



# 森林手记

中华儿童文学名家名作书系  
希望出版社

## The Notes on the Forest

SERIES OF MASTERPIECES OF CHINESE  
CHILDREN'S LITERATURE

HOPE PUBLISHING HOUSE



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周 锐  
ZHOU RUI

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## 作品介绍

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“我”是语言大学兽语系虎语专业的大学生，去森林实习时被老虎俘获，关在它们的“动物园”里。一段时间后，“我”变得和动物们一样纯真，回到人群中帮动物交涉互换俘虏的事，发现自己已跟人类很难有共同语言了……

## Introduction

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An abstract of The Notes on the Forest:  
I was a student of the Animal Languages  
Department of the Languages University,  
majoring in the tiger language and was  
captured by tigers when I went on a practice  
trip to the forest and was detained in  
their "zoo". After some time, I became  
as pure as the animals, so when I returned  
to the human sphere to help the animals  
with the matter of exchanging captives I  
found I could hardly have much in common  
with human beings...



Zhou Rui, born in Nanjing in 1953, was once a farmer, sailor and steel worker and is now an editor with Shanghai People's Fine Arts Publishing House. His creation is mainly in the field of fairy tales and his monographs, amounting to more than forty and winning him more than sixty prizes at home and abroad, include *A Duck in Chicken Feather*, *A Special Pass*, *Button No. 3*, *The Red Heart Prince with a Fly Swatter*, *A Two - Third God* and *A Mewing Cat*. Among the prizes he

周锐，1953 年生于南京。当过农民、船员、钢厂工人，现为上海人民美术出版社编辑。创作以童话为主，已出版专著《鸡毛鸭》、《特别通行证》、《扣子老三》、《拿苍蝇拍的红桃王子》、《三分之二的 神》、《啊呜喵》等四十余种。国内外获奖六十余项，包括新时期优秀少年文艺读物一等奖、第二届、第三届全国优秀儿童文学奖、1992 年海峡两岸少年小说、童话征文童话组优秀奖、台湾 1994 年“好书大家读”年度最佳少年儿童读物奖、法国第十九届安纳西国际动画电影节教育片奖等。

has won are the First Prize for Youth Literary Readers in the New Period, a Prize for Fine Children's Literature in the second and third national selections, an Excellency Prize in the fairy tales group in the 1992 solicitation for contributions of youth stories and fairy tales from both sides of the Taiwan Straits, the Prize for the Best Children's Readers in Taiwan's 1994 "Good Books for All" selection and a prize for educational films at the 19th Annonsi International Cartoon Films Festival, France.

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我们——三名兽语大学的学生，勇气百倍，而又提心吊胆地向着大森林出发了。

A

We, three students from the University of Animal Languages, set off for a big forest. We felt both timid and courageous at the same time.

和别的大学一样，这最后一个学期安排学生实习，<sup>第三学期</sup>准备毕业论文。一般来说，学兽语的都去动物园实习，从笼子外面跟动物交谈，既方便又安全。但我和我的伙伴认为，要想成为出色的动物工作者，必须精确、透彻地研究动物语言，而动物进

As is the case at other <sup>大学</sup> universities, <sup>我们最后</sup> our last term <sup>安排实习</sup> was set aside for us to either do field work or prepare the graduation paper. Generally speaking, animal language learners should go to the zoo for practice as there they can converse with animals safely and conveniently. But my pals and I thought one should study animal languages precisely and thoroughly if he wanted to be an outstanding animal worker. But once animals were kept in the zoo, their languages

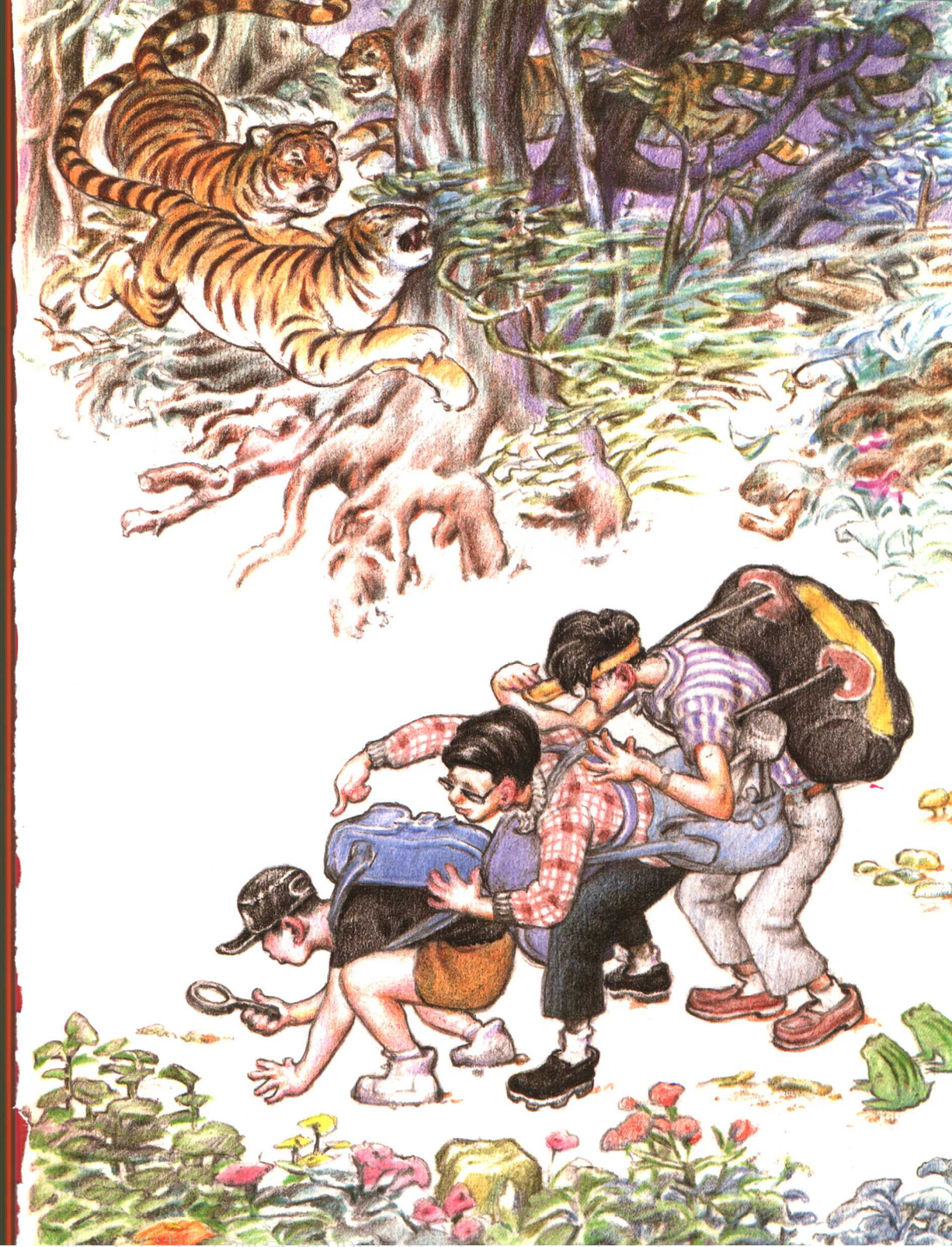




了动物园以后，语言可就不那么“正宗”了。我是学虎语的，我不愿意去找动物园里的老虎，因为虎笼两边是豹笼和狮笼，它们互相影响，以至于那虎开起口来满带着狮音豹腔。并且，动物

were no longer pure. I had been learning the tiger language, yet I would not like to converse with a tiger in the zoo as the tiger cage had the leopard cage and the lion cage as its neighbors. These animals influenced each other, so the tiger spoke with a leopard's and lion's accent. Furthermore, the





园里的动物囿于见闻，词汇很贫乏，特别是那些在动物园出生的动物，问它们：

“森林、清泉、野花怎么发音？”算是白问。它们甚至连蘑菇都不知道。它们的常用语几乎只剩下了两种，一种是抱怨游客又把橘子皮、苹果核扔进来了，一种是催促饲养员快来喂食。

animals in the zoo had little knowledge and limited vocabularies. This was particularly true of those born in the zoo. Your questions fell on deaf ears if you asked them how to pronounce forest, spring or wild flowers. They even did not know what mushrooms are. Only two vocabularies were left with them; one used to complain about the orange peels or apple seeds that the visitors kept throwing into their cages and the other used to urge the keepers to come earlier to feed them.





我们要去和野生动物接触。我们下定了决心，做好了准备。除了个人必需品外，我背了一个太阳灶；

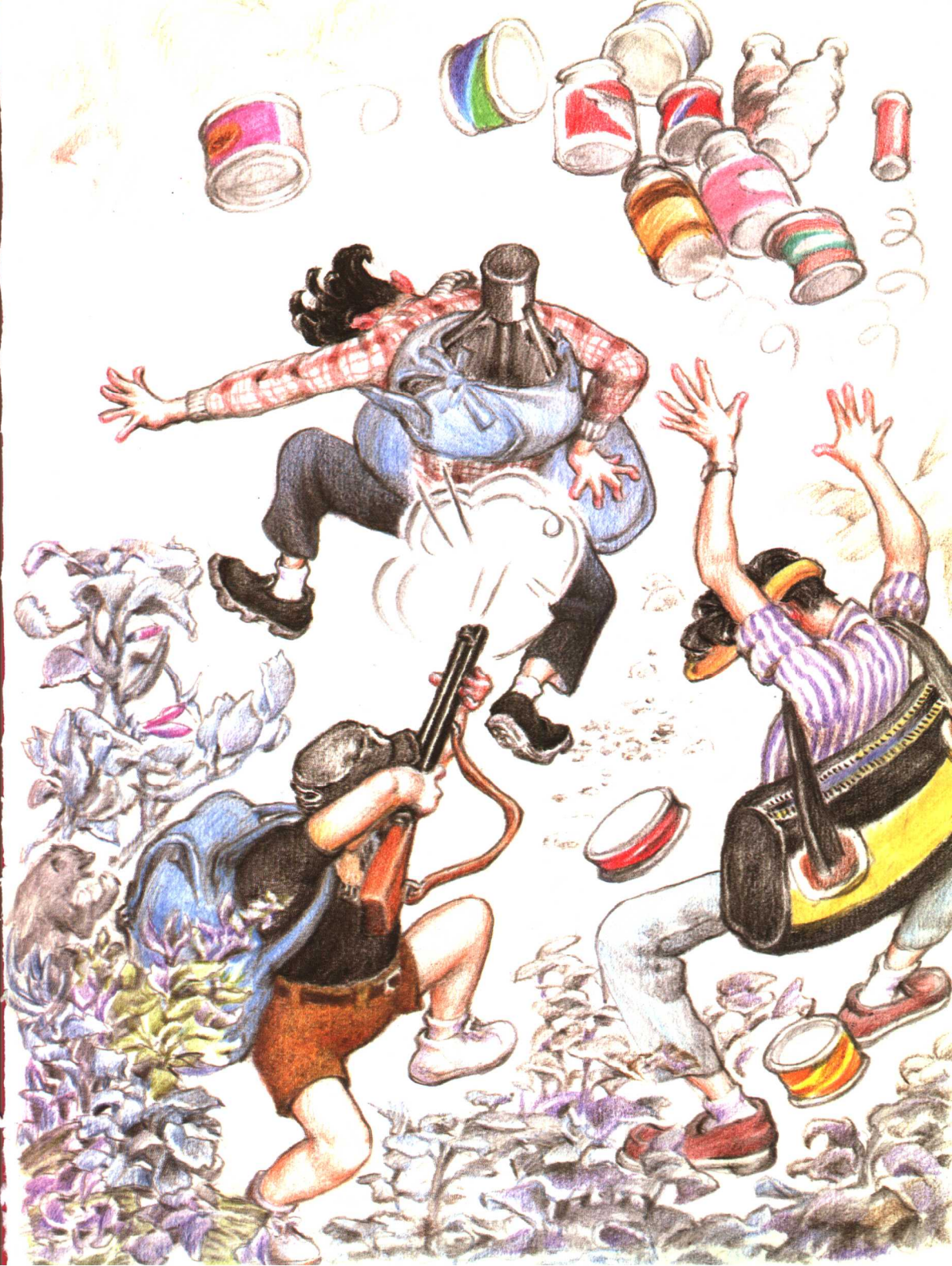
“狼兄”（我们这样称呼这位学狼语的同学）带了一大堆罐头；“野猪兄”（自然是学野猪语的）则扛了一杆枪，可以射出麻醉弹。不能不考虑到特殊情况下的自卫，野猪兄是同学中的神枪手，所以我们很放心地把性命托付给他。

前面就是森林。我们开始注意泥地上的各种脚印，盼望能尽早找到各自的对象。正在这时，林中窜出几只野兽。

We wanted to come into contact with animals, and we promised ourselves we'd do it. Besides my personal necessities, I carried a solar stove. "Wolf" (the nickname of my classmate who was learning the wolf language) carried lots of canned food. "Boar" (the nickname of the one learning the boar language) carried a shotgun that could fire tranquilizer darts. We had taken our safety into consideration. Boar was a deadeye, so we felt at ease with our lives left in his care.

When the forest was not far in front of us, we began to pay attention to the various kinds of footprints on the muddy ground. We were anxious to find our respective subjects. Just at that moment a few wild animals rushed out of the woods.





“不是狼。”狼兄判断道。

野猪兄也摇摇头：“不会有这样大的野猪。”

“是老虎！”我可高兴了，“三只老虎！”

三只老虎看见我们，互相嘀咕了几句，其中个头较大的一只向伙伴吼了一声。

“它说什么，虎兄？”两位同学赶紧向我请教。

我为这么快就用上自己的专业知识而得意：“嗯，它是说，‘抓住他们！’”

“那，快跑吧！”

“别慌，”我说，“让我上前交涉。”

可这时老虎们已经扑过来了。

“Not wolves,” Wolf judged.

“Too big to be boars,” Boar said as he shook his head.

“Tigers!” I was so pleased, “Three tigers!”

The three tigers also saw us, and they began whispering to each other. Then the biggest one of the three roared at his pals.

“What did he say, Tiger (my nickname)?” my two classmates asked me.

I felt proud of being able to use my professional knowledge so soon, “Well, he said, ‘Catch them!’”

“Then, let’s run quickly!”

“Don’t panic,” I said, “I’ll do the talking.”

But the tigers were already pouncing on us.



