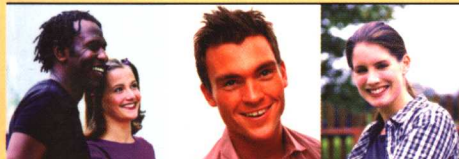


用中文



谈中国

——首届美国大学生中国问题研讨会论文选

China
Issues
in
Chinese Prose

冯胜利
冯禹
编



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
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(京)新登字 157 号

图书在版编目 (CIP) 数据

用中文谈中国:首届美国大学生中国问题研讨会论文选 / 冯胜利,冯禹编
—北京:北京语言大学出版社,2006
ISBN 7-5619-1603-5

I. 用…

II. ①冯… ②冯…

III. 汉语-文集

IV. K207.8-53

中国版本图书馆 CIP 数据核字 (2006) 第 019544 号

书 名: 用中文谈中国

责任编辑: 葛钢

装帧设计: 苏芳蕾

责任印制: 汪学发

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路 15 号 邮政编码: 100083

网 址: <http://www.blcup.com>

电 话: 发行部 82303650 / 3591 / 3651

编辑部 82303647

读者服务部 82303653 / 3908

印 刷: 北京中科印刷有限公司

经 销: 全国新华书店

版 次: 2006 年 3 月第 1 版 2006 年 3 月第 1 次印刷

开 本: 889 毫米×1194 毫米 1/32 印张: 8.125

字 数: 163 千字 印数: 1-2000 册

书 号: ISBN 7-5619-1603-5 / H·06030

定 价: 32.00 元

凡有印装质量问题,本社负责调换。电话: 82303590

文以载道

冯胜利 冯禹

哈佛北京书院

现在您手里的这本书，全是美国大学生写的。

洋学生练写中文，这没什么稀奇的。然而，这里的文字不是练习，不是日常对话，也不是家信便条之属。他们写的是地地道道的文章，是2005年夏天，由哈佛北京书院组织在京暑期中文学校的美国大学生，用中文发表的有关他们对中国的看法、分析和感想，其中包括经济、历史、文化、民俗、传统和中国现代化等诸方面的问题；所涉内容虽非面面俱到，所作文字确属难能可贵。

本书收集的论文是从参加论文和讲演比赛的190篇投稿中筛选出来的最佳论文。可以说，这是一本《2005年美国大学生最佳中文学术论文集》。历史上，恐怕这还是第一次，而其意义之深远远超出汉语的习得与教学。它是东西文化接触的直接产物：既反映了美国大学生的思想——研究美国青年的学者可从中取材（关于美国下一代的思想取向），也反映了他们对中国问题的看法——研究中美关系的人可以之为据（作为将来中美关系政策制定者的参考）；当然，它还反映了美国大学生的中文水平——研究汉语和对外汉语的人也能以资为用。尽管本书具有多维度的文化与学术的研究价值，它传递出来的直接信息是：

洋学生也是可以用中文写作的！

这不仅是一个讯号，也是一个标志；是一个可以让洋人骄傲、国人自豪的大事情。

“文字者，经艺之本，王政之始。”——古圣先贤如是说（《说文解字序》）。

“我居然能用中文写作了！”——洋学生们如是说。

“他们居然也能写书面语了！”——读了本书，你会这么说，但又如何想呢？

无论“骄傲”与否，不管是否“自豪”，事实是：这些洋学生的母语都不是中文，中文只是他们的外语。我们知道，用母语写文章尚且不易，用外语写文章就更如蜀道之难！然而，这些美国大学生在短短的汉语学习过程中，竟写出了如此像样的文章，这里不仅浸透着他们自己的汗水，更记载着中文老师的辛劳。

学过外语的人都知道，“说”并不甚难，而要动笔“写”，就是本国人，若非长期训练，也难文通字顺。于是有人认为：洋人能说就不错啦，还教他们写什么文章？瞎子点灯——白费蜡！我们不说这是歧视，也不究其偏见，我们只想提出这样的问题：洋人写不出像样的文章，是他们学习拙笨，还是我们教学无方？古人早说过：“教不严，师之惰。”中国的经济在崛起，中国的学术也要争气。教不会、学不好，是我们的问题：是我们的研究不够，是我们的学术还没上去。老实说，对当代书面语的语法，我们知之甚少；以己之“昏昏”，何以教人之“昭昭”呢？所以才出现这样的情况：

“把中文作为外语的人，虽然他们在中国学习多年后，听、说、读三方面都取得了长足的进步，但绝大多数都没有

像样的专业写作技能。”

——Peter Kupfer 在北京语言大学举办的 2002 年
中文教学发展国际研讨会（7 月 22 ~ 31 日）上的发言
载 *China Daily*, July 23, 2002.

问题在哪？在于我们对当代书面语体缺乏必要的研究，因此也很难做到有目的地教和有效率地学。换言之，国人操翰尚未察所以，又何望洋人落笔生花？当然，我们并不梦想把洋学生教成李白、杜甫或者曹雪芹，但是让他们掌握清通典雅的当代书面语体，中文教师和语文工作者责无旁贷。“工欲善其事，必先利其器。”什么是清通典雅的当代书面语体？它由哪些成分组成？它的组织原则是什么？这里不妨举几个例子：口语说“一样”，但正式一点就得说“同”。虽然“一样”和“同”都是 same，但是我们可以说“A 跟 B 一样”，却不能说“A 和 B 同”；可以说“一样的 N”，却不能说“同的 N”。显然，用口语的规则（如“一样”）驾驭不了正式典雅语体的词例（如“同”）。这样的例子不胜枚举：口语说“可以”，正式典雅的说法是“准”。口语可以说“四环以外可以鸣笛”，但典雅的“准”字却不能这么用：“四环以外准鸣笛”不合语法。再如：“往”是“去”的典雅说法，但是，“来参观旅游的人不应该去那儿”可以说，而“观光游客不宜往”就不行了。事实是，这些不同的典雅词例都是洋学生在学写正式语体时会犯和常犯的错误，例如：

- * 这样会害国家利益。
- * 他在北京遍拜访著名学者。

那么，正式语体的规则是什么？教者若不明规律，学生迟早退避三舍，因为一旦他们造出上面的句子，老师就会说：“错了！”并加以纠正说，“害”要用两个字的“损害”，“拜访”要用一个字的“访”。可是这样仍然避免不了学生造出下面的句子：

* 他普遍访著名学者。

“遍”变双了，“拜访”变单了，可是结果呢？“又错啦！”跋前踖后，望而生畏。即使记住了上面的几个，也不能举一反三，因为他们不知道书面语体里还有哪些字词有这种特性。结果，动辄见尤，永远被关在书面正式语体的大门之外。

面对这种情况，又出现了先学好文言文，再学书面语的主张。殊不知，即使是本国人，非数年文言而不为功。让洋人学好文言再写文章，到那时，恐怕真的“连黄瓜菜都凉了”。

怎么办呢？没别的法子，只有横下一条心：研究！经过数年的努力，我们终于总结出近 250 例的“单音节文言词”（如“遍”“宜”“知”“暴”等，必须和另一个单音节词语组成韵律词，才能合理使用），近 300 例的双音节书面词（如“进行”“加以”“从事”“予以”等，必须和另一个双音节词语组成复合韵律词，才能合理使用），以及近 300 例的当代书面文言句型（如“为……而……”等），统称为《汉语书面用语手册》（将由北京语言大学出版社出版）。这三部分基本概括了书面正式语体中的主要词语和句型，以及它们的用法和规律。在书面语体教学

中，它们是我们教授的重要内容，而教材的编写和教学的方法，也应根据这三部分内容来制定（有关书面正式语体较详论述，参见冯胜利《论汉语书面语法的形成与模式》，载于《汉语教学学刊》2005 年第一期，17~49 页）。

可喜的是，经过两年来的教学实践，哈佛学生的中文书面语能力，确有显著的提高。有的文章在《读书》上发表（2005 年第九期），另有十余篇在中国的全国性报纸上刊登。从本书的文章中，也可以看出这一点。

当然，毋庸讳言，当代汉语书面语的研究刚刚开始，把研究成果用于课堂教学的实践也刚刚起步。我们虽然做了一些工作，但距离理想的目标还相差很远；因此，学生书面语的水平虽有显著提高，也只是相对过去而言。前面的路不仅很长，而且也很艰难。然而，无论如何，有一点很清楚：洋人应当而且可以写正式典雅的书面语体。古人云“文章合为时而著”，本集的文章均可谓“为时而著”，故而也都言之有物。前人说“文以载道”，如果我们让学生进一步掌握了“文”，那么他们就能“载”出丰富的道。从这个意义上说，这本论文集就是美国学生“文以载道”的试验，而这个试验所以能够进行，所以得到成功，全赖来自各个方面的支持与协助。这里，我们要向支持这次活动的个人和单位表示我们最真诚的谢忱：

感谢国家汉办的资助；

感谢评委刘梦溪先生、刘子安先生、刘京玉女士的支持和协助；

感谢美国在北京中文暑期班 PIB, IUP, Columbia, ACC, Duke, 西北大学, 威斯康星大学等的大力支持;

感谢北京语言大学出版社的支持;

感谢参赛的全体同学;

感谢哈佛北京书院的老师们的辛劳;

感谢北语会议中心的大力合作。

写作的比赛与结集, 哈佛北京书院只是开了一个头儿, 我们希望这一活动在美国暑期学校继续下去, 同时也希望这样的文集不断问世!

是为序。

编者

2005 年感恩节翌日

Writing to Convey Truth

Shengli Feng Yu Feng

Harvard-Beijing Academy

All the essays collected in this book were composed by American college students.

It is not rare for foreign students to write in Chinese, but these essays aren't simply character exercises, mundane passages on daily life, nor family correspondence. These students have written authentic essays presenting their opinions, analysis and feelings on issues concerning China, including various aspects of its economy, history, culture, folklore, tradition and modernization, for a symposium organized by Harvard-Beijing Academy with American students participating from various summer programs in Beijing. Although the content of these essays is limited in scope, they are truly worthy of praise.

The essays comprising this book were selected as the best among 190 contesting papers. We can therefore assert this book to represent: "A Compilation of the Best Academic Papers Written in Chinese by American College Students in 2005". This compilation is perhaps the first of its kind in history and its significance extends beyond the learning and instruction of the Chinese language. These pieces are direct products of the West meeting the East. Not only do they reflect the perceptions of American college students, which scholars of American youth studies can employ as materials (concerning the trends of future generation in the United States), but they demonstrate their views on issues in China, which scholars of Sino-U. S. relations can use as evidence (in making future policy decisions towards a better Sino-U. S. relations).

Of course, this book also shows how advanced American college students have become in learning Chinese. Scholars of the Chinese language and those teaching Chinese as a foreign language can use these essays as a reference. Even if this book contains multidimensional cultural

and academic values, the primary implication of these essays is that:

Foreign students likewise can use Chinese to write essays!

This is not merely a signal, but a landmark, a great event that foreigners may boast of and the Chinese take pride in.

“Letters are the foundation of all knowledge and are the starting point of the Government of Right.” —This has been affirmed by ancient sages.

“Unexpectedly we can now produce writings in Chinese.” —This has been expressed by foreign students.

“It’s surprising that they can write in formal Chinese!” —After you read this book, you may say similar things, but how will you feel about it?

No matter whether it merits “boasting” or “pride”, the fact remains that Chinese is not these students’ mother tongue, but their second language. We all know that even native speakers find it difficult to write a good article, and next to impossible to write in a foreign language. Yet in a short time of intensive study of the Chinese language, these students have composed presentable essays, reflecting not only their own painstaking efforts but also the devotion and hard work of their Chinese teachers.

All those who have learned a foreign language know that it is far more difficult to write than to speak. Without consistent training, even native speakers find it difficult to write in a coherent and smooth manner. For this reason, many have expressed their belief that simply being able to speak Chinese is already a great achievement for a foreigner. Why should we bother about teaching them how to write? That would be nothing but a waste of time. We don’t want to refer to this as discrimination, nor pursue the bias in this conception, but simply hope to raise the question: If a foreign student fails to write a decent article, is it due to their poor capacity to learn a foreign language or the ineffectiveness of our teaching methods? Ancient sages have pointed out that if a teacher cannot ensure a strict standard, it is the teacher himself who is the lazy one.

China’s economy is growing rapidly and academic research should likewise keep pace. If we cannot help foreigners to master writing skills, it is *our* problem, it is *our* research into modern Chinese written language

that is inadequate and insufficient. To speak honestly, little was known of the grammar of contemporary written Chinese. If we don't understand things clearly, how can we expect our students to master these skills? It thus comes as no surprise to hear:

"Most of the people who study Chinese as a foreign language have poor professional business writing skills, though they have improved a lot in reading, listening and speaking after years of studying in China."

—Speech by Peter Kupfer at the 2002 International Seminar on the Development of Teaching Chinese as a Foreign Language held at Beijing Language and Culture University (July 22-31); quoted from *China Daily*, July 23, 2002.

Then what's the problem? The problem lies in our insufficient research into contemporary Chinese written language. Without the proper research background, we've been unable to practice proper teaching methods for efficient learning. In other words, if native speakers are unclear on the rules of writing, how can we expect foreign students to compose exquisite essays? Of course, we do not expect our students to become poets as great as Li Bai and Du Fu, or novelists like Cao Xueqin. However, Chinese language teachers and linguists are undoubtedly duty-bound to clearly explain and teach the rules and patterns of elegant written expression to them. If a craftsman wants to be successful in a project, he must first sharpen his tools. Before going to teach our students, we must first know the rules and patterns of an eloquent writing style, the components of this style and the principles of its structure. Examples abound where the vernacular and formal versions of an expression of the same meaning are not only quite different, but further adhere to completely different grammatical rules.^① Foreign students often error along these

① In the Chinese vernacular, "the same" is *yiyang*, while in formal Chinese *tong* is used. Even if *yiyang* and *tong* both mean "same", one can say "A and B are *yiyang*" but can't say "A and B *tong*". Similarly, one can say "*yiyang* (noun)", but can't say "*tong* (noun)". Such examples are by no means rare.

lines.

Then what are the rules governing the formal writing style? If teachers aren't sure, then sooner or later students will be scared away by the uncertain complexities. One day, the student may say:

Zheyang hui hai guojia liyi.

(This type will hurt country interests)

This will hurt the country's interests.

or

Ta zai Beijing bian baifang zhuming xuezhe.

(He in Beijing everywhere visit famous scholar)

In Beijing, he visited with famous scholars everywhere.

Upon hearing this, their teacher will say, "No, you're wrong," and correct the "hai" with a two-character word of the same meaning "sunhai", whereas "baifang" needs only the single-character "fang". Even with this correction, it's hard to prevent the student from saying:

Ta pubian fang zhuming xuezhe.

(He everywhere visit famous scholar)

He visited famous scholars everywhere.

Here "bian" has been transformed into a two-character word, whereas "baifang" became the single-character "fang". And what's the result? "You are wrong again!" Since the students were mistaken in both instances, they may feel intimidated to learn modern written Chinese. Even if one has memorized the usage of these words/characters, one cannot extend this knowledge in other contexts because there is no way for one to know where the principle applies. As a result, students make mistakes in every sentence they write and are thereby impeded from entering the gate of formal Chinese written language.

Facing this situation, some advocate first learning classical Chinese, and then modern formal Chinese. But they forget the basic fact that it takes several years to master classical Chinese even for native speakers. If we want foreign students to have a good command of classical Chinese before teaching them modern written Chinese, it will be too late.

What should we do then? There is no alternative but to do research! After several years' effort, we have eventually compiled about 250 mono-

syllabic words (such as: *bian* “everywhere”, *yi* “suitable”, *zhi* “know”, *bao* “suddenly/violently”, etc. to be used with other monosyllabic words for it to form a grammatically correct Prosodic Word), about 300 disyllabic words (such as: *jinxing* “carry on/out”, *jiayi* “take action of”, *congshi* “be engaged in”, *yuyi* “give”, etc. to be used with other disyllabic words for it to form a grammatically correct Prosodic-word Compound), and about 300 modern written language patterns (such as *wei...er...* “for”). These are compiled together in *A Handbook of Chinese Written Expressions* (to be published by Beijing Language and Culture University Press). These three parts essentially include the most important words, phrases, patterns, and their usage and rules, for teaching modern Chinese written language. They comprise the core content of our classroom teaching and are used to compile our textbooks and create new teaching methods.^②

After two years experiments in Harvard classrooms, we are happy to report that our students’ grasp of formal written Chinese has advanced significantly. One of them published his article “The History of a History Course” in *Dushu* (*Reading* 2005, 9: 111-115), a leading academic journal in China. More than 10 more articles by students have been published in Chinese national newspapers. This book is also a proof of this progress.

Undoubtedly, the study of modern Chinese written language is but a new field and we have just begun to apply our theories to the classroom. Although we have made some achievements, we are still far from our ideal goals. Thus, when we say our students have made great progress in writing, we are comparing their compositions with ones from the past. The road ahead is both long and arduous, yet it’s clear that foreigners are quite able to write elegantly in formal Chinese.

The ancients have said, “The pen should be used to address problems of the time.” These articles were written not just for the sake

② For a detailed discussion on formal written Chinese refer to: Feng, Shengli “On Formations and Models of Written Chinese Grammar” in 《汉语教学学刊》. 2005, 1: 17 - 49.

of an exercise, but rather to reflect issues in modern times, and are certainly not devoid of content. Our ancient scholars have advocated that "the function of the written word is to convey the *Tao* (or truth)". If we enable our students to better grasp "the written expression", they will be able to better "convey" a multifaceted and exquisite *Tao*. As such, this book is an experiment in "writing to convey truth". The successful implementation of this experiment is entirely dependent upon support and assistance from several sources.

Here we would like to express our wholehearted thanks to the institutions and individuals who have supported this program, with special acknowledgements to:

China National Office of Teaching Chinese as a Foreign Language (Principal Sponsor of the symposium and this book);

Professors Liu Mengxi, Liu Zhan, and Liu Jingyu (served as outside judges of the contest)

PIB, IUP, Columbia, ACC, Duke, Northwest University, Wisconsin University, and other summer programs in Beijing to participate the contest;

Beijing Language and Culture University Press;

the students who participated the contest;

the instructors of participating students;

the instructors of HBA;

and the cooperation of the Conference Center of Beijing Language and Culture University.

The contest and the compilation of this book are simply the initial step made by the Harvard-Beijing Academy. We hope that this symposium can continue every year and that such compilation will continue to be published.

The day following
Thanksgiving, 2005

1	经济·商务篇
3	中国梦——如何进入中国市场
11	海龟、海鸥还是海带？
19	现代中的传统
24	中国新消费者文化
30	在风险困境中发展起来的中国金融体系
37	杭州经济和旅游发展情况
51	政治·社会篇
53	农村和世界有什么关系？
57	中国最紧迫的社会问题：城乡差别
60	我们如何纪念
63	中国的伸手族
68	北京的同性恋酒吧
72	现代的蒙族文化
75	内蒙古的矛盾：富裕或传统
79	历史·传统篇
81	舞台上的奇观——木跷
89	关于和尚、利益、手机和恒浩的（很好的）话
95	为什么朝鲜的朴趾源去过热河
98	雍和宫的喇嘛教艺术
100	中国和美国的迷信
104	历史研究的视角
108	人以史为鉴
111	教育·卫生篇
113	中国教育发展的速度
122	中日两国小学道德教育的方法

- 128 中国小孩子的教育方法
131 教育的环境
136 真正的教育
140 英语：商品和象征
143 婚检的论战：强调安全
- 147 文学·艺术·建筑评论篇**
- 149 《车站》与《过客》
152 谈男谈女
155 中国音乐的情况
161 一个西方艺术学生的国画观
165 现代建筑在北京的地位
171 现代主义的反传统意志
- 175 文学创作篇 I（散文·杂文）**
- 177 香蕉侠行走江湖
184 中国人的吃饭与文化
187 一百年的时光
193 我感动得流下了眼泪
198 中国人
201 一个富有传统色彩的现代化城市——苏州
208 逃到咖啡馆，进入北京
211 时间
- 213 文学创作篇 II（小说·故事）**
- 215 玉绿
221 水晶眼睛，橘子太阳，梦想生命
230 心中的天堂
235 约会的故事
238 十年后的婚礼