their communities and schools.
4. It seems that they are also brave enough to take the risk in reiterating their worry, which, consequently, makes them such unforgivable bores to those successful social climbers.
5. Ultimately, only these people may hopefully help to create a society that is characterized by its moral strength that leads to its continuous existence instead of its moral degradation that ends in its destruction.
- VI. A. The topic sentence is: It is hard for us to realize nowadays how difficult it was for the pioneers. The last sentence of the paragraph "For men accustomed to eating seven-course dinners and sleeping between fine linen sheets at home, the change to the Alps must have been very hard indeed." repeats the idea of the topic sentence, restating it with some amplification.
- B. The topic sentence is: Let us supply you with one of our tame baby dragons: a guar-
- 12 •

anted house-trained animal that eats very little and supplies enough heat all winter for a 4×6 room.)

C. The implied topic sentence can be suggested as: Universal employment has brought about a radical change in the relationships among family members.

- VII. 1. C 2. B 3. A 4. D 5. C
6. C 7. A 8. B 9. A 10. B

TEXT II

AMERICAN INDIVIDUALISM

Robert N. Bellah et al

1. Individualism is an important component of American culture. It is Americans' belief in the dignity, the sacredness of the individual. Any violation of an individual's right to think for himself, judge for himself, make his own decisions, and live his life as he sees fit will be considered as morally wrong.
2. He is a figure with unique characteristics, who again and again saves a society he can never completely fit into. Refer to para. 2 for more details.
3. The connection of moral courage and lonely individualism is characteristic of both the cowboy and the detective; but in the latter the connection is even tighter. The sentence, on the one hand summarizes para. 2 and on the other introduces para. 3.
4. They both are ready to fight evil and injustice and protect the needy and the innocent. The difference is that in the case of the detective the struggle often leads him to the corruption related to the powerful and the privileged. Thus the mystery the detective has to unravel is often social rather than personal in nature.
5. Refer to para. 5. They both are completely autonomous individuals who stand outside society in the belief that to serve society one must be able to stand alone. But their moral courage and fight for justice are not always rewarded, their moral heroism sometimes leads to despair and their quest for moral excellence sometimes ends in absolute nihilism.
6. Refer to para. 6. He was a self-made man, never comfortable with the eastern upper classes. His dual moral commitment to the preservation of the Union and the belief that "all men are created equal" roused the hostility of abolitionists and Southern sympathizers alike. In the war years he was more and more isolated, misunderstood by Congress and cabinet, and unhappy at home. What saved him from nihilism was the larger whole for which he felt it was important to live and worthwhile to die. Different from other heroes whose lonely quest for moral excellence ends in absolute nihilism, he had a clear, lofty ideal to fight for, i.e., the Republic, and the freedom and equality it embodies.