

Selected Articles From American & British
Newspapers & Periodicals

美英报刊文章选读

上册

(第二版)

周学艺 主编

马 忠 从莱庭
乔国强 周学艺 钱坤强 编

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前 言

《美英报刊文章选读》(上、下册)第一版出版于1987年,被国家教委高等学校外语专业教材委员会英语编审组批准为正式教材,为国内许多高校所采用,并受到广大英语自修者的欢迎。但报刊文章选读有其明显的时效性,原书选文大多为80年代中期文章。最近十年来,国际上发生了许多重大事件。为适应教学需要,特选编第二版。现在出版的《美英报刊文章选读》(上、下册)第二版,与第一版一样,是供大专院校英语专业和其他涉外专业三年级以上同学使用的教材,也可供具有相应程度的学习英语和从事外事、国际问题研究、报刊翻译等工作自修之用。

本书读者是英语专业和涉外专业高年级学生,他们只在中学和大学低年级学过规范英语而从未或很少接触过外报外刊。因此,帮助他们打好读报的基本功——新闻词语和背景知识——是首要任务。为达此目标,我在选材和编注中从下列五个方面着手:

1. 尽量选一些材料新、覆盖面广和信息量大的文章,以拓宽学生的文化视野,增强他们理解和分析的能力。

学生在中学和大学一二年级读的英文课文涉及的内容有限,而报刊文选题材多样,内容广泛,有政治、军事、外交、法律、贸易、科技、宗教、道德、文化、教育、体育、人物等,其中不少选材是他们从未接触过的。我们说某个人的英文好,不单说他能说上两句漂亮的英文,而是说他的视野宽,分析问题的能力,语感好。他学贯中西,博古通今。如果学生只拘泥于读那些小故事,他们的知识面是不会太宽广的。一旦他们好好学了上述那些内容的文章,必将大大拓宽他们的文化视野,使他们头脑中装的世界更大。这样,定会增强他们的阅读理解和分析问题的能力。

2. 在注释中大量利用百科全书中有关政治、经济、军事、外

交、文化、教育、宗教、人物等方面词条释义或介绍。这样一方面使他们能理解课文中的有关词语和段落，另一方面又使他们能逐渐掌握阅读报刊中必须具备的背景知识。例如：

We have got to and will continue right down that path. And I [George Bush] hope it is the path that leads to peace. But you asked the toughest question of all. I had a Congressman in here today, and he said to me, "You know, my brother was killed in Vietnam. You've just got to wait." And I said, "*You are looking at a guy that had a squadron of 15, and nine of them were killed in one way or another.* I know exactly what you are talking about."

("Determined To Do What Is Right", *Time*, January 7, 1991)

这里，如果我们在注释中只是简单地介绍一下 George Bush 何年何月任美国总统和副总统，而不将他在二战时曾在海军航空兵中队中任过尉官的经历 (After graduating from Phillips Academy in Andover, Massachusetts, Bush, at 18, became the youngest commissioned pilot in the U. S. Navy during World War II, flying 58 combat missions in the Pacific.) 也介绍一下，那么就不知道布什说的 "a guy" 就是指他本人而不好理解。

3. 让学生尽可能掌握更多的常用新闻词语。

新闻语言的基本词语很多，举政治词汇为例，不少以动物作比喻，可以说是 political zoo。如 elephant (象；美国共和党党徽，代表共和党)，donkey (驴；美国民主党党徽，代表民主党)，hawk (鹰派)，dove (鸽派)，bald eagle (白头鹰或秃鹰；秃头政治领导人)，lame duck (跛鸭；任期将满而未能重新当选或受法令限制而不能参与竞选的官员)，eat crow (吃乌鸦；被迫认错或收回前言)，rubber-chicken circuit (在竞选中出席的味同嚼蜡的巡回鸡

宴), floo-floo bird (向后飞的鸟; 保守派), dark horse (黑马), wheel horse (驾辕的马; 忠实可靠的党员), war horse (战马; 老练的政客), stalking horse (掩护马; 为分化对方力量或掩护己方候选人而推出的打掩护的候选人), fat cat (肥猫; 竞选运动的主要资助人), gerrymander (蝾螈; 为在竞选中对本党有利而进行的对议员等的选区的重新划分), coonskin (浣熊皮; 战利品), gypsy moth (舞毒蛾; 共和党温和派), boll weevil (棉铃象甲虫; 民主党温和派), Tammany Tiger (塔慕尼协会的老虎堂; 腐败的纽约民主党组织的别名; 腐败统治和党棍政治), paper tiger (纸老虎), (British) Lion ([不列颠之] 狮; 英国), 等等。他们如果不掌握一定数量的词汇, 基本功也是打不好的。

4. 讲解新闻语言的一些特点。

为标新立异、出语不凡, 新闻语言中造词较多。如 stagflation, beatnik, sit-in, black power, superachiever, budgetpeak, overkill, balance of fear/terror, mutual(ly) assured destruction 等。水门事件(Watergate)出现后, 就出现了诸如 Debatagate, Ko reagate, Irangate Whitewatergate, Travelgate, Filegate, Camillagate 和 Squidgygate 等丑闻。

由于记者追求用词新颖、词义的贴切和炫耀懂得多门语言, 新闻语言中不乏外来语。如俄语的 sputnik (卫星), perestroika (改革), glasnot (公开性; 开放); 汉语中 yin 和 yang, 说 NBA 球星 Magic Johnson is yang and Michael Jordan is yin。再举用作“议会”的外来语为例, 报刊中常见以色列的议会用希伯莱文 Knesset, 挪威的用挪威文 the Stort(h)ing, 瑞典的用瑞典文 the Riksdag, 丹麦的用丹麦文 Folket(h)ing, 芬兰的用芬兰文 Eduskunta, 西班牙的用西班牙文 the Cortes, 德国的用德文 the Bundestag (Federal Assembly), 等等。为了追求新奇和亲切感, 它常使用体育、娱乐、赌博、军事等词语以及俚语、行话和俗语。有

的比喻词用得形象生动，如“削减”不用 reduce 或 decrease，而用诸如不是斧砍就是刀削等方面的词：cut, trim, ax, slice, slash 等。再如“大”不用 big 和 large 等常用词，而用 mammoth: a mammoth political crisis。但有的文章不看对象，行话用的太多，令人费时琢磨才解其意。如 library 说成是 resource center, classroom 成了 classroom situation, class 被 learning experience 所替代，学习好的学生是 superachiever, 学习差的是 underachiever 等等。其实记者应将这些词语变成 plain English 才好。

新闻词语中常见时髦词。如 access (influence), clout (political power), juice (可能会替代 clout), hopefully, ironically, basically, engage, cobble, rivet, daunt, -gate 等等。《纽约时报》撰稿人 William Safire 认为这是记者懒惰的表现。

为了达到种种目的，记者和政府官员好用委婉语。如 culturally deprived/disadvantaged (black pupils or students), selected out (fired), layoff (dismissal), underprivileged/disadvantaged (poor people), call girl/comfort woman (prostitute), strategic withdrawal (terrible military defeat), entitlements program (Social Security program) 等。entitlement(s) program 刚出现时，连美国的一些英语系教授也不明白它的意思。创造这个词语者无非是为了讨好有的利益集团，说社会保障计划不是联邦政府对穷人的恩赐，而是他们有权得到的救济 (They are “entitled” to cash paid by the Federal Government to improve their life if they are poor and eligible.)。1971 年美国政府想举行一个全国性会议，讨论老年人问题，对老年人用哪个词呢？最后决定用 aging: the White House Conference on the *Aging*, 用得好，只说他们正在上年纪，而不是已经老了。其他的词如 elderly 太明显，sunset years 太悲观，senior citizens 太俗。一位评论家曾经说，如果你在国务院呆上一年，比在大学英语系念几年书还强。外交上很讲究修辞，

有的三分大的事，要说上十分大，叫 *overstatement*；有的十分大的事只说三分大，叫 *understatement*。进攻别国不用“*attack*”，而是说“*protective reaction*”，“*preventive strike*”，“*pre-emptive strike*”；入侵不用“*invasion*”，而用“*incurstion*”；在越南战争时，美军大败不用 *fiasco* 或 *heavy defeat*，而用 *strategic withdrawal*；美国决定从越南撤军，让越南人打越南人称为 *Vietnamization*。想出这些词语的官员是够劳心费神的了。

新闻语言也有弊病 (*journalese vice*)。如为渲染某件事常大词小用。*breakthrough* 是个相当有分量的词，现在政治、军事、商业、科学等方面取得任何进展都被称为“突破”，有的甚至将一则广告能破例登在某杂志上也被宣布为“*significant breakthrough*”。文章中也常见 *cliché*，例如 *big bug* (*big shot*)，*candle-box returns* (*phony votes*)，*forty thieves* (*politicians in control of finances*)，*ring* (*political organization*) 等等。为了发稿快和节省篇幅，有的记者常将名词与名词或名词词组与名词词组叠在一起，如：

a. Washington-led efforts to train and equip a Muslim-Croat army powerful enough to deter future Serb attacks are foundering. Washington estimates a force of about 55,000, and up to \$ 860 million in training and equipment, is needed. The Clinton administration has promised \$ 100 million for the effort, but at a recent conference, 32 nations produced only one additional pledge of \$ 2 million—from *conference host Turkey*.

(“A Bosnian Sort of Peace”, *U. S. News & Word Report*, April 1, 1996)

b. A paper published by *the UN Development Programme Poverty Alleviation and Social Development project* based in Quito argues that worsening income distribution has accompanied market-oriented economic reforms in nearly all Latin Ameri-

can countries.

(“The poverty challenge for Ecuador’s populist”, *Financial Times*, August 1, 1996)

为了避免用词的重复，有的词语用的很牵强附会，词义不够 precision 和 clarity。举本书第 13 课 “Lobbyists Out Of Shadows Into The Spotlight” 为例，作者在文章中竟用 outfit, operations 和 hitters 指 lobby(ing) firms。

我想以上这几点会使学生对新闻语言的一些特点有一个大致的了解。当然，新闻中有的文章也有出自名人、大家之手的，专题报道和评论文章往往写得很精彩，文字也属上乘。应该说，美英各大报刊上的多数文章都是很有水平的，有的堪称现代英语的代表作。

5. 介绍重要报刊的编排及背景、立场、发行量和影响力等情况。

初接触西方英文报刊者，要从有的报刊，如《纽约时报》上，一下就能找到自己需要的材料或感兴趣的版面或文章，并非易事。该报平时版 60—100 页，星期日版达 300 多页，类别多，内容广。所以我在 Notes 中介绍其版面编排很有必要，这也是基本功的一项。

美英等资产阶级报刊标榜或貌似客观公正，如《纽约时报》的口号是“刊登一切适合刊登的新闻”(All the News That’s Fit to Print)。事实并非如此。例如苏联解体后，一批知识分子移居美国，当时美国各大报竞相以头版头条大登特登这方面的消息。几个月后，这批移民中有些人发表了一项声明，表示他们不习惯美国的就业方式和生活，决定返回俄国。同样是这些报纸却只在极不显眼的位置刊登了一则小消息。一般而言，西方报刊在国内问题常持怀疑和批评态度，但在国际问题上，或与政府立场一致，或小骂大帮忙。西方记者看问题的方法和立场与我们不一样，阅历不

深的青年人容易受他们的影响。我在 Notes 里的介绍可使学生看这些报刊时持分析、批判的态度，不会让他们牵着鼻子走。

美国和英国的报刊，有的支持这个党，有的支持那个党，介绍他们的背景有助于对课文的理解。

上述五个方面是我 1987 年以来选编报刊文选的一些体会，探讨这些问题的目的是为了培养学生阅读报刊的基本能力，排除他们阅报路上的拦路虎。我的教学实践证明，学生通过较短时间学习后，就不会再像初次接触报刊时那样如雾里看花，不知所云，而能逐渐看懂了。我认为教员若不注意有意识地在选材和注释中较系统地培养学生的基本能力，而一味追求材料新，今天选这篇，明天选那篇，那么学生学了一年半载后也不会取得较大进步。本书在注释中未谈及专题报道、特写、社论等的写作技巧，也未对消息报道的导语 (lead) 中的五个“W” (Who? What? When? Where? Why?) 和一个“H” (How?) 进行讲解，我想还是留给新闻专业师生去探讨和研究吧。

本书虽为 1987 年版的第二版，但只保留了原书的 5 课，其余课文基本取材于 1996 年出版的美英报刊，时间跨度从 1992 年克林顿第一次竞选美国总统到 1997 年 5 月布莱尔领导的英国工党击败了执政 19 年之久、以梅杰为首的保守党。

本书课文所选报刊比 1987 年版的要更广泛，主要有美国的《纽约时报》、《华盛顿邮报》、《洛杉矶时报》、《华尔街日报》、《时代》周刊 (*Time*)、《新闻周刊》、《美国新闻与世界报道》和英国的《泰晤士报》 (*The Times*)、《金融时报》、《经济学家》等美英最有影响，受到国际上普遍重视的报刊。

本书的编排与 1987 年版的也不尽相同。根据以往的教学实践和读者的意见，编者将一课生词 (New Words) 直接置于课文后，这样使学生查阅更为方便。每课的头一个注释 (Note 1) 除对文章的标题做出解释外，还对该文章的内容做了提要或介绍和评论，以

使读者能较深入了解课文的内容，并做出正确的理解和判断。此外，本书书末还有 5 个附录，是学习课文和阅读报刊的重要参考资料。根据我的教学经验，教员们在上课时如能让学生先看一下附录有关美英政府尤其是美国国会和英国议会的官职一览表，定会收到事半功倍的教学效果。如果有兴趣的话，教员还可以列一个更加清楚易懂的图表来说明这些职位，并指出 Capitol Hill, the Capitol, the Hill 也常借用来代指美国国会 (Congress)，国会的政党领袖 (floor leaders) 除了 majority/minority leader (多数党/少数党领袖) 外还有一个副职，通常称 majority/minority whip (多数党/少数党督导)，不过共和党人有时还用 assistant majority/minority leader (多数党/少数党副领袖) 这个称呼来指这同一个官职。美国政界人物成天热衷于党派斗争，迷恋于竞选做官，他们的斗争反映在美国国内外的各个重大问题上，这些官职常见诸报端，让不太熟悉这些官职的中国学生先有一个大致的了解，他们在读本书有关美国的课文时定会觉得容易多了。

本书共 48 课，略多于介于精读和泛读之间的报刊课一学年 38—40 课的进程，目的是使任课教师有选择的余地。为使学生进一步理解和掌握文章的主要内容，探讨作者的观点和立场及提高表达能力，各课注释后附有习题。

本书在编撰过程中，有一些疑难问题曾请教澳大利亚专家葛腾 (Tony Gallagher) 博士，北京大学英语系的韩加明博士审阅了本书各课后的习题，编者在此对他们表示衷心的感谢。

本书定会有错误或不妥的地方，衷心希望读者来信 (邮编 100871) 批评指正，我将十分感谢。

周学艺

1997 年夏于燕北园

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I. **American Affairs**

Language

Lesson One

No Tolerance For Diversity¹

Americans have come from many lands,
but now conservatives want them to
speak English above all

By MARGOT HORNBLLOWER WESTMINSTER

The great American melting pot² is beautifully simple in theory; colors, creeds and cultures stirred together in the land of the free. But the daily details are more difficult. For a start, in explaining this concept to a child growing up in the U.S. racial mix, what language should be used?

There are 43.6 million children attending public schools in America³, and 2.6 million of them don't speak English, an increase of 76% in the past decade. Whether these students should be taught in their parental language, in the English of their new home or in bilingual classes⁴ has suddenly become a national issue. Citing the close Quebec secession vote in Canada⁵ as a "warning signal," U.S. House Speaker Newt Gingrich⁶ said last week, "We should insist on English as a common language. That's what binds us together." Senate majority leader

and Republican presidential candidate Robert Dole⁷ recently made it an element of his campaign, declaring, "We must stop the practice of multilingual education as a means of instilling ethnic pride or as a therapy for low self-esteem⁸." Dole last week endorsed legislation to make English the "official language" of the U.S. He says he would not seek to ban the country's many bilingual education programs, provided they "ensure people learn English in a timely fashion."

A "timely fashion" is a difficult expression for someone wrestling with English.⁹ But many critics of polyglot America¹⁰ are more direct than Dole: two pending proposals would virtually dismantle the Federal Government's 27-year support for bilingual schooling¹¹, congressional budget cuts under consideration would slash present funding as much as two-thirds¹². Behind these moves lies a backlash against immigration and affirmative-action programs to help minorities as well as an impatience with the failures and ideological strictures of some bilingual programs.¹³

The biggest test of the language melting pot is in the five states where three-quarters of the young newcomers live: California, New York, Florida, Texas and Illinois. New York City classes, for example, are now taught in Spanish, Chinese, Haitian Creole, Russian, Korean, Arabic, Vietnamese, Polish, Bengali and French. In California the demographic change has been the most breathtaking. Thirty years ago, the state's schools were more than three-quarters filled with white, non-Latino children. Today that proportion has dropped to 44%. A quarter of California's 5 million public school students "do not speak English well enough to understand what is going on in a classroom," according to a 1993 report of a state watchdog agency¹⁴. The agency charged

that California's bilingual bureaucracy had "calcified into a self-serving machine"¹⁵. . . an ideologically based program more concerned with the intrinsic values of bilingualism and biculturalism than with teaching English¹⁶. "

In much of America, school districts are divided on how to tackle this problem. At the elementary school in Columbus Junction, Iowa, where a third of the students are offspring of Hispanic meat-packers, principal Becky Furlong fears federal budget cuts will wipe out her bilingual kindergarten. In De Queen, Arkansas, principal Cindy Hale has no plans to use Spanish for teaching the Latino children of local poultry workers — now a quarter of her students. "The quicker they adapt to speaking English," says Hale, "the better off they are." School boards differ sharply on how non-English speakers should be taught. Some, whether by choice or because of a lack of bilingual teachers, place immigrant children in sink-or-swim English immersion classes¹⁷. Others offer a bilingual aide in the classroom to help translate. Some schools give special classes to teach English as a second language. Others teach all or some classes in the children's native language until they can manage in English.

In suburban Westminster, a city of 72,000 people southeast of Los Angeles, 78% of the students do not speak English well enough to follow a standard American curriculum. The first-grade classrooms at the Neomia B. Willmore School reflect two approaches. In one English immersion class, teacher Judy Nguyen plays the piano while her 29 pupils attempt "My country 'tis of thee,"¹⁸fading away uncertainly as they reach the line, "Land of the Pilgrims' pride."¹⁹About half the children are Vietnamese speakers; nine are Hispanic. But the classroom books are all in English, as are the wall posters listing the days of the week and