



全人教育英语专业本科教材系列
ENGLISH TEXTBOOK SERIES FOR HOLISTIC EDUCATION

总顾问 | 仲伟合 刘润清
总主编 | 文 旭

ADVANCED ENGLISH (BOOK 1)

高级英语 第一册

主 编 | 刘 卓 邓建华 董革非



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总序

教育作为一种社会现象，自人类社会产生之日起就出现了。在人类社会的发展过程中，人类积累了经验和知识，这些经验和知识传递给下一代的活动就是教育的雏形。随着人类知识和经验的不断增加，教育活动也不断发展和完善，逐渐成为一种组织严密、培养人的正规社会活动。教育的重要性是无与伦比的，之所谓“建国君民，教学为先”就是这个道理。今天几乎没有人会否认迪斯累里（Disraeli）在 1874 年所说的话：“一个国家的命运取决于这个国家的人民的教育。”外语教育作为教育的一个重要组成部分，在人类的教育中扮演着十分重要的角色。外语教育如何在我国的教育中发挥自己的作用，这是我们所有外语学人必须关注的问题。我国的外语教育有一百多年的历史，取得了辉煌的成就，但如何进一步提升外语教育的质量，这是当今外语教育的核心问题，也是外语教育的一个永恒主题。英语专业教育如何提升自己的质量，到底希望培养什么样的学生，怎样才能实现这些希望，这是我们英语专业教师必须思考的问题，也是英语专业教育的核心问题。把英语作为专业外语来学习，这是时代的需求，既是个人的需要，更是国家语言战略规划的需要。

《国家中长期教育改革和规划纲要（2010—2020 年）》明确指出，要“适应国家经济社会对外开放的要求，培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”。要培养既通晓相关专业知识又熟练掌握外语的优秀人才，我国的外语教育责无旁贷。英语专业是我国高等教育的重要组成部分，其专业化、特色化非常明显。我们组织编写这套“全人教育英语专业本科教材系列”，其目的就是为了彰显英语专业教育的特色，满足我国英语专业教育的多元需要。在编写之前，我们研究了多种国内外现行的英语专业教科书，咨询资深专家学者，进行了充分的调研和需求分析，确定了本套教材的编写理念和编写方案，最终本套教材才得以与广大师生见面。

一、编写依据

1. 政策依据

“全人教育英语专业本科教材系列”编写的政策依据是《国家中长期教育改革和规划纲要（2010—2020 年）》、《教育部关于全面提高高等教育质量的若干意见》（教高【2012】4 号）以及即



将颁布的《英语类专业本科教学质量国家标准》(讨论稿)。在编写过程中我们充分考虑到新常态下我国英语专业教育的现状,并力求体现当代英语专业教育的本质、特征、目标和任务,贯彻为实现目标所倡导的外语教育理念、教学原则、教学模式、教学过程、教学方法和教学评价,着力服务并促进我国英语专业教育改革,提升英语专业教育的质量,更好地提高英语专业学生的英语水平、跨文化交际能力和综合素质,促进学生的全面发展。

2. 理论依据

本套教材编写的理论依据主要是教育学、心理学、语言学、认知神经科学等学科的理论 and 原则。其教育学依据主要是“全人教育理论”(holistic education),主张“教单科、育全人”的外语教育理念;其心理学依据主要是多元智能理论,强调英语学习的特殊性,把听、说、读、写、译等基本技能与学生的多元智能有机地结合起来;其语言学依据主要是应用语言学和教育语言学,尤其是终身学习理论下的体验学习、自主学习与合作学习;其认知神经科学依据主要是全脑教育,认知神经科学有助于我们理解人脑的共同之处与个体差异,有助于英语教学的因材施教,人脑具有可塑性,只要学生拥有信心、自尊和动机,外语学习随时都可以成功。

3. 实践依据

本套教材的编写是在广泛调研的基础上进行的。针对我国英语专业学生的英语水平和学习情况,并参照英汉语言文化的差异,系统地培养和提高学生的语言意识和文化意识,提高他们的英语水平、跨文化交际能力和国际视野。我们在编写前对国内多所院校的英语专业教学的实际情况进行了需求分析,与专家学者、教师、学生开展了广泛的交流,同时也吸收了国内外同类优质教材的宝贵经验以及英语专业教材编写的经验。此外,本套教材的编写还认真参考了《义务教育英语课程标准》(2011年版)和《高中英语新课程标准》,充分考虑了英语专业教学与中学英语的合理衔接,内容编排也考虑了大学生的认知和情感特点。

二、教材特色

记不清楚是谁说过这样一句话:“教育是民族的根本;教科书是教育的根本。”由此可见教科书的重要性。现代社会教科书在学校教育中的地位是双重的:一方面,互联网时代学生获得信息的渠道快捷而方便,慕课(MOOC)、私播课(SPOC)等也冲击着高校课堂,传统教科书的权威性已受到极大的挑战;另一方面,教科书仍然是课程的中心和学校教育的重要载体,教科书的地位同时得到教育主管部门和教师的强化。当今我国英语专业教育改革的不断深化,给教科书的内容、使用和外部环境都带来了很多变化。教科书要与时俱进,编写新教材就势在必行。

“全人教育英语专业本科教材系列”正是在上述背景下应运而生的。本套教材以《英语类专业本科教学质量国家标准》(讨论稿)为指导,以教育学、心理学、语言学、学习科学、认知神经科学等学科为理论依据,以培养学生的英语应用能力及跨文化交际能力为核心,以促进学生的全面发展为目标,针对我国英语专业教学的现状以及学生的心理、生理和认知特点,主要突出以下特色:



1. 倡导“教单科、育全人”的全人教育理念

《全人教育英语专业本科教材系列》编写的主要理念是“教单科、育全人”的全人教育，即以“终身学习和终身发展”的育人、发展人、提高人的综合素质为核心的教育模式。这一模式体现了人本主义的基本思想：学习就是成为一个和谐而完善的人。也就是要把学生培养成为有道德、有知识、有能力、和谐发展的“完人”。我们虽然教的是英语专业，注重学生的基本知识和基本技能，但培育的是一个完整的人。所以，在英语专业教学中决不能忽视对人的培养，要帮助学生树立正确的人生观、价值观和世界观，教育学生认知、认同和践行社会主义核心价值观。联合国教科文组织和国际教育发展委员会编著的《学会生存——教育世界的今天和明天》中就特别强调要“培养完人”（2009：192），“把一个人在体力、智力、情绪、伦理各方面的因素综合起来，使他成为一个完善的人，这就是对教育基本目的的一个广义的界说”（2009：195）。

2. 围绕“教育的四大支柱”，突显体验学习和自主学习

全人教育特别重视人生的经验和体验学习。本套教材的编写始终围绕四种基本的学习能力进行安排，即教育的四大支柱：学会认知（learning to know）、学会做事（learning to do）、学会共同生活（learning to live together）以及学会生存（learning to be）。教材的编写始终把语言知识、语言技能、学习能力和学习策略等融入教材内容中，通过任务、活动及练习的设置引导学生体验学习和自主学习；通过“体验”、“模仿”、“合作”等学习方式，丰富学生的百科知识，提高他们的英语应用能力和自主学习能力。

3. 强调批判性思维能力的培养

本套教材秉承一个重要的主张，即教育的真正目的就是让人不断地提出问题和思索问题。据说，美国天赋教育的“童子功”入门第一招就是培养学生的批判性阅读行为，第二招就是培养批判性聆听技巧。而批判性思维能力的培养成了各个高校课程设计围绕的核心。培养学生的批判性思维能力，这是全人教育的重要主张之一。本套教材非常注重培养学生的批判性思维能力和创新思维能力，在教材设计的任务、活动和练习中，引导学生对问题进行批判性思考，展示自身作为读者或参与者的理解和评价，提出问题、分析问题和解决问题。

4. 强调英语的工具性与人文性的结合

学校教育的最终目标就是发展学生的能力。本套教材的编写充分注重工具性和人文性的结合。除了帮助学生掌握英语这一交流工具外，即提高学生英语听、说、读、写、译的能力以及跨文化交际能力，还特别强调英语教育的人文性，把以人为本、弘扬人的价值作为英语专业教育的另一核心，注重学生的综合素质培养和全面发展。在教材中我们充分挖掘英语专业课程丰富的人文内涵，把社会主义核心价值观有机地融入各类教材中，在潜移默化中培育和教育学生。

5. 体现实用性与趣味性的有机统一

本套教材在内容的选择、练习的设计等方面都体现了时代的特点和要求，遵循我国英语专业大学生的情感因素和认知特点，重视学生的兴趣和需求以激发他们的求知欲望，让他们变“要我学”





为“我要学”，从而使他们在主动学习丰富多彩的教材内容的过程中提升英语水平和综合素质。各类教材题材丰富，内容生动有趣，语言地道，文笔优美，体现了趣味性和实用性的有机统一。

6. 融中西文化为一体，注重培养国际化视野

斯宾塞有一个著名的问题：什么知识最有价值？这一问题的背后实际上蕴含着这样的核心问题：谁的知识最有价值？用谁的文化去教育学生？在这些问题上，教科书起到很重要的作用。因此，本套教材特别注重培养学生对中国传统文化的认知与意识，注重培养和提高学生使用英语介绍中国文化的能力。教材融入中西文化，在选材方面重视本土问题和国际问题、中西对比等问题，帮助学生了解国际惯例、规则和形势。既培养学生的跨文化意识，又提升其跨文化交际能力，同时培养其国际化视野。

三、编写团队

本套教材的编写有一个强大的团队。顾问为我国著名外语教育专家、北京外国语大学博士生导师刘润清教授，以及广东外语外贸大学博士生导师仲伟合教授，总主编为西南大学博士生导师文旭教授，参加编写的主要学校有西南大学、北京理工大学、东北大学、内蒙古大学、河南大学、贵州大学、上海海事大学、西南政法大学、山西大学、广州大学、湖南科技大学、华南师范大学、陕西师范大学、西北师范大学、四川师范大学、贵州师范大学、云南师范大学、广西师范大学、海南师范大学、西华师范大学、重庆交通大学、重庆理工大学、重庆邮电大学、浙江理工大学、沈阳工业大学、西南石油大学、新疆师范大学、青海师范大学、北京信息科技大学、长江师范学院、中国海洋大学、中国石油大学、济南大学等多所高校的英语专业教师，他们长期从事英语专业教学工作，具有丰富的英语教学经验和教材编写经验，确保了教材的水平和质量。

本套教材的编写凝聚了许多专家学者和教师的经验和智慧，从内容到形式都有不少新的尝试与探索。在此，对为本套教材的编写和出版付出辛勤劳动的所有专家、老师表示衷心的感谢。对于共同研发并出版此套教材的中国人民大学出版社外语分社表示衷心感谢。诚然，由于时间仓促、水平有限，不足之处在所难免。我们会虚心听取大家的意见和批评，并在未来的教学中使之日臻完善。

全人教育英语专业本科教材系列编委会

2015年5月

前言

Preface

《高级英语》(第1~4册)属于“全人教育英语专业本科教材系列”中针对高年级学生英语学习的精读课专用教材。本教程以《高等学校英语专业英语教学大纲》和《高校英语专业八级考试大纲》为准绳,以英语专业高年级的培养目标和教学原则为指导,本着“以社会为本”和“以人为本”的全人教育观点,强调学生的“全人学习(holistic learning)”,充分体现了新时期全人教育理念。

《高级英语》各册教材的编写均围绕全人教育理念而进行设计和选材,集中体现了全人教育的思想与目标。在全人教育理念下,高级英语教学的思想目标在于“四个帮助”:第一,帮助学生实现从直觉性思维到分析性思维的飞跃,从接受性思维到批判性思维的飞跃;第二,帮助学生发展见微知类、见类知故、见故知理、见理知新的能力;第三,帮助学生实现智力、心灵、情感、社交与审美等全面健康发展;第四,帮助学生正确认识自我、全面了解社会、深刻理解自然、不断探索奥秘、和谐处理关系、有效推出创新。

在全人教育理念下,高级英语教学的实践目标在于帮助学生进行英语交流时能够做到语法正确、逻辑合理和修辞精美这三个层面日臻完善,从而完成高级英语学习中的“四化”:常用词汇的灵活化、语法结构的牢固化、概念知识的体系化、语篇鉴赏的能力化。换言之,高级英语学习要做到进一步积累语言和吸收知识,要努力拓宽视野,要完善知识结构,力求达到自然、准确、精要乃至新颖的“自由表达”这一外语学习的最高境界。

全人教育理念下的高级英语教学核心实质是通过经典文章的教学来培育学生的批判精神,帮助学生凝练出符合批判性思维的提问技巧。根据思维的层次性(记忆、理解、应用、分析、评价和创新),高级英语教学旨在培养学生不仅善于提出而且善于回答属于批判性阅读思维的六类问题,即要求学生能够澄清或说明自己观点的问题(Questions for clarification)、探讨关于假设的问题(Questions that probe assumptions)、挖掘原因和证据的问题(Questions that probe reasons and evidence)、探讨观点和角度的问题(Questions about viewpoints and perspectives)、探讨启示和结果的问题(Questions that probe implications and consequences)以及关于问题的问题(Questions about the question)。

《高级英语》教材是根据以上全人教育理念编写而成,因此,使用本套教材的教学双方应该在上述理念指导下,设计教学方案,落实教学措施,共同完成教学任务。



《高级英语》教材的编写具有以下特点：

1. 内在主题丰富：各册选材按照全人教育的“Self（认识自我）、Universe（了解宇宙）、Nature（洞察自然）、Human relations（掌握人脉）”这四大范畴来选取经典文章，充分体现全人教育的内在主题，包括 Spiritual development（精神培育）、Intellectual development（智力提升）、Emotional development（情感疏导）、Physical development（体能发展）、Aesthetic development（美学修养）、Social development（社交拓展）等。

2. 外在主题多样：在题材方面全套教材涵盖社会、哲学、历史、教育、文学、语言、科技、政治、情感、人与自然、经济、国学等领域的主题。

3. 体裁全面：每册都包括记叙文（narration）、描写文（description）、说明文（exposition）和议论文（argumentation）四大体裁及其多种变体。

4. 课文具有难度层次之分：原则上，每册书代表一个难度层次，但同时考虑到学生本身的层次差别，每册书都设有难易不同的单元，方便任课教师选用。另外，每册各设 10 个单元，每单元设正课文和副课文各 1 篇，即 Text A 和 Text B。Text A 的正文前设有简短的 Head-notes，包括作者简介和课文简介两部分；紧跟 Head-notes，有关于课文要点的 3-5 个问题；Text A 正文后要设置 Notes、Important Words 和 Exercises。Notes 主要是涉及课文的文史知识、百科知识等注解；练习题型包括：词汇练习题、常识选择题、八级式改错题、课文内容相关写作题、文章的艺术特点以及相关主题思考题。Text B 只设作者简介和课文概要，不设要点提问；Text B 课文后，只设阅读思考题，以便学生集中注意课文核心内容与思想。

5. 全套教材的课文内容具有思想性、批判性、现实性，在以启迪性为主导的前提下兼顾趣味性。

《高级英语》教材的编写并非一朝一夕之事，而是多所高校高年级英语教师队伍长期智慧的结晶。编写者们长期工作在英语专业高级英语教学的第一线，贯彻全人教育方针，深知社会责任，顺应时代脉搏，理解学生需求，积极创新探索，推出了这套崭新教材，为我国外语教育事业服务。

怀疑是批判的开始，批判是创新的动力，创新是进步的标志。由于编写者水平问题，《高级英语》教材可能存在着一些问题。为此，全体编写者恳请使用本套教材的广大师生勇于怀疑、敢于批判、随时创新，在灿烂阳光下，在实现中国梦的道路上共同进步。

本教材配有教师用书，请联系 huangt@crup.com，wyfsmail@163.com，或致电 010-62512737、010-62515037 索取。

全人教育英语专业本科教材系列

《高级英语》编写组

2015 年 8 月

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One

Unit 1

Text A

Walden

Elwyn Brooks White

About the author

Elwyn Brooks White (July 11, 1899 – October 1, 1985) was an American writer. He published his first article in The New Yorker magazine in 1925, and continued to contribute for around six decades. Best recognized for his essays and unsigned “Notes and Comment” pieces, he gradually became the most important contributor to The New Yorker at a time when it was arguably the most important American literary magazine. E. B. White is also a co-author of the English language style guide, The Elements of Style, which is commonly known as “Strunk & White”. He also wrote books for children, including Charlotte’s Web, Stuart Little and The Trumpet of the Swan. Charlotte’s Web was voted the top children’s novel in a 2012 survey of School Library Journal readers.

About the text

“Walden” was first published in the book One Man’s Meat, a collection of columns about his move from New York to a farm in Maine. White is often compared to Henry David Thoreau as a quintessentially American essayist. Eighty-five years after the publication of Thoreau’s Walden, E. B. White wrote an essay under the same title, which was also a rambling letter



to Thoreau about his visit to Thoreau's hometown of Concord. The journey is designed as a response to the journey he has read about — the story of a two-year retreat in a small cabin. In this letter he contrasts the comic horrors of his modern pilgrimage to Walden Pond with the quiet, contemplative pleasures Thoreau found there. Through the description of what he saw on his way to Walden Pond, White showed his concerns about human beings' damages to the nature and his criticism of the modern industrialization.

Questions for comprehension:

1. What is E. B. White's purpose in writing this letter to Henry David Thoreau? What do you know about Thoreau's *Walden*?
2. What differences do you perceive between E. B. White's journey to Walden and Thoreau's two-year stay there?
3. What is the author's attitude towards the changes that took place around Walden during the eighty-five years after the publication of Thoreau's *Walden*? Find out some evidence in the essay to support your view.
4. Why does the author mention speed and highway several times in the essay?
5. This essay is written as a letter to Henry David Thoreau; however, Thoreau could never receive it. Then why does E. B. White write this essay in the form of a letter instead of other types of writing?

① Dear Henry^①: I thought of you the other afternoon as I was approaching Concord doing fifty on Route 62. That is a high speed at which to hold a philosopher in one's mind, but in this century we are a **nimble** bunch.

② On one of the lawns in the outskirts of the village a woman was cutting the grass with a motorized lawn mower. What made me think of you was that the machine had rather got away from her, although she was game enough, and in the brief glimpse I had of the scene it appeared to me that the lawn was mowing the lady. She kept a tight grip on the handles, which throbbed violently with every explosion of the one-cylinder motor, and as she sheered around bushes and **lurched** along at a reluctant trot behind her **impetuous** servant, she looked like a puppy who had grabbed something that was too much for him. Concord hasn't changed much, Henry; the farm implements and the animals still have the upper hand.

③ I may as well admit that I was journeying to Concord with the deliberate intention of visiting your woods; for although I have never knelt at the grave of a philosopher nor placed wreaths on **moldy** poets, and have often gone a mile out of my way to avoid some place of historical interest, I have always wanted to see Walden Pond. The account which you left of your **sojourn** there is, you will be amused to learn, a document of increasing **pertinence**; each year it seems to gain a little headway, as the world loses ground. We may all be **transcendental** yet, whether we like it

or not. As our common complexities increase, any tale of individual simplicity (and yours is the best written and the **cockiest**) acquires a new fascination; as our goods accumulate, but not our well-being, your report of an existence without material adornment takes on a certain awkward credibility.

4 My purpose in going to Walden Pond, like yours, was not to live cheaply or to live dearly there, but to transact some private business with the fewest obstacles. Approaching Concord, doing forty, doing forty-five, doing fifty, the steering wheel held snug in my palms, the highway held **grimly** in my vision, the crown of the road now serving me (on the right-hand curves), now defeating me (on the left-hand curves), I began to rouse myself from the **stupefaction** which a day's motor journey induces. It was a delicious evening, Henry, when the whole body is one sense, and **imbibes** delight through every pore, if I may coin a phrase. Fields were richly brown where the **harrow**, drawn by the stripped Ford, had lately sunk its teeth; pastures were green; and overhead the sky had that the same everlasting great look which you will find on Page 144 of the Oxford pocket edition. I could feel the road entering me, through tire, wheel, spring, and cushion; shall I not have intelligence with earth too? Am I not partly leaves and vegetables mold myself? — a man of infinite horsepower, yet partly leaves.

5 Stay with me on 62 and it will take you into Concord. As I say, it was a delicious evening. The snake had come forth to die in a bloody "S" on the highway, the wheel upon its head, its vowels flat now and exposed. The turtle had come up too to cross the road and die in the attempt, its hard shell smashed under the rubber blow, its **intestinal** yearning (for the other side of the road) forever squashed. There was a sign by the wayside which announced that the road had a "cotton surface". You wouldn't know what that is, but neither, for that matter, did I. There is a **cryptic** ingredient in many of our modern improvements — we are awed and pleased without knowing quite what we are enjoying. It is something to be traveling on a road with a cotton surface.

6 The civilization round Concord today is an odd distillation of city, village, farm, and manor. The houses, yards, fields look not quite suburban, not quite rural. Under the bronze beech and the blue spruce of the departed baron grazes the **milch** goat of the heirs. Under the **porte-cochere** stands the reconditioned station wagon; under the grape arbor sit the puppies for sale. (But why do men degenerate ever? What makes families run out?)

7 It was June and everywhere June was publishing her **immemorial** stanza; in the lilacs, in the **syringa**, in the freshly edged paths and the sweetness of moist beloved gardens, and the little wire wickets that preserve the tulips' front. Farmers were already moving the fruits of their toil into their yards, arranging the **rhubarb**, the **asparagus**, the strictly fresh eggs on the painted stands under the little shed roofs with the patent shingles. And though it was almost a hundred years since you had taken your ax and started cutting out your home on Walden Pond, I was interested to observe that the philosophical spirit was still alive in Massachusetts: in the center of a vacant lot some boys were assembling the framework of the rude shelter, their whole mind and



skill concentrated in the rather **inauspicious helter-skelter** of **studs** and **rafters**. They too were escaping from town, to live naturally, in a rich blend of savagery and philosophy.

8 That evening, after supper at the inn, I strolled out into the twilight to dream my shapeless transcendental dreams and see that the car was locked up for the night (first open the right front door, then reach over, straining, and pull up the handles of the left rear, then shut the right front but open it again remembering that the key is still in the ignition switch, remove the key, shut the right front again with a bang, push the tiny keyhole cover to one side, insert key, turn, and withdraw). It is what we all do, Henry. It is called locking the car. It is said to confuse thieves and keep them from making off with the laprobe. Four doors to lock behind one robe. The driver himself never uses a laprobe, the free movement of his legs being vital to the operation of the vehicle; so that when he locks the car it is a pure and unselfish act. I have in my life gained very little essential heat from laprobes, yet I have ever been at pains to lock them up.

9 The evening was full of sounds, some of which would have stirred your memory. The robins still love the elms of New England villages at sundown. There is enough of the thrush in them to make song inevitable at the end of the day, and enough of the tramp to make them hang round the dwelling of men. A robin, like many another American, dearly loves a white house with green blinds. Concord is still full of them.

10 Your fellow-townsmen were stirring abroad — not many afoot, most of them in their cars; and the sound which they made in Concord at evening was a rustling and a whispering. The sound lacks steadfastness and is wholly unlike that of a train. A train, as you know who lived so near the Fitchburg line, whistles once or twice sadly and is gone, trailing a memory in smoke, soothing to ear and mind. Automobiles, skirting a village green, are like flies that have gained the inner ear — they buzz, cease, pause, start, shift, stop, halt, brake, and the whole effect is a nervous polytone curiously disturbing.

11 As I wandered along, the toc-toc of ping-pong balls drifted from an attic window. In front of the Reuben Brown house a Buick was drawn up. At the wheel, motionless, his hat upon his head, a man sat, listening to *Amos and Andy*^② on the radio (it is a drama of many scenes and without an end). The deep voice of Andrew Brown, emerging from the car, although it originated more than two hundred miles away, was unstrained by distance. When you used to sit on the shore of your pond on Sunday morning, listening to the church bells of Acton and Concord, you were aware of the excellent filter of the intervening atmosphere. Science has attended to that, and sound now maintains its intensity without regard for distance. Properly sponsored, it goes on forever.

12 A fire engine, out for a trial spin, roared past Emerson's house, hot with readiness for public duty. Over the barn roofs the **martins** dipped and **chittered**. A **swarthy** daughter of an asparagus grower, in **culottes**, shirt and **bandanna**, pedaled past on her bicycle. It was indeed a delicious



evening, and I returned to the inn (I believe it was your house once) to rock with the old ladies on the concrete veranda.

13 Next morning early I started afoot for Walden, out Main Street and down Thoreau^③, past the **depot** and the Minuteman Chevrolet Company. The morning was fresh, and in a bean field along the way I flushed an agriculturalist, quietly studying his beans. Thoreau Street soon joined Number 126, an **artery** of the State. We number our highways nowadays, our speed being so great we can remember little of their quality or character and are lucky to remember their number. (Men have an indistinct notion that if they keep up this activity long enough all will at length ride somewhere, in next to no time.) Your pond is on 126.

14 I knew I must be nearing your woodland retreat when the Golden Pheasant lunchroom came into view — Sealtest ice cream, toasted sandwiches, hot frankfurters, waffles, **tonics**, and lunches. Were I the proprietor, I should add rice, Indian meal, and molasses—just for old time's sake. The Pheasant, incidentally, is for sale, a chance for some nature lover who wishes to set himself up beside a pond in the Concord atmosphere and live deliberately, fronting only the essential facts of life on Number 126. Beyond the Pheasant was a place called Walden Breezes, an oasis whose porch pillars were made of old greenshutters sawed into lengths. On the porch was a distorting mirror, to give the traveler a comical image of himself, who had miraculously learned to gaze in an ordinary glass without smiling. Behind the Breezes, in a sun-parched clearing, dwelt your philosophical descendants in their trailers, each trailer the size of your hut, but all grouped together for the sake of **congeniality**. Trailer people leave the city, as you did, to discover solitude and in any weather, at any hour of the day or night, to improve the nick of time; but they soon collect in villages and get **bogged** deeper in the mud than ever. The camp behind Walden Breezes was just rousing itself to the morning. The ground was packed hard under the heel, and the sun came through the clearing to bake the soil and enlarge the **wry** smell of cramped housekeeping. Cushman's bakery truck had stopped to deliver an early basket of rolls. A camp dog, seeing me in the road, barked **petulantly**. A man emerged from one of the trailers and set forth with a bucket to draw water from some forest tap.

15 Leaving the highway I turned off into the woods toward the pond, which was apparent through the foliage. The floor of the forest was strewn with dried old oak leaves and Transcripts. From beneath the flattened popcorn wrapper (*granum explosum*^④) peeped the frail violet. I followed a footpath and descended to the water's edge. The pond lay clear and blue in the morning light, as you have seen it so many times. In the shallows a man's water-logged shirt **undulated** gently. A few flies came out to greet me and convoy me to your cove, past the "No Bathing" signs on which the fellows and the girls had scrawled their names. I felt strangely excited suddenly to be **snooping** around your **premises**, tiptoeing along watchfully, as though not to tread by mistake upon the intervening century. Before I got to the cove I heard something which seemed to me quite wonderful: I heard your frog, a full, clear *troonk*, guiding me, still hoarse and

