A COURSEBOOK IN APPRECIATING CLASSIC ENGLISH ESSAYS

英语散文名家名篇赏析教程

吕晓志 编著



清华大学出版社

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内容简介

本教材以英语散文发展的历史为经,以文学史上的名家名篇为纬,既注重不同历史时期散文作家不同的写作风格以及他们对散文发展的推动作用,又注重微观分析每一篇经典散文的遗词造句、文体风格与思想内容。本教材分为英国和美国两个部分,包括12个单元的英国散文作家及其作品,6个单元的美国散文作家及其作品。

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Preface

在异彩纷呈的英美文学的大花园里,小说、诗歌、戏剧向来占据了最重要的位置,有着最夺目的光辉。而散文,常常是其中最默默无闻、最不引人注目的一个分支。然而在这个略显清淡的园地,如若细细品味,其中也有着沁人心脾的美好和芳香。笔者在中国传媒大学讲授英美散文名篇课程的这几年,与同学们徜徉在散文花园的课堂时光是永远难忘的宝贵记忆。同学们被散文迷住的样子深深感动了我,他们时而激烈讨论、时而高声朗读、时而会心浅笑、时而凝神沉思的神态令我从心底感受到做老师的快乐,也促使我有勇气将这几年的讲义编纂出版。

笼统地给散文下定义是很困难的。散文在英语中可以用两个词来表达,一是 prose,另一个是 essay。散文(prose)就其广义而言,泛指不属于韵文的任何书面或口头作品,包括除诗歌之外的一切体裁,比如小说、戏剧、传记、文学评论、随笔、演说、日记、书信等,狭义的散文(essay),很难把它翻译成恰当的中文。"随笔"或"小品文"似乎也不能概括英文"essay"的全部含义。大致说来,essay 指的是一种篇幅不长、不以叙事为目的、有一定风格的非韵文写作。除了活泼短小、含义隽永的小品文外,有着严肃论、犀利笔触的正式论文(formal essay)也是散文大家庭中的重要成员。可以说,这些独具风格的散文凭借其独特的思想内涵和文字魅力征服了一代又一代的读者。对于想学好英文的学生来说,浸润在风格各异的散文王国里,细读经典文本,是培养学生自身文学审美能力、思辨能力、语言敏感度和语言运用能力的一个有效途径。

《英美散文名家名篇赏析教程》共分 18 个单元,分为英国和美国两个部分。考虑到英国散文的博大精深和源远流长,笔者精选了12 个单元的英国散文作家的作品;其余 6 个单元为美国散文作家的

作品。所选散文家包括英国的 Francis Bacon(培根)、Jonathan Swift(乔纳森·斯威夫特)、Joseph Addison(约瑟夫·艾迪生)、Samuel Johnson(塞缪尔·约翰逊博士)、Charles Lamb(兰姆)、Thomas De Quincey(德·昆西)、Virginia Woolf(伍尔芙)、Betrand Russell(罗素),美国的 R. W. Emerson(爱默生)、E. B. White(E. B. 怀特)等。这些作家的作品可以帮助读者浸润在优美的英语散文中,在潜移默化中提高英语语言能力。

本教材的编写与同类教材相比有以下特点:

- 一、系统化。散文名篇赏析课程虽然是对经典散文名篇的学习,但又不应止于此,文学史的学习也同样重要。本教材在编写过程中对教材内容进行了系统化设计。本教材以英语散文发展的历史为经,以文学史上的名家名篇为纬,力图编织出一幅美丽又有序的英语散文的灿烂织锦。选文分为英国与美国两大部分,每部分按时代顺序排列。在内容编排上既注重不同历史时期不同散文家的写作风格及其对散文发展的推动作用,又注重微观分析每一篇经典散文的遣词造句、文体风格与思想内容。系统化的编排方式可以帮助读者清晰地勾勒出英语散文发展的历史以及不同时期散文的特色。
- 二、专业化。本书的编排完全突破"散文集子"的做法,将更多的专业内容融于一体。每一单元都包括了导读、作者简介、精选散文、妙语警句四部分。第一部分的"本章导读"起导航的作用,该部分用中文提纲挈领地介绍和剖析了作者的写作风格和文学地位以及将要学习的散文,让同学们有一个初步的了解和印象。第二部分的"About the Author"是对作者生平、在散文领域的成就及写作特色的英文介绍,旨在让读者调整语言模式,为进入英文的学习做好准备。第三部分包括 A 和 B 两篇精读散文。每篇文章后附有详细的词汇注释和阅读理解练习。A 篇散文之后还设有语言和写作风格讨论题,以培养学生对每位作家遣词造句、谋篇布局的个人风格的敏感性。此外,每一单元结尾增加了相应作家最脍炙人口的警句和妙语,以利于读者更深入地了解其思想和语言风味。除"本章导读"部分为中文外,其他内容

都为英文。这样的编排方式更加专业化、学术化,也更利于教师在课 上对教学内容的讨论和引领。

三、深入化。本教材所选的文章不是一般的英语泛读读物,而是著名散文家的精品之作。在英美两国诸多经典散文作品中,本书试图选录不同题材、不同风格的精品代表作。在题材方面,有社会风情、人物写生、哲理辩论、灵性追求等内容;在风格上,有字字珠玑的议论直陈、浓墨重彩的抒情写意、雷霆万钧的辛辣讽刺,也有深刻细腻的娓娓道来。编者的用意是希望同学们都能有机会采撷和品尝一下散文百花园中丰富多彩的果实。此外,为了让同学们静心细读文本,本书所选的散文除了如培根的《论治学》和约翰逊博士的《致切尔斯菲尔德伯爵书》等个别比较短小的篇章外,大部分散文的篇幅都达到了2500—3500字。这是对同学们耐心与意志的考验和磨炼,也是在润物无声中提高语言能力的不二法门。同时,为了让读者对各位散文家的思想、风格及作品有更深刻地体察,本教材将每位散文家及其作品列为一单元,每单元精选此作家的两篇散文,由短到长,由易到难。这样的编排方式既丰富了学习内容,让学生对作家作品有更深入的了解,又便于教师根据学生的不同水平来安排教学内容。

本书可供英语专业本科生高年级或研究生一年级教学使用。教学 内容可根据课程性质(选修还是必修)、学生程度、课时、教学目的 等进行调整和取舍。本书也可以作为具有一定文学功底的英语爱好者 自学之用。

由于编者水平有限,所选作品难以概其全貌,而且导读分析中也一定会有很多不足之处,敬请读者批评指正。

编者 2017年6月

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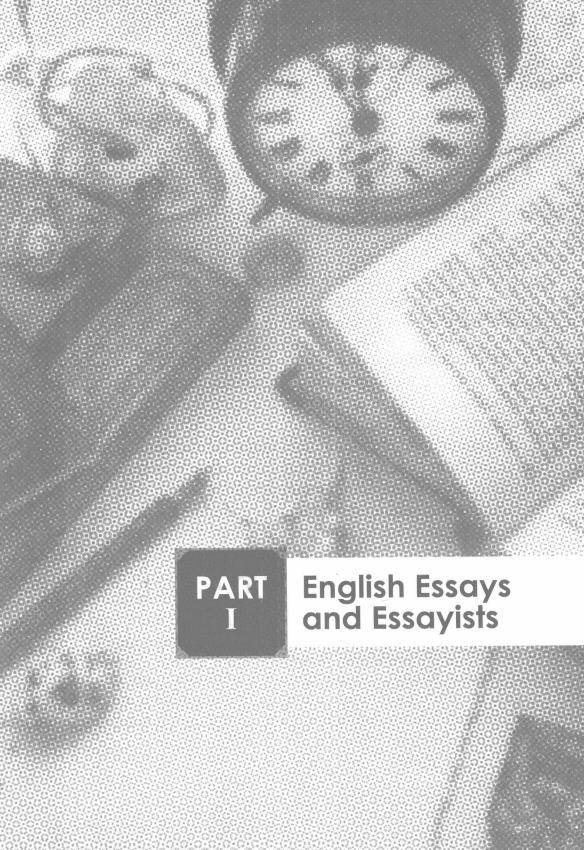
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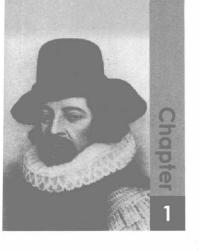
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Francis Bacon 弗朗西斯・培根 (1561—1626)

本章导读

弗朗西斯·培根(Francis Bacon ,1561—1626),英国著名的哲学家、思想家、作家和科学家,文艺复兴时期哲学史和科学史划时代的人物,被马克思称为"英国唯物主义和整个现代实验科学的真正始祖"。同时他也是英国文艺复兴时期最重要的散文作家,被誉为"英国散文之父"。

弗兰西斯·培根出生于伦敦的一个高级官员家庭,拥有特殊的家庭背景和社会关系,再加上才华出众,培根很早就有了出入宫廷的机会,早在孩提时代,他就被伊丽莎白女王称为"我的小掌玺大臣"。雄心勃勃的培根很希望找到一条谋取功名利禄的捷径,并立志为官。他曾就读于剑桥大学三一学院,此后仕途一帆风顺,曾任副检察长、检察长、掌玺大臣、大法官等,被授予"维鲁拉姆男爵"的称号,后晋爵为圣阿尔本子爵。晚年因贪污受贿而被终身逐出宫廷,不得担任任何政府官。遭遇官场的失败后,培根闭门著书,虽生活颇为凄凉,却在学术上卓有成就。

他的著作中最负盛名的就是散文集《随笔集》(Essays),其中收录散文共58篇。这些文章以贵族和资产阶级上层人士为目标读者,谈论哲学、宗教、政治制度和国家以及处世、修身、养性等问题。培根以睿智的眼光洞察社会,解析生活。他撰写的散文透彻精辟、幽默隽永、意趣盎然、风格独具,享有世界性的声誉。培根的《随笔集》被誉为"英国散文发展史上的重要里程碑",开创了英国文学的随笔体裁,从此英国散文文学进入了繁荣且具有自身特点的发展之路。培根的散文无论在思想内容和语言风格上都给后世的英国散文文学带来了巨大的影响。《随笔集》中的很多句子被作为警世格言而广为流传。

About the Author

Sir Francis Bacon was an English reformer, philosopher, champion of modern science, lawyer, statesman, essayist and historian. Early in his career, he claimed "all knowledge as his province" and afterwards he dedicated himself to a wholesale revaluation and re-structuring of traditional learning. While he was founding and promoting this new project for the advancement of learning, Bacon was also moving up the ladder of state service. His career aspirations had been largely disappointed under Elizabeth I, but, with the ascension of James, his political fortunes rose. Knighted in 1603, he was then steadily promoted to a series of offices, including Solicitor General (1607), Attorney General (1613) and eventually Lord Chancellor (1618). While serving as Chancellor, he was indicted(指空) on charges of bribery and forced to leave public office. He then retired to his estate where he devoted himself full time to his continuing literary, scientific and philosophic work. He died in 1626, leaving behind a cultural legacy that, better or worse, includes most of the foundation for the triumph of technology and for the modern world as we currently know it.

In Bacon's day, it was the common opinion of educated men that anything worth careful consideration ought to be published in Latin. In 1597, however, 10 little essays of Bacon appeared in vernacular (白话文) and met with instantaneous success. They were merely observations from notebooks put together in essay form and not considered by the author important enough to demand expression in Latin. Fifteen years later, 38 essays were published, and in 1625, the complete number—58 came out. These were the first example of the genre in English literature, which has been recognized as the important landmark in the development of English prose. Bacon is therefore generally regarded as the "Father of English essays".

Unlike Montaigne, the French originator of the genre essay, who wrote pieces more on personal rumination and humanity, Francis Bacon wrote to inform and educate, generally, the young people of his class. His compact essays on various subjects were pithy, packed with wisdom, brilliantly concise and epigrammatical. The explicit, direct and terse prose style exerts great influence on subsequent English writing.



Text A

Of Studies

Francis Bacon

Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business. For expert men¹ can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshalling of affairs, come best from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humour² of a scholar. They perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning, by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men contemn studies, simple men³ admire them, and wise men use them; for they teach not their own use; but that is wisdom without them, and above them, won by observation. Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously⁴; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important argument and the meaner sort of books, else distilled

¹ expert men: experienced men 有经验之人

² humour: (old English) a person's mental qualities; temperament. Here it means the queer temperament. 怪癖

³ simple men: simple minded and easily cheated men 头脑简单之人

⁴ curiously: (old English) with care 谨慎地

Chapter 1
Francis Bacon
弗朗西斯· 培根

books are like common distilled waters, flashy things.

Reading maketh a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the mathematics subtle; natural philosophy deep; moral grave; logic and rhetoric able to contend. Abeunt studia in mores¹. Nay, there is no stond or **impediment** in the wit but may be wrought out by fit studies; like as diseases of the body may have appropriate exercises. Bowling is good for the stone and reins; shooting for the lungs and breast; gentle walking for the stomach; riding for the head; and the like. So if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again. If his wit be not apt to distinguish or find differences, let him study the Schoolmen; for they are cymini sectores². If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases. So every defect of the mind may have a special receipt.

Words and Phrases

marshal [ˈmaːʃl]	ν.	to arrange in logical order 整理
sloth [sləυθ]	n.	laziness, especially with regard to work 懒惰
contemn [kənˈtem]	ν.	to treat or regard with contempt; scorn 蔑视, 轻视;侮辱
deputy ['depjutɪ]	n.	a person appointed to represent or act on
		behalf of others 副手;代表
extract ['ekstrækt]	n.	an extract from a book or a piece of writing

¹ Abeunt studia in mores: (Latin) Studies pass into the character; what one has studied will eventually become part of his character. 凡有所学,皆有所成。

² cymini sectores: (Latin) dividers of cumin seeds; hair-splitters; people who care too much of the details 吹毛求疵之人

that is printed or published separately 摘录, 选段

confer [kən'f3x]

v. have a conference in order to talk something over 协商

subtle ['sʌtl]

adj. able to make fine distinctions 敏锐的

impediment [Im'pedIment]

n. any structure that makes progress difficult 妨碍,阻止

wrought [rɔːt]

adj. shaped to fit by or as if by altering the contours of a pliable mass (as by work or effort) 锻造的,加工的

reins [reɪnz]

n. the kidneys or loins 肾,腰

Reading Comprehension Questions

- 1. The first sentence summarizes the functions of studies. Can you think of any other functions of studies?
- 2. How do you understand the sentence "To spend too much time in studies is sloth"?
- 3. What is the relation between "studies" and "experience"?
- 4. The author introduces his method of reading books to us. Do you agree with him?
- 5. Do you believe every defect of the mind may have a special receipt? How does the author make his point convincing?

Questions on Writing Style and Language

- 1. Have you noticed any stylistic feature of Francis Bacon's writing? Are his sentences long or short? What particular effect is produced by these sentences?
- 2. Parallelism means giving two or more parts of the sentences a similar form so as to give the passage a definite pattern. Can you identify parallel sentences in the essay? What is the effect?

- 3. Epigram states a simple truth pithily and pungently. It is usually terse and arouses interest and surprise by its deep insight into certain aspects of human behavior or feeling. Can you find some examples of epigram in this essay?
- 4. The author enumerates different aspects of studies. How does the author arrange his points? Do you see the logic between the sentences?
- 5. The following is a translation of "OF Studies" by Professor Wang Zuoliang. Do you think it is a good translation? Why or why not?



论学习 王佐良 译

读书足以恰情,足以傅彩,足以长才。其怡情也,最见于独处幽居之时;其傅彩也,最见于高谈阔论之中;其长才也,最见于处世判事之际。练达之士虽能分别处理细事或一一判别枝节,然纵观统筹,全局策划,则舍好学深思者莫属。读书费时过多易惰,文采藻饰太盛则矫,全凭条文断事乃学究故态。读书补天然之不足,经验又补读书之不足,盖天生才干犹如自然花草,读书然后知如何修剪移接,而书中所示,如不以经验范之,则又大而无当。有一技之长者鄙读书,无知者羡读书,唯明智之士用读书,然书并不以用处告人,用书之智不在书中,而在书外,全凭观察得之。读书时不可存心诘难读者,不可尽信书上所言,亦不可只为寻章摘句,而应推敲细思。书有可浅尝者,有可吞食者,少数则须咀嚼消化。换言之,有只需读其部分者,有只须大体涉猎者,少数则须全读,读时须全神贯注,孜孜不倦。书亦可请人代读,取其所作摘要,但只限题材较次或价值不高者,否则书经提炼犹如水经蒸馏,淡而无味。

读书使人充实, 讨论使人机智, 笔记使人准确。因此不常做

笔记者须记忆力特强,不常讨论者须天生聪颖,不常读书者须欺世有术,始能无知而显有知。读史使人明智,读诗使人灵秀,数学使人周密,科学使人深刻,伦理学使人庄重,逻辑修辞之学使人善辩;凡有所学,皆成性格。人之才智但有滞碍,无不可读适当之书使之顺畅,一如身体百病,皆可借相宜之运动除之。滚球利睾肾,射箭利胸肺,慢步利肠胃,骑术利头脑,诸如此类。如智力不集中,可令读数学,盖演题需全神贯注,稍有分散即须重演;如不能辩异,可令读经院哲学,盖是辈皆吹毛求疵之人;如不善求同,不善以一物阐证另一物,可令读律师之案卷。如此头脑中凡有缺陷,皆有特效可医。