

[3]李森:关于教学动力分类的探讨[J],教育理论与实践,1998,(4).

[4]马克思恩格斯选集:第3卷[M].北京:人民出版社,1972.

Essence and Features of Teaching Motive

LI Sen

(Southwest Normal University ERI, Chongqing 400715 China)

Abstract: Teaching motive is a basic theoretical issue of modern teaching theory as well as a practical issue of teaching process. In about 50 years, Chinese and foreign scholars explain it in different views, give it various implications and diverse theories of teaching motive. Their research achievements contribute to the revelation of teaching motive essence but fail to bring about a commonly accepted conclusion. We should start with analysis of the concepts related to the issue, inquire into its essence and, on this basis, comprehensively analyse its features.

Key words: teaching motive; essence; features

[责任编辑:王永政]

●文史札记●

《史记》“省略例”补议

徐仁甫先生《史记注解辨正》附《史记校读举隅·辨省略》(四川大学出版社1993年版),揭示了《史记》记事的“省略例”。如其文云:“《酈生列传》:‘酈生因言六国从横时……沛公喜,赐酈生食。’按:‘沛公喜’上节略了一段记酈生言辞。”“《游侠列传》‘而猥以朱家……郭解’等。按:上文曰‘汉兴有朱家、田仲、王公、剧孟、郭解之徒’,此言朱家、郭解等,明举五人之首尾以赅括中间,其有省略可知。”徐先生所论,甚为精道。

今循徐先生之法,似还可得《史记》“省略”之一例。

《史记·屈原贾生列传》“太史公曰”:“余读《离骚》、《天问》、《招魂》、《哀郢》……悲其志。”省略部分当是“《渔父》”、“《怀沙》”二篇篇目。在《屈原列传》的传文中,史迁所涉及的屈原作品有《离骚》、《渔父》和《怀沙》。对《离骚》是述其意旨,如云“屈平疾王听之不聪也,谗谄之蔽明也,邪曲之害公也,方正之不容也,故忧愁幽思而作《离骚》”云云;对《渔父》是用作史料,即“屈原至于江滨,被发行吟泽畔”至“又安能以皓皓之白而蒙世俗之温蠖乎”一段;对《怀沙》是载其全文,云“乃作《怀沙》之赋,其辞曰”(下录全文,即“陶陶孟夏兮,草木莽莽”至“明以告君子兮,吾将以为类兮”)。盖因已在传文中载录了《渔父》、《怀沙》二篇,故“太史公曰”列举所读屈原代表作,不再提及这两篇。此亦古人行文蒙前而省之例。历来学者对此似未有识(徐先生书中辨《屈原贾生列传》有28条,亦未及),各新式标点本则作“余读《离骚》、《天问》、《招魂》、《哀郢》,悲其志”,似皆有失。(大明)