

NEW CENTURY ENGLISH

新世纪 英语 4

主编 石云龙 印金凤



南京大学出版社

New Century English
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前 言

《新世纪英语》是依据《大学英语教学大纲(文理本科用)》、《大学英语教学大纲(理工本科用)》,参照《高等学校英语专业高年级英语教学大纲》(试行本),针对中国学生学习英语的特殊困难编写而成的大学英语阅读教材。本教材重视英语语言基础训练,熔精读、泛读、快速阅读于一炉,保证了文、理、工科的通用性,适用于文、理、工科各类院校,也适用于具有中级英语水平的读者自学。

《新世纪英语》分为四册。第一册侧重语言基础训练,照应了中学至大学英语学习的衔接;第二册侧重各种技能和操练及综合阅读水平的提高;第三册提供了有一定深度和广度的阅读材料,侧重测试技巧的训练及应试水平的提高;第四册则编选了部分英美名家的篇什,以便读者得窥纯正英语的堂奥。各册有所偏重,自成一体;又相互呼应,形成整体。读者可根据自己的实际情况,灵活选择使用。

本册为《新世纪英语》第四册,主要对象为非英语专业研究生、英语专业高年级学生、为应付国内外各类相应水平考试的学员及广大有志于继续提高英语水平的学习者。

本册参照《高等学校英语专业高年级英语教学大纲》(试用本),根据阿德勒等专家提出的阅读的第三层次要求,将我国英语教学意义上的“精读”、“泛读”与测试揉合在一起,在有限的空间为读者提供尽可能多的原始语言材料。全书共有各种题材和体裁的文章 24 篇,分为 Text A 和 Text B,各 12 篇。Text A 由三部分组成:课文、注释和练习;Text B 则由课文和测试材料组成。Text A 的主要成份是文学性较强的各种题材的原始文本,读者可以读得“精”一些,为提高阅读理解的能力打下坚实的基础;Text B 的第

一部分由各种题材未经删节的文章组成,旨在提高阅读理解的速度。读者可在理解的基础之上,尽量学会使用跳读(scanning)和速读(skimming)等阅读技巧,在一定时间内较快地读完文章并从中快速正确地寻找有关事实性信息。Text B 的第二部分可被视作检验自己阅读水平的强化训练材料,读者在学习了前两部分的基础上加以训练,既有利于阅读理解能力的提高,又有利提高自己的应试能力。

本教材采用的课文全部来自国外近年来出版的文集或试题中的阅读部分,语言材料规范地道,课文后的注释与练习则根据中国学生学习英语的一般规律编撰,相信会比较有效地指导读者的阅读与理解。

南京大学副教授李寄参与了本书策划;韩旭、左晓岚副教授参加了本书部分编写工作;资料员曹红建同志为本书资料收集提供了许多帮助,在此谨致谢意。

囿于编者的水平,本教材一定还有许多不足之处,祈请广大读者与专家学者不吝赐教。

编 者

1996 年 3 月

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TEXT A

A Liberal Education

T. H. Huxley

Suppose it were perfectly certain that the life and fortune of every one of us would, one day or other, depend upon his winning or losing a game of chess. Don't you think that we should all consider it to be a primary duty to learn at least the names and the moves of the pieces: to have a notion of a gambit, and a keen eye for all the means of giving and getting out of check? Do you not think that we should look with a disapprobation amounting to scorn, upon the father who allowed his son, or the state which allowed its members, to grow up without knowing a pawn from a knight?

Yet it is a very plain and elementary truth, that the life, the

fortune, and the happiness of every one of us, and, more or less, of those who are connected with us, do depend upon our knowing something of the rules of a game infinitely more difficult and complicated than chess. It is a game which has been played for untold ages, every man and woman of us being one of the two players in a game of his or her own. The chessboard is the world, the pieces are the phenomena of the universe, the rules of the game are what we call the laws of Nature. The player on the other side is hidden from us. We know that his play is always fair, just, and patient. But also we know, to our cost, that he never overlooks a mistake, or makes the smallest allowance for ignorance. To the man who plays well, the highest stakes are paid, with that sort of overflowing generosity with which the strong shows delight in strength. And one who plays ill is checkmated — without haste, but without remorse.

My metaphor will remind some of you of the famous picture in which Retzsch has depicted Satan playing at chess with man for his soul. Substitute for the mocking fiend in that picture, a calm, strong angel who is playing for love, as we say, and would rather lose than win — and I should accept it as an image of human life.

Well, what I mean by Education is learning the rules of this mighty game. In other words, education is the instruction of the intellect in the laws of Nature, under which name I include not merely things and their forces, but men and their ways; and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with those laws. For me education means neither more nor less than this. Anything which professes to call itself education must be tried by this standard, and if it fails to stand the test, I will not call it education, whatever may be the force of authority, or of numbers, upon the other side.

It is important to remember that, in strictness, there is no such thing as an uneducated man. Take an extreme case. Suppose that an adult man, in the full vigor of his faculties, could be sud-

denly placed in the world, as Adam is said to have been, and then left to do as he best might. How long would he be left uneducated? Not five minutes. Nature would begin to teach him, through the eye, the ear, the touch, the properties of objects. Pain and pleasure would be at his elbow telling him to do this and avoid that, and by slow degrees the man would receive an education, which, if narrow, would be thorough, real, and adequate to his circumstances, though there would be no extras and very few accomplishments.

And if to this solitary man entered a second Adam, or better still, an Eve, a new and greater world, that of social and moral phenomena, would be revealed. Joys and woes, compared with which all others might seem but faint shadows, would spring from the new relations. Happiness and sorrow would take the place of the coarser monitors, pleasure and pain; but conduct would still be shaped by the observation of the natural consequences of actions; or, in other words, by the laws of the nature of man.

To everyone of us the world was once as fresh and new as to Adam. And then, long before we were susceptible of any other mode of instruction, Nature took us in hand, and every minute of waking life brought its educational influence, shaping our actions into rough accordance with Nature's laws, so that we might not be ended untimely by too gross disobedience. Nor should I speak of this process of education as past for any one, be he as old as he may. For every man the world is as fresh as it was at the first day, and as full of untold novelties for him who has the eyes to see them. And Nature is still continuing her patient education of us in that great university, the universe, of which we are all members — Nature having no Test-Acts.

Those who take honors in Nature's university, who learn the laws which govern men and things and obey them, are the really great and successful men in this world. The great mass of mankind are the "Poll", who pick up just enough to get through

without much discredit. Those who won't learn at all are plucked; and then you can't come up again. Nature's pluck means extermination.

Thus the question of compulsory education is settled so far as Nature is concerned. Her bill on that question was framed and passed long ago. But, like all compulsory legislation, that of Nature is harsh and wasteful in its operation. Ignorance is visited as sharply as willful disobedience — incapacity meets with the same punishment as crime. Nature's discipline is not even a word and a blow, and the blow first; but the blow without the word. It is left to you to find out why your ears are boxed.

The object of what we commonly call education — that education in which man intervenes and which I shall distinguish as artificial education — is to make good these defects in Nature's methods; to prepare the child to receive Nature's education, neither incapably nor ignorantly, nor with willful disobedience; and to understand the preliminary symptoms of her displeasure, without waiting for the box on the ear. In short, all artificial education ought to be an anticipation of natural education. And a liberal education is an artificial education, which has not only prepared a man to escape the great evils of disobedience to natural laws, but has trained him to appreciate and to seize upon the rewards, which Nature scatters with as free a hand as her penalties.

That man, I think, has had a liberal education, who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose

passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of Nature or of art, to hate all vileness, and to respect others as himself.

Such a one and no other, I conceive, has had a liberal education: for he is, as completely as a man can be, in harmony with Nature. He will make the best of her, and she of him. They will get on together rarely; she as his ever beneficent mother, he as her mouth-piece, her conscious self, her minister and interpreter.

Vocabulary

gambit (in chess) a set of opening moves in which a piece is sacrificed to secure an advantage

disapprobation disapproval

to one's cost to one's disadvantage or loss; from one's own unpleasant experience

make (an) allowance for to forgive or excuse because of mitigating factors

checkmate (in chess) to win the game by moving one's piece so as to put (the opponent's king and therefore the opponent) under direct attack from which escape is impossible

remorse deep regret for a wrong committed; compunction, compassionate feeling

profess to declare or call (oneself) truly or falsely

faculty a natural power or ability, esp. of the mind

at sb's elbow close to someone and ready to help

susceptible (of) admitting, allowing of

Doll (Cambridge) the mass of students who do not seek or obtain honours: a pass degree

pluck to pull sharply or forcibly; pick; to bring (down) humble

extermination the killing (of all the creatures or people in a

place, or all those of a certain kind or race); annihilation
 mechanism system of parts working together; process; method
 gossamer light, silky thread which spiders leave on grass and
 bushes, and between trees
 ascetic a person who does not allow himself bodily pleasures,
 esp. for religious reasons
 vileness state of being morally base or evil; wicked; depraved;
 sinful

Notes

1. About the author: Thomas Henry Huxley (1825 – 1895), a biologist, was first of a line of important English scientists and writers bearing his name. His works include *Evolution and Ethics* (1893) and nine volumes of collected essays and four volumes of memoirs.
2. ... all the means of giving and getting out of check — all the ways of causing the opponent's king to be in the position of being attacked and getting your king out of this position when it is being attacked. In chess, check is the position of the king when under direct attack from the opponent's piece(s).
3. ... look with a disapprobation amounting to scorn — look with disapproval that is equal to scorn.
4. ... that he never overlooks a mistake, or makes the smallest allowance for ignorance — that he never fails to see a mistake you have made, nor does he ever take into account your ignorance of the rules.
5. Happiness and sorrow would take the place of the coarser monitors, pleasure and pain — Happiness and sorrow would replace pleasure and pain as better developed means to check or record the new relations.
6. ... so that we might not be ended untimely by too gross disobedience — thus our actions might not end in going too far

away from Nature's laws.

7. ... be he as old as he may — no matter how old he is.
8. Those who take honours in Nature's university — Those who graduate with excellence from the university of Nature. ... "Honours" is a type of university degree which is of higher standard than a pass or ordinary degree.
9. The object of what we commonly call education ... is to make good these defects in Nature's methods — The purpose of such education is to repair or remove these weaknesses in Nature's methods.
10. ... whose passions are trained to come to heel by a vigorous will — Having had a liberal education, man is able to exercise his strong will and bring his passions under control.

Exercises

I . Decide which of the following statements are true or false:

1. One day, our life and fortune would definitely depend upon our winning or losing a game of chess.
2. Every man has been playing a game of chess for untold ages.
3. In the famous picture by Retzsch, it is a calm strong angel rather than Satan who is playing at chess with man for his soul.
4. The standard of education is that man should move in harmony with the laws of Nature..
5. Strictly speaking, no man in this world is uneducated.
6. We are all members of that great university in which teachers and Nature give us patient education.
7. The really great and successful men in this world are those who pick up just enough to get through without much discredit.
8. Nature settles the question of compulsory education by means of punishment without explanation.

9. Artificial education is to prepare the child to receive Nature's education neither incapably nor ignorantly nor with wilful disobedience.
10. A man who is completely in harmony with Nature can be said to have had a liberal education.

II. Questions for discussion:

1. What is the function of the analogy of the rules of the game of chess and the laws of nature introduced in the first two paragraphs?
 2. How does nature repay those who learn its rules? those who do not? What is Huxley's attitude toward nature?
 3. How does Huxley define education? What does he regard as its major function? How is education related to the teachings of nature?
 4. How does Huxley define liberal education? What qualities of life does a liberal education bestow on its recipients?
- III. Fill in the blanks with words and expressions given below. Change the form if necessary:

remind ... of, compared with, amount to, spring from, shape ... into, know ... from, stand the test, to one's cost, make full allowance for, in harmony with, make good, so far as ... be concerned

1. I found _____ that driving can be a very dangerous business.
2. As early as 1870, Mark Twain had experimented with a story about the boyhood adventures of a lad, and two years later, he began _____ his adventures _____ a stage play.
3. Our national census taken in 1983 showed that the number of college students per 10,000 people was still low as _____ some other countries.
4. Man should take care of his environment and live _____ it.
5. We have a rather poor record _____ regional studies

- _____.
6. It takes us more than three years to _____ the deficiencies in personnel and equipment.
 7. Children are taught at school to _____ what is right _____ what is wrong.
 8. Ours is a method of teaching that _____ the differences of individual students.
 9. It is obvious that he will not accept the invitation for his words _____ refusal.
 10. The advertisement says that the product is excellent and will _____ of time.
 11. There is a strong indication that the present problem _____ different causes.
 12. The story _____ me _____ the days when I tilled the fields with farmers in the small mountain village.

IV. Fill in the blanks with proper prepositions or adverbs from the text.

1. Nick and Roger are a perfect ice-ballet pair, one always acts _____ harmony _____ the other in any game.
2. If you refuse to shape your behaviour _____ accordance _____ the school's regulations, you're likely to be dropped out.
3. Were you susceptible _____ a new element when you found it _____ disobedience _____ any known laws?
4. In hospitals, the doctors are always _____ the practicing students' elbow, giving advice from time _____ time.
5. _____ our cost, we learn that practice is the only way to testify theory.
6. I call it great enjoyment to play _____ chess with Daniel _____ its own sake.
7. People who suffer from colour blindness often fail to know one colour _____ the other, it's extremely dangerous for red-and-green blinded people to drive.

8. Laziness is the source of evil that no religion will make any allowance _____ it .
9. In order to help the students to have a notion _____ the ancient Greek architecture, the teacher played a slide show for them.
10. M. I. T. is a world-famous university that its every member takes great honours _____ it.
11. Who knows what these football fans will do next _____ the full vigor of their "enthusiasm"?
12. It's hard for one to accept a praise that amounts almost _____ a flattery.
13. If you can seize _____ any hints of the riddle, you'll proceed _____ great interest.

V. Suggestions for Writing:

1. Write an essay in which you attempt to restate Huxley's major ideas in your own language.
2. Try to comment on Huxley's ideas about the value of liberal education.



The Hidden Teacher

Loren Eiseley

The putting of formidable riddles did not arise with today's philosophers. In fact, there is a sense in which the experimental method of science might be said merely to have widened the area of man's homelessness. Over two thousand years ago, a man named Job, crouching in the Judean desert, was moved to challenge what he felt to be the injustice of his God. The voice in the

whirlwind, in turn, volleyed pitiless questions upon the supplicant — questions that have, in truth, precisely the ring of modern science. For the Lord asked of Job by whose wisdom the hawk soars, and who had fathered the rain, or entered the storehouses of the snow.

A youth standing by, one Elihu, also played a role in this drama, for he ventured diffidently to his protesting elder that it was not true that God failed to manifest Himself. He may speak in one way or another, though men do not perceive it. In consequence of this remark perhaps it would be well, whatever our individual beliefs, to consider what may be called the hidden teacher, lest we become too much concerned with the formalities of only one aspect of the education by which we learn.

We think we learn from teachers, and we sometimes do. But the teachers are not always to be found in school or in great laboratories. Sometimes what we learn depends upon our own powers of insight. Moreover, our teachers may be hidden, even the greatest teacher. And it was the young man Elihu who observed that if the old are not always wise, neither can the teacher's way be ordered by the young whom he would teach.

For example, I once received an unexpected lesson from a spider.

It happened far away on a rainy morning in the West. I had come up a long gulch looking for fossils, and there, just at eye level, lurked a huge yellow-and-black orb spider, whose web was moored to the tall spears of buffalo grass at the edge of the arroyo. It was her universe, and her senses did not extend beyond the lines and spokes of the great wheel she inhabited. Her extended claws could feel every vibration throughout that delicate structure. She knew the tug of wind, the fall of a raindrop, the flutter of a trapped moth's wing. Down one spoke of the web ran a stout ribbon of gossamer on which she could hurry out to investigate her prey.