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Zhuanglin Hu

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Preface to the Second Edition

In 1996, with the approval of the leaders of Peking University and the School of Foreign Languages, I went through the retirement procedures on time following the university regulations. For various reasons, I somehow became involved in metaphor research and wrote a textbook *Metaphor and Cognition* in 2003, which was published by Peking University Press. And I have explained all these things in the preface of the first edition.

Unexpectedly, 14 years later, Ms. Liu Wenjing, the editor of the foreign language department of Peking University Press, approached me at the beginning of the year and said that this book was already sold out. The publisher intended to reprint it and asked for my opinions on whether some revisions and additions were needed. Due to the rapid development of computer technology, the original CD-ROM for storing files cannot be used anymore. But Ms. Liu organized some staff to make an electronic version of the whole book, which relieves me of the burden of typing it all over again. In addition to being grateful, I can only begin revision in a rush.

Revision is far more complicated than I had thought, because at the same time, I needed to work on other books and papers and attended some conferences. More importantly, as an 85-year-old man, my eyesight, energy, and memory are not as good as they used to be, so it is difficult to review what I have written, collect new materials in the last decade or so, and catch up with the latest progress of this topic. In this way, it took me a whole year to get somewhere.

In this version, apart from the improvement of expression, one or two sections of new content are added to each chapter, especially the progress of domestic research.

It should be noted that in terms of subject research and development, after 40 years of reform and opening up, we have not only introduced Western views but also domestic scholars have made remarkable achievements in the research and development of this subject. For this reason, Chap. 19 "Metaphor and Translation" has been added to the revised edition, hoping that this will be helpful to teachers and students of translation major that has gained development and attention in this century. Some content has also been added appropriately in other chapters.

This revision is certainly an improvement over the first edition, but it is still far from the expected academic standard. I hope that the readers of this book, teachers,

students, and especially the experts in metaphor research, can provide valuable opinions so that I can continue to realize my wish of "living and learning".

I was worried that the Spring Festival would affect the third proofreading of the second edition. But unexpectedly, just like the situation of the first edition, the COVID-19 suddenly hit. In this way, in response to the country's call, I stayed at home and completed the proofreading task, participating in the fight against the virus with positive actions and showing my greetings and support to patients and medical workers.

Beijing, China Zhuanglin Hu
June 2018

Preface to the First Edition

Metaphor and Cognition has finally been completed. It took me seven or eight years to finish this book in my old age. At first, I just tried to write some articles but then I determined to write a book. It is hard to describe the happiness and sadness in this process and I have dealt with all the sadness by myself. Here, I would like to explain some things happening during the writing of this book and share some fun with readers.

I have read many master's theses and doctoral theses, and a common pattern is that the authors often thank their supervisors in the preface. On the contrary, I want to give thanks to my students. At the end of 1995 when my visiting study at the Chinese University of Hong Kong was coming to an end and I began to prepare for my return to Beijing, then my student Fan Wenfang (now a professor at Tsinghua University) sent me an e-mail, saying that she was going to study the "grammatical metaphor" of systemic functional grammar, especially the "textual metaphor" part that seldom gained attention at the time. I was stunned for a moment, because my peers had discussed this topic in the past, and they all agreed that the grammatical metaphor was not an easy topic to work on, and it was hard to produce good results. For this reason, I seldom got to know materials in this aspect myself. But I don't want to violate a principle that I guide students: don't limit the development of young people with my shallow knowledge. A tutor in the liberal arts is not the same as one in the sciences. Science tutors often play the role of "boss". After receiving the funding for their projects, they recruit doctoral students to work together. However, liberal arts tutors have very little funding. It was said that many societies had to be canceled because they could not hand over 100,000 yuan in funds. Since tutors can't afford to support their students, students have more freedom to choose their topics. What is more, in liberal arts, more emphasis is placed on cultivating students' ability to criticize and innovate, so I let her choose this topic. In this way, I spent my last month in Hong Kong to collect and copy some materials about metaphor. In the following days, Fan Wenfang and I worked very well together. I had full confidence in her thesis. I remember when her defense was arranged, I first gave up the qualification to vote and not to participate in the thesis defense committee. On that day, I did not show up because I did not want my presence to make her nervous,

and neither did I want the judges to make allowances for her. That afternoon, I sat in another room, waiting for the good news that her thesis passed. After Fan Wenfang completed her studies, she did one thing that I would never forget. Like all young people, when it is time to work hard, she worked hard. And when it is time to relax, she enjoys her relaxing time. And at that time, it is time for her to enjoy the beautiful life besides study! She generously moved all the materials and books she collected over the past three years to my house, and this allowed me, an old man, to continue my study. Therefore, after the defense, the students enjoy their relaxing time while the tutor devoted himself to study. The books Fan Wenfang gave me include *Metaphors We Live By* by Lakoff and Johnson, *Women, Fire and Dangerous Things* by Lakoff, *Metaphor and Thought* edited by Ortony, and related works by systemic functional grammar scholars. These books are very helpful for me to have a basic understanding of metaphor.

In 1996, I volunteered to retire, and thanks to the leaders of the university and the personnel department, I completed the procedures during the summer and could then enjoy a free life. I chose to go far away to visit families in Atlanta and watch the Olympics. My second son, Hu Wei, booked tickets for table tennis, gymnastics, women's volleyball, weightlifting, and other games for my wife and me half a year ago. In addition to cheering up for the Chinese athletes, I engaged in metaphor study. Sometimes I went to the libraries of Georgia State University, Georgia Tech University, and Emory University in the city to browse and print some materials. At this time, some very immature ideas emerged from time to time. For example, maybe I could write some articles based on the materials I had read, or I could teach a course for graduate students. The former idea was more practical. I could not be idle, and I always wanted to do something. The latter idea was soon given up by myself because I knew that I have already retired and I did not have the energy to go back to teaching. But at this juncture, Lu Gusun, the director of the Department of Foreign Languages and Literatures of Fudan University, sent me an e-mail to invite me to give lectures. He and I had gone to Seoul to attend an academic conference. I am older than him, but he is more learned than me. The letter was sincere and asked me to suggest some courses for him to consider. I am not a person who would say "no", not to mention that I was invited by him. And I could also revisit my hometown (according to my parents, my hometown used to be in the Wujiaochang area near Fudan). So I accepted the invitation and made a list, such as "general linguistics", "linguistic theories and schools", "systematic functional grammar", "stylistics", "discourse analysis", and "semantics". At that time, I also boldly included a topic "language and metaphor" apart from all the courses that I had taught in the past. And out of my expectation, Lu asked me to have this course instead of all the other courses that I was familiar with or had lecture notes. At that time, I had only written one or two articles, and there was no lecture note. However, I have no choice. Fudan is such a prestigious school with its students repeatedly winning in the National English Major Examination CET-4 and CET-8. Fortunately, after years of exercising, I became an old athlete, and my blood pressure did not rise due to tension. From Atlanta to Beijing, I raced against the clock and used these months before going to Fudan to prepare the first half of the lecture notes. After arriving at Fudan University in April 1997, I prepared for the

course at the hotel while giving a lecture. The 486 laptop that my oldest son bought me worked then. At that time, I started smoking again, hoping to look for inspiration. The first thing that the attendant did when he cleaned my room is to open the window to provide me with some fresh air. The idea of writing a book appeared from this period.

In the autumn of 1998, a young man came to me. At first glance, I believed that he was a scholar. This young man was neither tall nor burly. He was fair-skinned, gentle, and courteous, with a lively aura in his eyes hidden behind his glasses from time to time. The young man told me that his name was Zhang Pei and came from Taiyuan, Shanxi Province. He was a post-graduate student from Fudan University and his supervisor professor was Lu Gusun. Now, he was studying for a master's degree under the guidance of Mrs. Yue Daiyun at the Comparative Literature Center of Peking University. He said that he was one of the students attending my course "Language and Metaphor" at Fudan University. He became interested in metaphor after that, and he came to Peking University to study metaphor. Obviously, Brother Lu Gusun was right when he asked me to teach this course, and my hard work lived up to his appreciation and the expectations of Fudan students. After Zhang Pei came to Peking University, I was also invited to participate in his opening report, qualification examination and defense. Later, he came to the English Department to study as a postdoctoral fellow. Whenever I read Zhang Pei's papers, and whenever I got along with Zhang Pei, I admired him for his diligence, his comprehensive knowledge of both Chinese and Western, and his deep and quick thinking. After five years of learning, he has already established a place in the field of metaphor, leaving me far behind. Still, I asked Zhang Pei a lot of things. The theme of Chap. 9 of this book was originally "诗学隐喻 (shī xué yǐn yù)". After discussing with Zhang Pei, I accepted his opinion and changed it to "诗性隐喻 (shī xìng yǐn yù)".

I thought I could write a book on metaphor research in two or three years, but I did not make it for two reasons. One reason was that many monographs on metaphor have been published in China, such as *Studies in Metaphor* by Dr. Shu Dingfang, and Zhang Pei's doctoral dissertation waiting to be published. It might be superfluous for me to write a book. Another reason was that after retirement, there were more things that I needed to deal with. In addition to supervising doctoral students, there were various plans and tasks out of expectation such as giving lectures, attending conferences, writing books, requesting manuscripts, reviewing manuscripts, writing prefaces, participating in doctoral defenses, writing letters of recommendation for going abroad, promotion and scientific research projects, answering questions for middle school students, etc. I was overwhelmed. Several times, considering that I had no time to sort out the manuscript, I planned to give up. I did not need to put too much pressure on myself, and I had as much time and energy to do as much work. However, the unexpected thing happened again (this always happened to me). In April 2003, a fight against SARS that shocked the whole country and the world flared up! Overnight, all meetings stopped, my doctoral students disappeared, and the swimming pool of the Post and Telecommunications Sanatorium that I frequently went to was closed. The Centennial Lecture Hall of Peking University did not arrange performances. The street lamps were not on. My community no longer welcomed

visitors. We had to show our resident ID cards when we entered and left the community. The north gate of the community did not allow Peking University students to enter Tsinghua University. Everyday, there was true and false news spreading to each other. I also received many calls from home and abroad. I tried to explain to them that my wife and I were living well; I was grateful to all the relatives and friends who called me. Dating back to the three-year difficult period in the early 1960s, we all had to promise that we would have rest and avoid edema. If we stayed at home, we could not get SARS, but I still promised myself that I would not be SARS-phobia! In this way, apart from watching TV to learn from the anti-SARS warriors, especially the medical workers, I actually had time to complete the bidding materials for the general high school English textbook project of Beijing Publishing House and began to write some of the chapters of this book. In the end, there was still time to sort out all the manuscripts, and I finally completed a task that I could not imagine for several years. Human life is limited, and human opportunities are fleeting. In this sense, this book was produced during the fight against SARS, and it was an achievement of fighting against SARS-phobia.

Beijing, China Zhuanglin Hu
July 2003

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