Preface

*China's Own Critics* presents a selection of thirteen expository essays from the 1920s to the 1980s written by influential Chinese intellectuals on controversial issues of their time, such as the emancipation of women, the reforms of the Chinese language, the implementation of modernization techniques, and freedom and patriotism. We have selected a few essays on each topic with opposing views. It is hoped that such an arrangement will provoke classroom discussion.

Interdisciplinary in nature and aided by accompanying Chinese audio tapes, this textbook is aimed at advanced students (i.e. students with at least two years of language training) who are interested in reading original documents.

Since the nineteenth century, when contact between China and the Western world became widespread, the introduction of Western ideas and values, together with the inability of China's own traditional culture to meet foreign challenges, have raised grave questions in the minds of Chinese intellectuals about China's future. Questions concerning the extent to which the Chinese tradition should be preserved, or whether it should be entirely replaced so that a better nation may be built, have been the focus of heated debates among the intelligentsia. An appraisal of the general intellectual climate of that time is thus the key to a more complete understanding of any political or cultural facet of modern China.

These issues provide the framework of this textbook. The anthology includes thirteen essays. Each of the thirteen texts is followed by a detailed glossary, annotated in English, with suggested topics for class discussion. An index at the end of the book allows students easy access to the vocabulary items. Each section is preceded by an introductory essay in Chinese and English, written especially for the anthology, to provide students and teachers with essential background information.

Today, there are many collections of modern Chinese short stories available, some from the May Fourth period (ca. 1917-25), some from the 1930s. Recently, several readers have been published covering the post-Cultural Revolution period (1976-86). However, almost all of these publications focus on literature. This overemphasis on literature engenders the following problems for advanced level students: 1. The language used in short stories is usually too
colloquial, particularly in dialogue sections, and students who are interested in expository writings are not provided with correct models. 2. Although short stories are interesting and reflect society from a literary point of view, they rarely discuss important intellectual issues. And yet, it is just these issues that most interest advanced American students of Chinese. The essays selected for inclusion in this new textbook discuss some of the most important intellectual debates from the 1920s to 1940s. These essays are an essential training ground for students who plan to use scholarly documents in their research. Since the topics themselves are highly controversial and debatable, the textbook will also serve to stimulate class discussion.

There is a widely accepted belief that only a story with a plot can attract the interest of students, that expository writing is too dull. We have found this premise to be false. When used in advanced Chinese courses at Princeton and at the Middlebury College Chinese Summer School over the past two years, the manuscript of this textbook has received an overwhelmingly enthusiastic response.

Critics may point out that since most of these articles were written from the 1920s to 1940s, their language is out-of-date. It is true that there may be one or two terms in each article that are no longer in colloquial use. However, we would like to argue that the editors of modern Chinese textbooks often put too much emphasis on the importance of the "timeliness" of the language and not enough emphasis on the "stability" of the language. As far as the language is concerned, the articles selected for this anthology may not represent the most up-to-date speech on the streets of Beijing, but they do represent the models of vernacular Chinese writings.

This textbook project was sponsored by the Consortium for Language Teaching and Learning. We especially thank Mr. Peter Patrikis, the Executive Director of the Consortium. Without his unfailing support and encouragement, this textbook could not have been completed. Ms. Claudia Lee and Mr. Matthew Roberts have taken pains in editing and proofreading the English glossary of this textbook; Mr. Ryan O'Connell has prepared the index. We are deeply indebted to their efforts.

Chih-p'ing Chou
Joanne Chiang
Der-lin Chao
Princeton University
Oct 14, 1992
序

“现代汉语高级读本：中国知识分子的自省”是为学过两年以上现代汉语的学生而编订的。在选材上，我们集中在五四以来近代中国知识分子所最关切的几个争论上。在所选的十三篇文章里，大致可以归类为“妇女解放”、“现代化”以及“自由与爱国”三个论题。在文章的安排上，我们是以类相从，而不是以难易长短定其先后。这些文字体现了中国知识分子在新旧交替时期对中国文化和社会所做的自我批评、分析与阐释。

这本教科书与坊间现有教材最大的不同是：在内容上，不是文学作品选读，而是偏向于思想史的论说文。时下美国三年级以上的对外汉语教材，绝大多数是文学创作，亦即近代或现代短篇小说选读。然而小说并不能为美国学生提供写作的范本。因为美国学生不写中文则已，一旦要用到书写的能力，不是应用文就是论说文，用中文来写小说的可能真是小之又小。如果在学习的过程中，我们始终不让学生接触应用文或论说文，又如何能寄望他们将来写出象样的文章来呢？

论说文之所以不受语言教师注意，有一部分是受了错误观念的影响：常把“严肃”与“枯燥”或“无趣”联想在一起，似乎严肃的文章绝引不起学生的兴趣。其实论说性质的文章，主题明确，有实质的内容，更能确切的反映社会，讨论问题。当然，我们绝不是说：所有的论说文都比小说更适合于做对外汉语教学的读物。我们只是说：在语言学习过程中，小说有其体裁上的局限，而论说文则不应该被忽视，置于一个次要的地位。
在文体的选择上，我们主张由小说转向论说文；在内容上，我们主张由抒情的叙述转向充满争议的批评，争议是引起讨论的基本原因，四平八稳不带多少意见的文章是引不起话题来的；在意见上，我们不避极端，越极端越能给学生以深刻的印象。

就对外汉语教材来说，内容是为语言服务的，而语言是不为内容服务的。换句话说，我们首先要考虑的是，学生能从这些教材中学到多少语言，而不是从这些教材中学到多少中国文化或历史。当然，语言和内容若能兼顾，这是最理想的选材，但在两者不能得兼的情形下，我们宁可将语言作为优先考虑。有些人总想在语言教材中，做些弘扬中国固有传统文化之类的工作，结果使语言教科书在趣味和生动上打了很大的折扣，同时也达不到弘扬文化的初衷，这在我们看来，是一个错误。

就高级对外汉语教学的选材来说，在行文上，我们不避五四前后略带文言的白话文，因为这样的文体，在白话文的发展上，有其历史意义。我们觉得许多语言老师对文字的“及时性”未免太过敏感，只要看到一、两个稍不时髦的名词，就说这些材料过时了。语言老师一方面固然应该注意到语言与时俱进的“变异性”；但另一方面也不应该忽略了语言文字也有他的“稳定性”。“及时性”高的语言，“稳定性”往往偏低。文革时期一些最流行的术语，而今还有谁用？这是语言的及时性高反而容易过时的最好例子。

为了便于教学，我们在文章的长度和典故的引用上，做了一定的控制和删节，但尽可能地保持了原作的精神和气势。除了课文以外，我们也做了词汇、词语例句、讨论题目及索引，并录制了一套录音带，作为辅助教材。
这本教材是在语言教学协会的资助下完成的。我们要向协会的执行长浦培德先生表示由衷的感激。他的远见、鼓励和支持是我们能够在两年之内完成这本教科书的重要原因。萧云、饶猛志仔细校对了英语词汇部分并更正了一些错误，欧瑞安为我们编了全书的索引。我们在此向他们三位深致谢意。

周质平  杨  政  赵德麟
一九九二年十月十四日
于普林斯顿大学