



普通高等教育“十一五”国家级规划教材

英语专业精品教材

CONTEMPORARY COLLEGE ENGLISH 现代大学英语

总主编：杨立民
编者：杨立民 徐克容

第二版 Second Edition

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精读
教师用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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编者说明

本书为《现代大学英语精读》(第二版)(*Contemporary College English*)教材第四册的教师用书,供使用该书的同行们采用。多年来我们一直担心这类教参会妨害同行们的创造性教学实践,但又觉得作为编者有责任提供必要的辅助材料和建议。最后只好两害取其轻,选择一些较为基本的东西,给使用者作参考。本书也可以为使用我们教材的学生提供某些方便,但我们希望并且相信,他们不会对此产生依赖,误以为抄录教参可以代替自主的创造性的劳动。为了照顾自学者的需要,我们在本书中还增加了一些新的内容,方便他们的使用。

关于本套精读教材的编写原则、教学目的、基本框架和使用方法,我们在相应的学生用书的前言里已有详细说明,这里仅就教师用书本身的四部分内容分别作一些介绍。

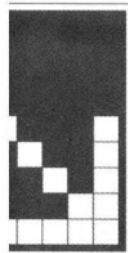
1. 每单元的第一部分是对 Text A 中内容和背景的介绍 (Introduction)。作为精读课,如何准确、全面、深刻地理解课文是一切教学活动的出发点和基础。但要做到这一点很不容易。同一篇文章,往往仁者见仁,智者见智。正因为如此,我们没有采用“课文导读”的说法,以避免犯那种以督导自居,动辄强加于人的毛病。我们只是尽我们的力量,对课文作出我们认为是正确的分析,和同行们商榷、交流。我们相信,经过实践,我们能一起做到对课文比较全面的掌握。在这一部分里,我们还对课文的结构作了简单的分析,提供了课文的提纲。此外,我们也对课文的处理和围绕课文进行的教学活动提出了一些建议。
2. 每单元的第二部分是对 Text A 的详细分析 (Detailed Discussion of Text A)。通过分析,希望解决语言难点,让学生真正透彻地理解课文。其中还有对重点词汇、词组、句型及其用法的介绍、归纳和训练。在这方面,重要的是要掌握时机和分寸,一定要恰当,避免过早或过多,反之也不可取。对课文要理解透彻,还必须对其内容、观点加以分析。学生用书中每篇课文的课前预习和各项口语活动的设计都是为了这个目的。
3. 每单元的第三部分是课文的译文 (Translation of Text A)。这是第一版教师用书中没有的项目。因为我们担心使用本书的自学者会过分依赖译文,而忽视循序渐进地练好英语基本功。但如果能正确使用本教参,学生对照汉语和英语两种文本,对于正确理解课文应该会有积极的意义,对日后翻译技巧的培养应该也是有利的。不过需要说明的是:翻译是一种艺术,翻译家历来提倡的“信、达、雅”这三点我们可能无法全部做到。一来限于我们的水平;二来我们的目的主要在于帮助使用者通过对照译文更好地掌握课文。所以我们只能力求忠实于原文,不敢有更高要求。

4. 每单元的第四部分是练习答案 (Key to Exercises)。关于这一部分, 有几点需要特别加以说明。首先, 我们虽然尽量提供各个练习的答案, 但是有相当一部分练习, 比如口语练习中的对话讨论, 很难提供标准答案, 勉强提供恐怕会画蛇添足, 贻笑大方。所以只能让使用者自由发挥。其次, 有不少练习其实可以有不止一个答案, 比如翻译, 完全可以有不同的译文。我们在答案中只能根据该练习考查的重点来提供其中一种。这就要求教师灵活处理, 不要因为我们的参考答案影响学生创造性的发挥。第三, 我们在有些地方除了提供答案, 还作了一些说明和解释。希望学生知其然, 又知其所以然。但语言是一个千变万化的东西, 我们在告诉学生各项条规的时候, 必须慎重。

最后, 请允许我们对使用本书的朋友们表示感谢和歉意。由于水平有限, 加上编写过程永远没有编者希望的那种从容, 所以每次交稿的时候, 总是留下很多不安和遗憾。希望使用本书的老少朋友不吝指教。好在现在从网上取得各种材料十分便当, 而且任何教科书都不可能超越大批才华出众的教师的实践发挥。这些都已经成为常识, 因此不再作谦虚的表白, 就此打住。

编者

2012年8月



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Text A

Thinking as a Hobby

William Golding

I Introduction

1 Background

Users of this textbook must have noticed that each volume begins with an essay about learning or education, and this one is no exception. The very first text is about thinking, which we all know is the most important and difficult part of our learning. Foreign language studies do not just mean grammar and vocabulary. Without the ability to think creatively and critically, language skills may enable us to make a living but they certainly will not make us whole human beings.

That perhaps is why the author tells us to take thinking as a hobby, something we should all enjoy doing for its own sake. In other words we must all have intellectual curiosity. The author divides thinking into three grades. Grade-three thinking is the lowest level, which is actually not thinking at all but a combination of ignorance, prejudice and hypocrisy, and the author thinks that unfortunately most of us belong to this category. Grade-two thinking is a step further. It enables us to detect contradictions in grade-three thinkers' beliefs, but has nothing positive to replace them. Therefore we need to go still further and strive to find the truth. It would be interesting to ask ourselves which of the three categories we belong to, and whether we have had similar experiences.

The author says that he finally decides to go professional, and to do that he realizes that he must develop a coherent system of thought, but he does not explicitly say what that system is for him. We can infer however from the hints he gives us in his narration. Obviously his system of thought is strongly opposed to such things as big business, centralized government, wars, standing armies, heady patriotism and dishonest politicians, and we can also infer from his sarcastic descriptions of historical events and political figures where he stands as regards politics and religion.

Notice that the author does not seem to have much confidence in mass wisdom. In fact he pities the nine tenths of the people who tend to act like cows which will “graze all the same way on the side of a hill.” He is particularly critical of young people who seem to him “oddly contented with the world.” He is not the only person who holds this view. He represents those who believe that most people are easily fooled and manipulated, and stampede at the least alarm, unlike Lincoln who believes in popular wisdom because no one can fool all of the people all the time. Is the author right or wrong? Our answer to this may prove whether we are grade-one thinkers.

There is another thing we should notice. Despite the serious nature of the subject, the essay is written with a great sense of humor. We know that the author’s purpose is to tell us how important it is to learn to think, but he does not do it in a straight lecture. Instead, he tries to achieve this aim by making the unthinking people appear ignorant, biased, self-contradictory, hypocritical, and generally silly and ridiculous. In other words, laughter is his chief weapon. Through these hilarious anecdotes, he laughs at the headmaster and Mr Houghton, ridicules British and American politicians and teases his pretty but dumb girl friend Ruth. But he also laughs at himself as the disintegrated boy at school, and for this he uses the first person narration. It should be noted that self-mockery is a very important kind of humor and can have an unusually powerful effect.

2 Structure

- I. Introduction: There are three kinds of thinking and I myself could not think at all. (para. 1)

- II. The three grades of thinking (paras. 2–32)
 - A. Grade-three thinking: the writer’s headmaster being an example (paras. 2–24)
 - 1. The headmaster’s criticism of the writer for being unable to think (paras. 2–14)

2. The writer's observation of his teachers to find out about thought (paras. 15–21)
3. The writer's conclusion about grade-three thinking: feeling rather than thought, full of unconscious prejudice, ignorance and hypocrisy (paras. 22–24)

B. Grade-two thinking (paras. 25–29)

1. Grade-two thinking: the detection of contradictions but unable to offer anything constructive (para. 25)
2. A typical grade-two thinker: the writer in his youth (paras. 26–28)
3. The writer's conclusion about grade-two thinking (para. 29)

C. Grade-one thinking (paras. 30–32)

1. Grade-one thinkers, aim at finding truth (para. 30)
2. The writer's wish to become a grade-one thinker (paras. 31–32)

III. Conclusion: Conversion of the writer into a Grade-one thinker (paras. 33–35).

3 Teaching Tips

1. This essay may be misunderstood to be mainly an effort to classify different levels of thinking. Actually the author's purpose is to tell us how important it is to learn to think. However he does not give us the reasons explicitly. Instead he keeps saying how it satisfies his ego. It is for us readers to find those reasons between the lines.
2. Nowadays there is a tendency among many people to like being called "practical" whereas thinking is considered useless and even dangerous. People who take this attitude toward thinking naturally will not be interested in "Thinking as a Hobby." It is therefore necessary for teachers to break down this resistance students may have and make them willing to listen carefully to what the author has to say on the subject.
3. Critical thinking is the seeker's attitude toward truth. It tells us not to follow blindly, but we must not go to the opposite and doubt everything blindly either. Contrary to what people often say—It's the truth, pure and simple—the truth is actually rarely simple or pure (Oscar Wilde said "the truth is rarely pure and never simple."). So while emphasizing the importance of thinking we must also remind students that it is just as important to strive for unity, harmony and consensus.
4. Let students illustrate the different kinds of thinking with examples in their life. Point out why certain ideas or practices we take for granted are based on ignorance, dishonesty or hypocrisy.

II Detailed Discussion of Text A

1. ... I came to the conclusion that there were three grades of thinking... (para. 1)

Draw students' attention to the collocations of "conclusion": to come to a ~; to reach a ~; to arrive at a ~; to draw a ~; to jump to a ~, etc.

grade: degree; level; stage in a process, e.g.

low-grade steel; high-grade alloy; grade-one pupils

2. grammar school (para. 2)

In Britain, it refers to a school for children over 11 who are academically bright. Today, there are few grammar schools. Most secondary schools are called "comprehensive" and take in all children over 11 whatever their abilities. In the United States, a grammar school used to mean an elementary school, but this term is now considered old-fashioned.

3. One was a lady wearing nothing but a bath towel. (para. 2)

nothing but: nothing except; only, e.g.

The doctor told her that it was nothing but a cold.

He cared for nothing but his name and position.

He was nothing but a coward.

4. She seemed frozen in an eternal panic lest the bath towel slip down any farther...

(para. 2)

lest: (*fml*) for fear that; to make sure that sth would not happen, e.g.

We ran as fast as we could lest we miss the train.

He did not tell his father about the exam result lest he get mad at him.

Note: The subjunctive mood is used in the clause "lest" introduces.

Do not mix up "farther" with "further." The former refers to physical distance whereas the latter to degree, time and all other figurative uses, e.g.

The next village turned out to be much farther than we had thought.

We will discuss it further tomorrow.

Further development of our economy will strain our resources too.

5. ... she was in an unfortunate position to pull the towel up again. (para. 2)

(not) to be in a position to do sth: (not) to be able to do sth because you (do not) have the ability, money or power to do it, e.g.

I'm sorry, but I am not in a position to answer that question.

For the first time in history, man is now in a position to destroy the whole world.

We are now in a better financial position to deal with our social problems.

6. Next to her, crouched the statuette of a leopard, ready to spring down at the top drawer of a filing cabinet. (para. 2)

next to: situated very close to sb/sth with nobody/nothing in between, e.g.

Do you know the girl standing next to the teacher?

The two tall buildings used to stand right next to each other here.

7. Beyond the leopard was a naked, muscular gentleman... (para. 2)

Pay attention to the following words in which “-ed” is pronounced as /-ɪd/:

a naked man; a learned professor; that blessed morning; a wicked boy; the wretched life; our beloved country; ragged pants; my aged parents (but not in “a man aged 45”); rugged individualism; dogged efforts

8. delinquent children (para. 3)

delinquent: failing to do what is required by law or obligation, e.g.

delinquent behavior; delinquent students; young delinquents; juvenile delinquency

In the original text (the present text is an abridged version), the author mentioned some of his “delinquent” behavior for which he was punished: breaking a window, failing to remember Boyle’s Law and being late for school. But he said, “I had broken the window because I had tried to hit Jack Arney with a cricket ball and missed him; I could not remember Boyle’s Law because I had never bothered to learn it; and I was late for school because I preferred looking over the bridge into the river.”

9. ... because they symbolized to him the whole of life. (para. 3)

... because they represented/stood for the whole of life to him. (The leopard stood for all animal needs or desires; Venus stood for love and the Thinker stood for thinking as a unique human feature.)

10. She was just busy being beautiful. (para. 3)

be busy doing sth: In this pattern, what follows the word “busy” is usually an action verb. This sentence means that from the boy’s point of view, the Goddess of Love was simply trying to remain beautiful.

11. ... I was not integrated. I was, if anything, disintegrated. (para. 4)

integrated: forming a part of a harmonious group

disintegrated: Here, it is used by the author to mean the direct opposite of “integrated,” and therefore means some kind of trouble maker. (Notice that this is not the way the word is normally used.)

if anything: on the contrary, e.g.

He is not known for his generosity. He is, if anything, quite miserly.

The weather forecast says that it will not be warmer this winter. It will, if anything, be even colder than last year.

12. “What are we going to do with you?” (para. 6)

Well, what were they going to do with me? (para. 7)

When the school headmaster asked, “What are we going to do with you?” he meant “How can we make you mend your ways and become a nice boy?” But when the boy mused, “Well, what were they going to do with me?” he was wondering how the school authorities were going to punish him this time.

13. ... and the muscular gentleman contemplated the hindquarters of the leopard in endless gloom. (para. 9)

contemplate: to think for a long time in order to understand better

the hindquarters: the rump; the back part of an animal

Notice the humorous way the boy viewed the image of *The Thinker*—looking at and contemplating the rump of an animal in this gloomy manner. It didn’t make any sense to him.

14. His spectacles caught the light so that you could see nothing human behind them. There was no possibility of communication. (para. 9)

catch the light: to have the light shine on it brightly and suddenly

The teacher’s glasses caught the light and therefore the boy could not see the teacher’s eyes. He could not have any eye contact. He could not have any communication with him. Readers know of course that they could not communicate, not because of this but because of the teacher’s lack of understanding of the boy.

15. On one occasion the headmaster leaped to his feet, reached up and put Rodin’s masterpiece on the desk before me. (para. 13)

leap to one’s feet: to jump up

Refresh the students’ memory of the following expressions:

to rise to one's feet; to struggle to one's feet; to stagger to one's feet; to help sb to his feet; to pull sb to his feet

reach up: to move a hand or arm upward in order to touch, hold, or pick up sth

Also: to reach sth down; to reach out (for); to reach into

16. Nature had endowed the rest of the human race with a sixth sense and left me out.

(para. 15)

Everybody, except me, is born with the ability to think.

a sixth sense: a keen intuitive power. Here, the author means the ability to think.

endow sb with sth: to provide sb with a natural quality or talent, e.g.

She is one of those lucky women who are endowed with both a sharp brain and great beauty.

God has not endowed him with much humor.

17. But like someone born deaf, but bitterly determined to find out about sound... (para. 15)

bitterly determined: extremely determined because of the resentfulness of being born deaf

18. Or was there more sense in drinking than there appeared to be? But if not, and if drinking were in fact ruinous to health—and Mr Houghton was ruined, there was no doubt about that—why was he always talking about the clean life and the virtues of fresh air? (para. 16)

Remind the students of some variations of the “There + be” pattern such as:

There seems to be... ; There appeared to be... ; There are supposed to be... ; There was said to be... ; There were believed to be... ; There are likely to be... ; There are bound to be...

the clean life: It normally refers to a life without vices or moral sins.

the virtues of fresh air: the advantages of fresh air

Mr Houghton obviously did not practice what he preached. He was a hopeless alcoholic, which had ruined his health, and he obviously did not like outdoor life. Yet he kept talking about a clean life and the virtues of fresh air.

19. Sometimes, exalted by his own oratory, he would leap from his desk and hustle us outside into a hideous wind. (para. 17)

Sometimes he got carried away and would leap from his desk and hurry us outside into a cold and unpleasant wind.

exalted: filled with a great feeling of joy

20. **You could hear the wind, trapped in his chest and struggling with all the unnatural impediments. His body would reel with shock and his face go white at the unaccustomed visitation. He would stagger back to his desk and collapse there, useless for the rest of the morning.** (para. 19)

struggling with all the unnatural impediments: The fresh air had to struggle with difficulty to find its way to his chest because he was unaccustomed to this.

His body would reel and his face go white: He would stagger or be thrown off balance, and his face would go white.

useless for the rest of the morning: unable to do anything for the rest of the morning
Notice the humorous effect achieved through the use of exaggeration and formal style.

21. **Mr Houghton was given to high-minded monologues about the good life, sexless and full of duty.** (para. 20)

be given to: to be habitually inclined to do (sth), e.g.

He is much given to blowing his own trumpet.

She was given to hasty decisions.

They were much given to senseless gossip.

high-minded monologue: a highly moral speech

Obviously in Mr Houghton's clean life, there is no place for alcoholic drink, sex, and other worldly pleasures. This is, of course, ironical. The use of the word "sexless" is particularly funny in view of the fact that his eyes are always riveted on girls passing by.

22. **Yet in the middle of these monologues, if a girl passed the window, his neck would turn of itself and he would watch her out of sight. In this instance, he seemed to me ruled not by thought but by an invisible and irresistible spring in his neck.** (para. 20)

turn of itself: to turn by itself; to turn on its own

Note: "By itself" is the usual expression.

watch sb out of sight: to watch sb until he or she is out of sight (can be seen no more)

Notice that the author here is not laughing at the teacher's interest in girls. Rather, he is ridiculing the contradiction between his high moral tone and the working of his genes which compels him to turn his head to look at girls.

23. **But Mr Houghton had fought in the First World War alongside Americans and French, and had come to a settled detestation of both countries.** (para. 21)

We can infer from this that Mr Houghton is British and fought "alongside Americans and French in the First World War."

had come to a settled detestation of both countries: had developed a fixed dislike of both the United States and France

24. **If either happened to be prominent in current affairs, no argument could make Mr Houghton think well of it.** (para. 21)

If either country became the center of attention, nobody could talk him into liking that country. It implies that Mr Houghton's attitude was based on nothing but prejudice.

think well of sb: to have a good opinion of sb; to think favorably of sb; to like sb

Compare: to think ill of sb

25. **Through him I discovered that thought is often full of unconscious prejudice, ignorance and hypocrisy. It will lecture on disinterested purity while its neck is being remorselessly twisted toward a skirt.** (para. 23)

Through him I discovered that what people call thought is often full of prejudice, ignorance and hypocrisy.

Note: The pronoun "it" stands for "thought" in grammar, but actually refers to Mr Houghton. The word "skirt" stands for girls in general. It is a common figure of speech called "metonymy" in which an idea is evoked or named by means of a term designating some associated notion. It is vulgar to refer to a girl as a skirt.

More examples:

The world is watching closely what the White House will do next. (The White House stands for the American government.)

Democracy favors the vote rather than the bullet. (Vote stands for elections, and bullet stands for military solutions.)

They have no intention of turning their swords into ploughs. (Sword stands for war and plough stands for peace.)

Political power grows out of the barrel of a gun.

26. **Technically, it is about as proficient as most businessmen's golf, as honest as most politicians' intentions, or as coherent as most books that get written.** (para. 23)

This ironical sentence shows that the author not only considers those people incompetent, dishonest and incoherent, but also despises most businessmen, distrusts most politicians and dislikes most publications.

27. **I delighted to confront a pious lady who hated the Germans with the proposition that we should love our enemies.** (para. 24)

I was happy to point out the inconsistency of a pious lady who hated the Germans by quoting

to her the Bible which says that Christians should love their enemies.

confront sb with sth: to oppose sb defiantly

28. ... I no longer dismiss lightly a mental process... (para. 24)

I no longer consider the way grade-three thinkers think unimportant because they account for nine-tenths of the people and therefore have great power. I know now that ignorance, prejudice and hypocrisy are very powerful enemies.

29. They have immense solidarity. (para. 24)

They usually represent the great majority.

Notice that the author does not have any romantic ideas about mass wisdom. In fact, he believes that most people are parrots. They like to follow the crowd or jump on the bandwagon (= to opportunistically join the majority).

30. A crowd of grade-three thinkers, all shouting the same thing, all warming their hands at the fire of their own prejudices, will not thank you for pointing out the contradictions in their beliefs. Man enjoys agreement as cows will graze all the same way on the side of a hill. (para. 24)

all warming their hands at the fire of their own prejudices: all feeling very content and happy because they share the same prejudices

man enjoys agreement: The author thinks that it is probably human nature to enjoy agreement because it seems to bring peace, security, comfort, and harmony.

31. Grade-two thinkers do not stampede easily, though often they fall into the other fault and lag behind. Grade-two thinking is a withdrawal, with eyes and ears open. It destroys without having the power to create. (para. 25)

stampede: to get easily frightened and run with the crowd

fall into the other fault: to go to the other extreme, that is, to act too slowly and lag behind

withdrawal: detachment from some emotional involvement; refusing to be part of the crowd

32. It set me watching the crowds cheering His Majesty the King and asking myself what all the fuss was about, without giving me anything positive to put in the place of that heady patriotism. But there were compensations. (para. 25)

It made me watch people shouting in joy and support of the King and wonder what this senseless excitement was all about, although I did not have anything good to replace this exciting or intoxicating patriotism. But I had my reward (I did get something out of it).

cheer: to shout in praise, approval and support

His Majesty the King: It is used as a title in speaking of a sovereign monarch. (Here it refers to King George VI.)

Also: Your Majesty (when speaking to a sovereign monarch); Her Majesty the Queen

fuss: too much attention to or uncalled-for excitement over things that are unnecessary and unimportant

put in the place of: to replace

heady: inclined to go to your head and make you intoxicated, e.g.

a heady trend; heady days; heady success

compensation: pay; reward; sth that compensates for your loss, service or effort

33. To hear our Prime Minister talk about the great benefit we conferred on India by jailing people like Nehru and Gandhi. (para. 25)

confer sth on sb: (*fml*) to offer or give sth to sb

The author is pointing to the political hypocrisy of the British government.

34. But I was growing toward adolescence and had to admit that Mr Houghton was not the only one with an irresistible spring in his neck. I, too, felt the compulsive hand of nature... (para. 26)

Obviously this “irresistible spring in the neck” is a humorous reference to the awakening sexual impulse, “the compulsive hand of nature,” the overwhelming interest in the other sex.

35. She claimed that the Bible was literally inspired. I countered by saying that the Catholics believed in the literal inspiration of Saint Jerome’s Vulgate, and the two books were different. Argument flagged. (para. 26)

literally inspired: a true historical record; a factual account of God’s divine plan and prophecies. This is the belief of fundamentalists.

flag: to decline in interest; to become dull, e.g.

Argument flagged because Ruth did not know how to respond to this.

36. That was too easy, said I restively (for the nearer you were to Ruth, the nicer she was to be near to) since there were more Roman Catholics than Methodists anyway; and they couldn’t be wrong, could they—not all those hundreds of millions? (para. 27)

The author was pointing to Ruth’s logical error. The number of people who hold a view is no proof of its validity.

restive: difficult to control; impatient while waiting for sth to happen