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科學知識叢刊 **戰時中國之科學** 定價二元

李約瑟著 徐賢恭 劉建康譯

本書是英國李約瑟博士 (Joseph Needham) 的演講集。作者在抗戰時期，遍歷我國西部各省，將中國西部各省科學在戰時的狀況，以及中國科學家在戰爭與流亡之餘，繼續為科學家而努力的情形，寫成本書。譯筆忠實流利，為現代科學家之必要參考書。

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本書係一考據短文集，可分為四類：一為隋唐音樂，一為民間故事，一為古代典籍，一為文物風俗。作者或列證西方文獻，或爬疏中國卷帙，汰偽返真，訂疑辨異，都信而有徵，足供治文史者以寶貴的參考。

社會科學叢刊 **民主政治與加拿大**

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本書內容分九章，說的雖是加拿大，但重在說明人民在一般的民主政治下權利義務及生活方式，從憲法、政治、財政、法律各方面，加以生動而淺顯的敘述。讀者可以很容易明瞭民主政治的真義。

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THE STUDY OF FOREIGN LANGUAGE IN CHINESE SCHOOL

By OSVALT SUNNE

A celebrated English philosopher and statesman has succinctly¹ observed: “*Studies serve for delight, for ornament, and for ability².” This is especially true of the study of foreign languages, for the pleasure, refinement and knowledge that one derives from such studies are, indeed, boundless. Therefore, *by all means³, let our schools pay due attention in their curriculums to the study of foreign languages.

A survey shows that at present English is the first, and often the only, foreign language taught in most Chinese schools. This is not surprising as it is but natural result of a century's cultural, political and economic contact between the Chinese and *the Anglo-Saxon nations⁴. There can be little *divergence of opinion⁵ on the desirability and usefulness of the study of English, but where the methods and materials of instruction in our schools are concerned, there is room for much improvement.

English is now taught in nearly every province in China; in colleges, universities, junior and senior middle schools, and sometimes even in primary schools. One of the chief aims of teaching foreign languages in middle schools is to enable the student to use them as tools for *advanced academic studies⁶ in college. But is the majority of middle school graduates preparing to enter college? This is hardly the case. With the exception of the “Lucky few”, most middle school graduates have to *embark upon⁷ a career and begin the serious business of *earning a living⁸.

1. succinctly [sək'sɪŋktli], 簡略地. 2. (按此為 1561-1626 英國哲學家 Francis Bacon 語). 3. 必定, 決然. 4. 英國民族的國家. (按 Anglo-Saxon 為 1066 年諾爾曼人征服英國以前居住英國的條頓民族之一系). 5. 意見的歧異 (divergence [dai'vɜ:dʒəns], 相違, 相左). 6. 高級的學術研究. 7. =set up, start. 8. 謀生.

Should we not, therefore, make some distinction¹ in our foreign language courses for those who will continue their studies after graduation from middle school and are prepared to enter college, and for others who will enter the business world directly upon graduation from middle school?

Desirable as it may be, this distinction, nevertheless, is seldom observed in our schools at present. *For instance², while interesting to *the prospective collegian³, difficult passages from English literature are of little use to future businessmen, to whom practical English courses in conversation and correspondence would be of far greater value.

Years of observation and contact with Chinese students have revealed one surprising fact to this writer—that the average middle school graduate, after studying English for six or eight years, can seldom speak English fluently. Often, he neither understands English when spoken to, nor can he write a simple business letter in English without making mistakes. It is not uncommon to find that sometimes even college students, including juniors and seniors, cannot understand simple news reports printed in English magazines. When they go to the cinema to see a Hollywood “talkie⁴” they often have to wear *a pair of ear phones⁴ and rely on the verbal translation of a Chinese interpreter.

During the frequent, intimate talks of this writer with Chinese schoolboys, he has discovered one of the main reasons for their considering the English language a difficult subject. Simply stated, this is: In spite of the growing intercourse⁶ between China and the Western countries and the increasing use of the English language in social contacts, the average Chinese student has little chance to speak or hear English outside his classroom. In most Chinese families, English is neither spoken nor understood, and the student, after leaving the classroom, has no practical opportunity of applying his theoretical knowledge of English.

1. 分界, 分別 (此處指畢業後繼續升學學生與畢業後就業學生, 兩者在外國語課程上應有的分別). 2. (For instance 是舉實在的事例; for example 是舉譬喻的例子). 3. 未來的大學生 (著重在指現在的中學生, 畢業後可能升大學者). 4. 有聲電影. 5. 一副耳機. 6. 交際.

Even the classroom is not very helpful. The teacher merely reads the text and explains it in Chinese, having neither the time nor the interest to talk to his pupils in English. The reading method, while useful in correcting the student's pronunciation, certainly is not as effective as the direct method—*the Berlitz method¹, for instance—of teaching fluent conversation. Since English is a living language, we should teach our students not only to read and write, but also to speak it, for in actual business life conversational is far more important than written English.

Touching on instruction material, this writer wishes to express his dissatisfaction with most of the English readers which are in current use in our schools. The arrangement of material is often illogical, neglecting words and phrases in daily use and giving undue importance to classic selections. In this respect, one cannot but express admiration for certain French readers—“*Les Lectures Infantines²” and “*Les Extraits des Ecrivains Français³,” for instance—which are far superior to most English readers available on the market, both in arrangement and presentation of material.

The way English grammar is taught in some Chinese schools is really as astounding as it is wasteful and inefficient. Quite often, at the end of a semester⁴ only the first few chapters of a textbook on English grammar have been covered. With the beginning of the next semester a new and more advanced textbook on English grammar *deal with⁵ nouns, pronouns, adjectives and adverbs, in the first few chapters, leaving the more difficult parts of speech, namely verbs, prepositions, and conjunctions to the last chapters. Therefore, after studying English grammar for four or five years, the student often has a sound knowledge of nouns, etc., though only a superficial grasp of verbs and their connectives.

Why not finish the textbook in two semesters, if one is insufficient? Or else, if both textbooks are required, why not rearrange the material in such a way that the student may have an opportunity to study verbs as well as nouns?

(To be concluded)

1. (Berlitz 氏所倡之一種直接語言教學法). 2. 兒童讀本. 3. 法國名著選.
4. semester [si/'mestə], 學期. 5. 討論.

THE CHILD IN THE PARK

By K. S. MACGREGOR

園裏的孩子

歌 願 譯 註

The child kicked the stone along the dusty, winding path, following it from side to side wherever it went, and *scuffing her shoes¹ in the soft, grey earth. She was intently occupied, as though nothing mattered except kicking and following, following and kicking.

The late afternoon sun made a lacy, golden pattern, slanting through russet² leaves on to the grass. The neat, symmetrical, perfectly tended *flower-beds³ blazed triumphant⁴ colour on either side as she scuffed along, tracking the stone. It rolled perversely, close in to the grass verge. She followed relentlessly, and with painstaking exactitude poked with the toe of a dusty brown sandal⁵ until at last the pebble shot neatly into the middle of the path about a couple of yards ahead. Now it was in an

小孩沿着塵埃很多的曲折的小徑踢着石子，隨着石子從左邊跟到右邊，從右邊跟到左邊，她拖着鞋子在鬆軟灰色的土地上向前走。她聚精會神地玩着，好像除開踢石子追石子、追石子踢石子以外，什麼都不在乎。

下午將晚的陽光斜穿過黃褐色的樹葉照在草地上，映成一片花點斑斑很美的圖樣。她在拖着腳步踢着石子的時候，那些整潔對稱而且照料得很週到的栽花的地方，向四面發出得意的顏色。石子任性地滾動到極靠近草地的邊緣。她毫不放鬆的跟着，用滿染塵埃的黃橡皮鞋小心準確地踢着，一直到後來石子踢到路中央大約有六英尺的面前。正好

1. (將鞋子靠着地面滑着或拖着走路)。 2. 黃褐色的。 3. (園裏一塊一塊種滿花卉的地方謂之 flower-beds)。 4. 得意的。 5. (一種鞋跟不墊高的平底輕快的橡皮鞋)。

ideal position for a good, hearty kick, and the child ran forward eagerly. It was a fine, straight kick, and she watched, satisfied, as the stone careered¹ along, finally coming to rest almost at the feet of a tall man, who sat on one of the park benches.

He was looking towards her and sitting very still. She shaded her eyes with her hand. The sun was brilliant. When she shaded her eyes, she could see that he was young. She supposed so, anyway. He didn't have whiskers like Grandpa, and his hair was thick and brown. He didn't smile, but his face looked pleasant. She stood motionless.

"Hi," she called. Her voice was clear and high-pitched in the quiet, sun-steeped park.

He seemed to hesitate, then answered, uncertainly, "Hullo, there."

"Kick it," she shouted. "Kick it back."

He smiled, but, to her surprise, continued to sit quite still, looking towards her. Slowly, because she was *a trifle warm², she sauntered³

是在一個可以好好盡心盡意踢它一脚的理想位置，小孩興沖沖的跑上前去。來個精巧而筆直的一踢，石子飛奔向前，最終差不多停在一個坐在公園凳子上的高個子的腳邊。她看着心裏很滿足。

那高個子很靜默的坐在那裏向她望着。她用手蔭住兩眼。因為太陽很是耀亮。她蔭住兩眼以後才看出那人很年輕。至少是她以為他很年輕。不像祖父那樣有鬚鬚，他的頭髮厚密而且棕黃。他不笑，但面容很快樂。她站着不動。

『喂，』她叫喚着。在這恬靜的陽光籠罩着的公園裏，她的聲音是清脆而尖銳的。

他好像在猶豫，然後茫然的答應道，『喂，那邊的人呀。』

『踢它呀，』她喊着說。『把它踢過來。』

他微露笑容，但是仍然靜默地坐在那裏向她望着，她很奇怪。因為有點不大稱心，她慢慢地走過

1. 直衝，急奔。 2. 有點不悅。 3. sauntered ['sɔ:ntəd], 緩步，閑步。

up to him, bent, and picked up the stone. He was still smiling, and she gazed up at him, curiously. He was very sun-burned, and now that she was close, she saw he had a moustache—a thin, dark line on his upper lip—like Daddy.

“Hullo,” he said again, in his uncertain voice. “What are you up to?”

“Nothing,” she replied. “I am hot. May I sit down here?”

“Oh, sure,” he answered, and she scrambled up, her feet dangling some inches above the grey dust.

“Did you get your ball?” he asked.

“Ball? What ball?”

“Weren’t you kicking a ball?”

She gazed up at his face. He didn’t seem to be looking at her at all. “That was a stone,” she explained. “This stone. Look.” She held out the small grey stone on the palm of her hand.

“Oh,” he said. “Sorry.”

“Why didn’t you kick it back to me?” The young voice held no note of accusation.

“Because I can’t see,” replied the young man. “I’m blind.”

去到他前面，彎身下去，拾起石子。他仍是在微笑着，她奇怪地舉目望着他。見他皮膚晒得很黑，因為她現在走得近了，她看見他有一撇鬍子——在他上脣薄薄漆黑的一撇——像父親一樣。

『喂，』他以躊躇的聲音再說道。

『你來做什麼呀？』

『沒有什麼，』她回答說。『我很熱。我可以在這裏坐坐嗎？』

『啊，當然可以，』他回答道。她便爬了上去。兩足懸在離地數英寸的空中擺動。

『你找到了你的球嗎？』他問。

『球嗎？什麼球？』

『你剛才不是踢着一只球嗎？』

她朝上望着他的臉孔。他却似乎全不在看她。『那是一只石子，』她解說道。『就是這只石子，你看。』她把在她掌心裏的灰色小石子伸出來。

『啊，』他說道，『對不起。』

『你為什麼不把它踢過來給我呢？』這小孩的聲音並未帶一點怨恨的語調。

『因為我看不到，』那年輕人回答。『我已瞎了。』

“Oh,” said the child. She did not apologize. She was as young as that. “Do you mean you can't see me—now?”

“I can't see anything at all.”

She stared straight into the deep, dark-blue eyes, which seemed at last to have found her face. “you look as if you're seeing me,” she remarked, soberly¹.

“Do I?”

“Yes. Are you sure you don't see me just a little?”

“Quite sure.”

She looked down at the stone in her palm, and she looked over at the green, cropped² grass, at the pond in the distance, glinting gold and silver. “I wouldn't like to be blind,” she said. “Why do you have to be blind?”

The young man leaned against the back of the seat, his blue eyes on the innocent face of the child. There was relaxed, relieved air about him. “I haven't always been blind,” he explained. “Not always. Only since I got my eyes hurt in the war.”

『啊,』小孩子說. 她並不因為說過兩莽的話而抱歉. 她就是那樣不懂事的年輕法子. 『你是不是說你不能看見我——現在這個時候?』

『我什麼都看不見.』

她一直凝視着他那深深陷進去的深藍的眼睛, 這些眼睛最後好像看見了她的臉. 『你的樣子好像是在看着我.』她莊重的說.

『我看着你嗎?』

『是的. 你確實一點也不能看見我嗎?』

『確實是如此.』

她往下看看她掌上的石子, 再望過去遠處池邊青翠修短的草兒發出金銀的光輝. 『我不願瞎了眼睛,』她說. 『你為什麼一定要瞎了的呢?』

青年靠着座位的靠背, 眼睛朝着小孩天真的臉龐. 周圍是一種舒適自由的空氣. 『我並非一向都是瞎的,』他解釋着說. 『並非一向都是. 祇自我在戰爭中傷了我的眼睛以後才瞎了.』

1. = solemnly, calmly. 2. 剪短了的.

She swung the dusty little sandals. "Did you fight in the war, too?" she asked.

"Yes."

"Did it hurt when your eyes got blind?"

"No. Not at first. Later."

"Does it hurt now?"

"No. Not now."

She looked across the path, thoughtfully¹. "There's a boy over there," she reported, "near the trees, and he's standing on his head. And there's a dog, rolling on his back." She stared up at him again. "I wish you could see," she said. "I wish you could see the dog, too."

"Yes," replied the young man.

They fell silent. He continued to lean against the seatback, grateful for the early evening heat of the sun on his face. He felt good. Better than he'd felt in a long time. It was the child, he thought. He could speak to the child. He could bear to be spoken to by her. He felt normal, a person again, for a little while.

她搖擺着她滿是塵埃的小橡皮鞋。『你也在那個戰爭裏打仗的嗎?』她問。

『是的。』

『你眼睛瞎了的時候痛苦嗎?』

『不，起初並不。祇是後來才難過。』

『現在痛苦嗎?』

『不，這個時候不會。』

她心裏很體諒地望過路的對面。『那邊有個男孩，』她告訴他說，『是在樹邊，把頭栽在地上倒立着。還有一頭狗，背着地在打滾。』她再往上看看他。『我希望你能够看就好。』她說。『我希望你也能看得見那頭狗。』

『不錯，』青年回答。

他們靜默下來。他還是靠在座位靠背上，深感傍晚陽光照在臉上溫熱的舒適。他覺得很好，比許久以來所感的一切都要好些。他想就是因為這個孩子吧。他能和這孩子談談，也能聽這孩子談談，暫時他覺得他正常了，他重新成爲一個人了。

(To be continued)

1. 體諒地。

THE TOWERS OF SILENCE**

By ROBERT L. RIPLEY

It is a beautiful morning. I walked along in the brilliant sunshine from the *Taj Mahal Hotel¹ to the Apollo Bunder. In the distance mounts *Malabar Hill², the highest point in the city. *Above its verdant top³, *high in the azure sky⁴, *were sailing in slow and graceful circles⁵ the vultures of the Parsees⁶.

It was the funeral hour in the Towers of Silence and these winged scavengers⁷ were sailing in from the mountains *for their feast of human flesh⁸.

I watched them *gliding round and round⁹, until suddenly they all *swooped downward¹⁰ and *were gone from sight¹¹—then I knew a *funeral procession¹² had arrived at the gates.

Calling a Gharri¹³ I soon arrived at the gates of the Towers of Silence on top of Malabar Hill.

The Parsees' custom of *giving up their dead to vultures¹⁴ is 3,000 years old.

To them¹⁵ it is *the most natural and sanitary way¹⁶. *In addition¹⁷ *it does not pollute the elements which they adore¹⁸.

Fire is too *highly regarded¹⁹ by them *to allow it to be polluted by burning the dead²⁰; water is almost equally respected;

**印度的拜火教徒最崇拜火，認為將屍體火化實有褻瀆火了，所以相習為葬，即將屍體給與兀鷹去吃。這沉默之塔，便是他們為葬之所。作者 Ripley 曾游歷 122 個國家，對各國的奇風異俗，皆有文字記述。

1. (孟買最大的旅館名)。 2. (孟買最高的山)。 3. 在那綠的山頂上。 4. 高高在青天上。 5. 慢慢地優雅地在飛着轉圈子。 6. 印度的拜火教徒。 7. 吃腐肉的動物 (winged scavenger 即指兀鷹)。 8. 為着它們來吃人肉的盛饌。 9. 團團打轉地在空中一再飛翔。 10. (看到了獵物) 突然從空中飛下來。 11. 不見了。 12. 送葬的行列。 13. 馬車。 14. 將死者給兀鷹吃。 15. =the Parsees. 16. 最自然而衛生的方法。 17. 加之。 18. 又不褻瀆他們所崇拜的要素。 19. 太尊重了。 20. 不能以焚燒死者來褻瀆火。

*so is the earth¹. *Hence this singular and gruesome mode of interment².

The Towers are *five in number³, *cylindrical in shape⁴ and about twenty-five feet high. They are situated in a beautiful and restful⁵ garden on the highest point in the city. *Steps lead up to the only aperture⁶ in the walls, a small iron door *set several feet above the ground⁷. In each case this leads to a circular gridiron-like⁸ platform *composed of large stone slabs⁹ *hollowed out to receive a body¹⁰.

There are *three graduated rows of these receptacles¹¹. This number was selected to *accord with¹² the *three moral precepts of Zoroaster¹³:

“Good deeds. Good words. Good thoughts.”

The outermost row is *reserved for¹⁴ men, the second for women, the innermost for children. In the centre is a well *five feet in diameter¹⁵.

*No living being ever enters¹⁶ the Towers other than the white-clad¹⁷ Nasasalars to whom *are entrusted the last sad rites¹⁸. All around the parapets¹⁹ crowd the huge vultures, watching and waiting. The dead are placed naked in the grooves²⁰, and *in less than an hour²¹ only the skeleton²² remains. This is left in the sun to bleach²³ and dry and then the carriers of the dead cast them into the well where they *crumble to dust²⁴.

Bombay, India.

1. 土地也要同樣地被尊重的。 2. 才有這種異常而陰慘的葬法。 3. 爲數有五。 4. 形如圓筒。 5. 肅靜的。 6. 石級升到唯一的入口。 7. 裝在離地數呎之上。 8. 焙器似的。 9. 由大的石板構成的。 10. 剜一洞以容納死體。 11. 那種容器有三列。 12. 一致。 13. 古代波斯國教 Z. 教的始祖 (紀元前一千年時) 所設的三戒條。 14. 保留爲。 15. 直徑五呎。 16. 生人誰也未進去過。 17. 白布包着的。 18. 委於最後可悲的儀式。 19. 雉堞; 胸牆。 20. 溝。 21. 不到一小時。 22. 骸骨。 23. 曬。 24. 粉碎而成灰塵。

SUCH A WARRIOR

怎 樣 的 戰 士

By LUSIN (魯迅)

DONE INTO ENGLISH BY TUNG SINAN (董星南)

要有這樣的一種戰士——
已不是蒙昧如非洲的土人而背
着雪亮的毛瑟鎗的；也並不疲憊
如中國綠營兵而却佩着盒子礮。
他毫無乞憐於牛皮和廢鐵的甲
冑；他只有自己，但擎着蠻人所
用的，脫手一擲的投槍。

他走進無物之陣，所遇見的都
對他一式點頭。他知道這點頭就
是敵人的武器，是殺人不見血的
武器，許多戰士都在此滅亡，正
如礮彈一般，使猛士無所用其力。

There shall be such a warrior——
No more uncivilized as an abori-
ginal of Africa with a shining
mauser on his shoulder, nor languid
as a green-bannered soldier of China
with a pistol at his belt. He shall
not have the least need to resort
to the cowhide and the armour
and helmet made of scrap-iron; he
shall have his self only, but be
equipped with a javelin used by
the savages to be darted forth
from the hand.

He shall enter the battle-field of
nothing in which all that come in
his way shall nod to him in a
uniform manner. He shall know
that these nods are nothing but
weapons of the enemy, weapons
that kill people without blood to
be seen, and that many a warrior
has fallen here just because these
nods, like cannon balls, afford the
brave no opportunity to give play
to their valor.

那些頭上有各種旗幟，繡出各樣將名稱：慈善家，學者，文士，長者，青年，雅人，君子，……頭下有各樣外套，繡出各式好花樣：學問，道德，國粹，民意，邏輯，公義，東方文明，……

但他舉起了投槍。

他們都同聲立了誓來講說，他們的心都在胸膛的中央，和別的偏心的人類兩樣。他們都在胸前放着護心鏡，就爲自己也深信心在胸膛中央的事作證。

但他舉起了投槍。

他微笑，偏側一擲，却正中了他們的心窩。

一切都頹然倒地；——然而只有一件外套，其中無物，無物之物已經脫走，得了勝利，因爲他

Over their heads there shall be banners of various descriptions embroidered with various honorable titles: philanthropists, scholars, men of letters, elders, youths, men of taste, gentlemen, Below their heads there shall be cloaks in various fashions embroidered with various exquisite patterns: learning, morality, national essence, public opinion, logic, justice, Oriental civilization,

But he shall lift up his javelin.

They shall declare on oath with one voice that they have their hearts located at the centre of their breasts, unlike the other human beings who have their hearts located one-sided. The fact that all of them are equipped with breast-plates shall serve them as a proof of their strong conviction that they have their hearts located at the centre of their breasts.

But he shall lift up his javelin.

He shall dart it forth to one side with a smile, but hit them home in the very pits of their stomachs.

All of them shall fall down on the ground disheartened; — but in each's place there shall be only a cloak under which there is nothing. The thing that is nothing

這時成了戕害慈善家等類的罪人。

但他舉起了投槍。

他在無物之陣中大踏步走，再見一式的點頭。各種的旗幟，各樣的外套，……

但他舉起了投槍。

他終於在無物之陣中老衰，壽終。他終於不是戰士，但無物之物則是勝者。

在這樣的境地裏，誰也不聞戰叫：太平。

太平……

但他舉起了投槍！

一九二五年十二月十四日。

shall slip off victorious, for he shall have by then become a murderer of the philanthropists and the like.

But he shall lift up his javelin.

He shall walk about with great strides in the battle-field of nothing and once and again come across the nods in a uniform manner, the banners of various descriptions, the cloaks in various fashions, and ……

But he shall lift up his javelin.

After all he shall grow aged and decrept and end his life at a good, old age in the battle-field of nothing. After all he shall not be a warrior, while the thing that is nothing shall be the conqueror.

In such a realm no one shall ever war-cry: a universal peace.

A universal peace ……

But he shall lift up his javelin!

Dec. 14, 1925.

QUIZ

1. Can the President be arrested in the U.S.A.?
2. What would happen if an irresistible force met an immovable object?
3. What does the Bible say is the root of evil?
4. Why are policemen called cops?
5. Why are opals considered unlucky?

(Please turn to answers on page 20)

MODEL SENTENCES

張 其 春 輯

INFINITIVES, GERUNDS, AND PARTICIPLES

- 15.01 *To spend* too much time in studies is sloth; *to use* them too much for ornament is affectation; *to make* judgement wholly by their rules is the humor of a scholar.
—Bacon.
- 15.02 *To be* or *not to be*—that is the question. —Shakespeare.
- 15.03 *It* is easier for a camel *to enter* in through a needle's eye, than for a rich man to enter into the kingdom of God¹.
—Bible.
- 15.11 The whole system at Oxford is *such as to put* a premium on genius and *to let* mediocrity and dullness go their way.
—Leacock.
- 15.12 But what perplexed us most was, to think who could be so base *as to apperse* the character of a family so harmless as ours, too humble to excite envy, and too inoffensive to create disgust.
—Goldsmith.
- 15.13 Every man ought so to contrive *as to live* within one's means.
—Smiles.
- 15.14 If ever you travel with a Scotchman from Edinburgh to London, you may observe that he does not take his eyes off the country the train goes through. He looks out of the window all the time, *so as not to* miss a pennyworth of the money he has paid for his place. —Max O'Rell.
- 15.21 *To make* the weeper laugh, and laughter weep,
He had the dialect and different skill,
Catching all passion in his craft of will. —Shakespeare.

1. See 1.41—1.44.

- 15.31 When they hear her gentle voice calling them they are *only too glad to obey*, and like obedient children, come and go at her bidding¹. —National Reader.
- 15.32 One is always surprised *to encounter* a poet who is ruddy and stout. —Mencken.
- 15.33 You will be relieved *to hear* that there will be no war. —Doyle.
- 15.34 A human being shut up in a room, of which every crack is closed, with a pan of burning charcoal, falls asleep, *never to wake* again. —Kingsley.
- 15.41 "Alas, how my head aches!" she said wearily—"to say *nothing of my poor heart.*" —Stevenson.
- 15.42 *To do her justice*, she was a good-natured notable woman. —Goldsmith.
- 16.01 *Introducing* a fine woman to you is *casting* pearls before swine². —Shaw.
- 16.11 But I own to you when I cast an eye on this globe, or rather on this little ball, I *cannot help thinking* that God has abandoned it to some malignant being. —Voltaire.
- 16.12 If the world be *worth thy winning*.
Think, O think it *worth enjoying*. —Dryden.
- 16.21 There is a pleasure sure.
In *being mad* which none but madmen know. —Dryden.
- 16.22 The choicest gold is to be had *for the digging*. —Todd.
- 16.23 The table appeared, and on the table was wine and savoury meats; whatever the soul desired was there *with the wishing*. —Bain.
- 17.24 Any one who would profit by experience will never be *above asking* help.
- 17.25 Science is only about 200 years old, and, *far from shrinking* in its influence, is steadily expanding its area into agriculture as well as handicrafts. —C. A. Beard.

1. See 5.81—5.82. 2. 1.51—1.52.

MISCELLANEOUS NOTES ON ENGLISH GRAMMAR

文 法 雜 拾

B O T H

1. both.....*as well as* 的說法.

A as well as B (與 B 同樣地 A 也) 是將 AB 略分輕重, 即把 A 看得比 B 略為重一點, 換言之, B 不過是用來幫助解說關於 A 的事而已. 例如: I as well as you *am* a student (我和你同樣的是一個學生), 其中的敘述詞和第一個名詞 (或代名詞) 一致, 可見主體還是 A, 即本例句中的 I. 可是這個 *as well as* 的意義, 有時竟失去了它原來的作用, 終於變得和 *and* 完全相同的感覺了, 使人把 A B 二者置於對等的地位 (敘述詞也就採用複數形了), 如 Gibbon 便曾寫有 *Homer as well as Virgil were transcribed and studied* (荷馬以及維琪爾都被抄寫而研究了) 的句子, 如果照文法上講當然應該把 *were* 改為 *was* 才是.

因為 *as well as* 既令人發生了與 *and* 同樣的感覺, 所以在另一個 collection 的 both.....*and* 中, 竟把 *and* 換用為 *as well as* 的, 也大有人在, 從文法上看起來 both.....*as well as*, 當然是不對, 因為 *as well as* 中的 *as well*, 其自身已經是一個指示副詞, 而最後一個 *as* 便是關係副詞, *as well* 原是可以換為 *both* 的, 則 both.....*as well as*, 豈不就可以換寫為 both.....*both as*, 其不通已明如觀火, 故在下舉之例中, 必得把 *both* 刪去, 或是把 *as well as* 改為 *and* 才行.

He has figured prominently *both* in the carters' strike, in which many of his members were involved, *as well as* in the more recent railway strike. (他在他那許多會員都參加了的貨車夫的罷工中, 以及在最近的鐵路罷工中, 都大顯了頭角).

The metrostyle will always be of exceeding interest, *both* to the composer *as well as* to the public. (那種體形會時常引起作者和一般人很大的興趣吧).

'Which' differs from 'who' in being used *both* as an adjective *as well as* a noun. (which 作為一個形容詞或是作為一個名詞, 用法都是與 who 不同的).

2. 多餘的 both.

把 both 加在 equal(ly), alike, at once, between 等字上的例句, 習見不鮮, 但 equal 等字本身之中早已包含了 both 之意, 若再加用 both, 便成爲關門閉戶掩柴扉的用法了. 這當然是多餘的, 在下列諸例句中是應該把那些斜體字刪去的, 如果不好刪的話, 就刪去 both 也成.

If any great advance is to be *at once* both intelligible and interesting. (任何大的進步是要既能理解, 又有興趣).

The current shifted the mines, to the *equal* danger both of friend and foe.—*Times* (因爲潮流把水雷的地位改變了, 對友敵雙方都有危險).

But to the ordinary English Protestant *both* Latitudinarian and High Churchmen were *equally* hateful.—J. R. Green (但是對於普通的英國新教徒, 廣教派和高教會派都同樣地可恨).

3. both.....and 的形式.

在 both A and B 的形式上, A 與 B 在文法上看來是有同等價值, 而無分軒輊的. 不過在 A 或 B 上加前置詞或冠詞時, 便成爲問題, 而有了分別待遇, 例如 *Both in India and Burma*, 這雖是一般習用的說法, 但是錯的, 其正當的形式, 應作

(a) *Both in India and in Burma.*

(b) *In both India and Burma.*

同樣地 *both the Indians and the Burmese* 是對的, 但說 *both the Indians and Burmese* 嚴格地講來就不對了, 雖則一般人都是這樣用的. 還有 *the both Indians and Burmese* 的一個形式, 從論理上看來固然很對, 但實際上都沒有人這樣說.

4. 作爲 emphasis 的 both 的誤用.

both 作爲形容詞用時, 意爲 the two persons (or things) and not only one; 作爲代名詞用時, 意爲 the two and not only one, 是一種加重語氣的說法 (and not only one 卽 emphatic), 可是人們常把這個 and not only one 的加重的部分忘記, 而單拿來用作 the two (*adj.*, *pron.*) 或 they 的代替了. 當然不把 the two 或 they 來 emphasize 也是用者的自由, 不過爲要加強語氣而任意以 both 來代替 the two 或 they, 實在是很大的錯誤. 茲舉例說明如下:—

(a) *Both* fought well. (兩個人打得不錯).

(b) To settle the matter *both* fought.

(爲要解決那件事兩人格鬪了).

今試就 (a), (b) 比較一下. (a) 卽 *The two and not only one* fought well. (不是一個人, 而是兩個人都打得不錯), 這種 emphasis 似乎是必要的. 但是在 (b) 的情形便不同了, 卽 To settle the matter *the two and not only one* fought. (爲要解決那件事不是一個人, 而是兩個人格鬪了), 這便有點不通, 一個人是不能格鬪的, 必得有個對手才行, and not only one 加在此地, 就有同畫蛇添足, 而且在事實上反而說不過去了. 現在再舉幾個用 *both* 的 false emphasis 的例如下:

Both thieves divided the booty. (賊雙方分了贓物), 這當然應該用 *The two* 的.

Both men had something in common. (二人有點共通的地方), 讀者也許就問 with whom? 實際當然是 with each other 之意, 但爲什麼不用 *the two, the men* 或 *the two men*, 甚至單用一個 *they* 字呢?

At present there is a complete divergence in the proposals of *both* Governments. (目下兩政府的提案完全相反). 不要 *both* 用而單用 *the* 或 *the two* 就行了.

WHAT'S THE DIFFERENCE?

The young schoolteacher had just finished telling a small boy the story of a lamb that had strayed from the flock and been eaten by a wolf.

"You see," she said, "had the lamb been obedient and stayed in the flock, it would not have been eaten by the wolf, would it?"

"No, ma'am," answered the small boy. "It would have been eaten by us."

—*Watchman-Examiner*

ON TALKIE ENGLISH

美國電影英語

第七. 關於警察、裁判、牢獄等

警察 (Police officer) 一個名詞的俗語很多, officer, cops, copper, 如 patrolman, sham, shamos 等皆是.

Hey, boys! Cut that out. The *cops* are coming. (喂, 朋友! 不要幹了, 警察來了呀.) cut out 意為 stop.

I ain't scared of *cops*. I ain't, I tell you. (我不怕警察. 我真不怕.)

No *cops* are going to get me tonight. (今晚我決不會被警察抓住的.)

Officer, check up his record. (巡官, 請你查一下他的經歷.) check up 為查閱. check 則為對照之後, 完全相合, 例如 The finger prints *check*. (指紋完全相合.)

拘捕除普通的 arrest 外, 當有 nail, pinch, 至於 handcuffs 則是手鍊.

The police will probably *lock her up* in the cell. (警察大概會把她關到地窖裏的.)

監牢叫 big house, 又可說 coon, calaboose, gaol, penitentiary (略作 pen) 等. jailbird 是囚犯, warden 是看守.

偵探叫 dict (即 detective 之略), sleuth, spotter 等 crook 是常習犯.

尾行是 to tail, 追蹤是 to track.

嚴重的拷問叫 third degree, 隨便問一下是 first degree.

處死刑 (電刑) 為 send to electric chair.

Out with it, quick! (趕快招吧!) own up 是自認.

Well, Steve, we're on a *hot scent*. Have you out of here in no time. (喂, 斯狄佛, 我們得到了有力的線索. 馬上就要把你從這裏放出去的.)

I'm afraid they're *done for*. (他們恐怕已經被幹掉了.)

You got here in the nick of time. (你在危機一髮的時候到了.)

When they open that door, *I'll let 'em have it*. (只等他們一開那扇門, 我就要把他們打死的.) it 指 bullet.

Well, you won't find him at home, Tom. He's *botted*. (哼, 你不會在家裏找到他的, 托孟. 他已經逃走了.)

Hit it for the upper reaches of the river. (到河的上游去吧.) hit for 向.....出發.

ANSWERS TO QUIZ on page 13

1. Theoretically the President of the United States cannot be legally arrested for any act whatsoever, even the commission of murder. His person is inviolable during his term of office and he is beyond the reach of any other department of the Government except through the cumbersome process of impeachment. If a President were impeached, convicted and removed from office he would then be subject to arrest like any other private citizen. Of course the President may be arrested by mistake, or he may submit to arrest voluntarily.
2. This question presupposes impossible conditions, according to all known laws of matter and energy. The terms *irresistible force* and *immovable object* are mutually exclusive. If a force is irresistible it will move any object in its path; or, in other words, there can be no immovable object in respect to an irresistible force. On the other hand, if an object is immovable no force can move it; which is another way of saying that there is no irresistible force in respect to an immovable object. Since the existence of the two conditions cannot take place at the same time, it is impossible to say what would happen if they did exist. The question is reduced to an absurdity by a careful definition of the terms. You cannot conceive of an irresistible force meeting an immovable object any more than you can conceive of two men, each one taller than the other.
3. The Bible does not say, as is popularly supposed, that money is the root of all evil. It says that *love of money* is the root of all evil, which is a different thing. *I Timothy 6:10* says: "For the love of money is the root of all evil: which while some coveted after, they have erred from the faith, and pierced themselves through with many sorrows."
4. *Cop* as applied to policemen is supposed to be derived from the old English verb *to cop*, meaning to catch, to get hold of, to *nab*. This meaning of *cop* is retained in the slang expression *to cop off*, which means to grab or to make away with something sought by others. In England a policeman is still often called a *copper*, namely, one who cops or catches offenders. According to the *New English Dictionary*, *cop* was applied to policemen as early as 1859. The verb *cop* itself has been traced back in the English dialect to the seventeenth century. The theory that *cop* was originally the abbreviation of *constabulary of police* is unsupported by evidence. There is, however, another theory which perhaps deserves mention. In 1829 Sir Robert Peel, who

established the Irish and English constabularies of police, organized the first modern police force in London. Members of Peel's police force were dressed in blue uniforms with large copper buttons. These conspicuous copper buttons, it is said, give the police the some *copper*, which has been shortened into *cop*. Policemen in London are still called *peelers* and *bobbies* after the Sir Robert Peel, who was affectionately known as "Bobby" Peel.

5. The origin of the superstition that the opal is an unlucky stone and will bring misfortune to its owner is obscure. Among the ancients the opal was prized above most other precious stones. According to Pliny, a Roman senator named Nonius had a large and beautiful opal which was valued at five hundred thousand dollars. Nonius preferred exile to letting the opal fall into the hands of Mark Antony. Some writers believe the superstition about opals being unlucky dates back only to the fourteenth century, when they were unfavorably associated with the black death. In those days it was said in Italy, particularly in Venice, that such gems worn by persons stricken with the plague suddenly turned brilliant and then lost their luster when the owner died. Others believed it originated in the mythology of Scandinavia. The *Edda* tells of a Norse god who fashioned a gem from the eyes of children. This gem was called *yarkstein* and may have been the opal. The unfavorable association of the opal with the eyeballs persisted for centuries. During the reign of Queen Elizabeth a man named Batman wrote: "The optallius (opal) keepeth and saveth the eye of him that bear and dimmeth other men's eyes so that it in a manner maketh them blind, so that they may not see what is done before them, so that it is said to be the patron of thieves." The National Museum says much of the modern supersition no doubt owes its origin to Sir Walter Scott's story entitled *Anne of Geierstein*, which was published in 1829. This superstitious prejudice against the opal became a real obstacle in the way of its commercial distribution. The opal was a favorite with Queen Victoria who did much to reinstate the stone into public favor. She demonstrated her preference for the gem in many ways, partly no doubt in the interests of her subjects in Australia where fine opals are produced. When an opal mine was opened in that country the British queen wore some of the stones in an effort to popularize them. Only a few years ago an Australian firm, because of the superstition, undertook to exploit opals under the name *iridots*, which was suggested by the Greek word meaning rainbow.

(Continued)

TURMOIL

SECOND PART OF THE *ECLIPSE* BY MAO TUN
 TRANSLATED FROM THE CHINESE BY CHIEN GOCHUEN

動 搖

茅盾原著——錢歌川英譯

這便是方羅蘭趕回家看見太太時的心情。方太太正和四歲的孩子玩耍，看見丈夫意外的早歸，並且面色發沈，以為黨部裏又有困難問題發生了，正要動問，方羅蘭已經半粗厲的喚女僕來把孩子帶去，拉了太太的手，向臥室走，同時說：『梅麗，來，有幾句要緊話和你談一談。』

方太太忐忑地跟着走，進了臥室，方羅蘭往搖椅裏坐下，把太太擁在膝頭，挽住她的頭頸問道：

『梅麗，今天你一定要對我說為什麼你近來變了，對我總是冷冷的。』

『沒有，我是和平常一般的啊。』方太太說，並且企圖着脫離方羅蘭的擁抱。

This was Fang Lo-lan's mood when he arrived home and saw his wife, who was playing with the four-year-old child. Fang Lo-lan called the maid-servant huskily to take away the child and took his wife's hand to lead her to the bedroom. The latter had noticed that he had returned home much earlier than usual with a heavy face, so she thought it must have been in connection with some difficulties at headquarters and was about to ask him when he said: "Come along, Mei-li, I have something important to talk to you about."

Madame Fang followed him despondently. When they were in the bedroom, Fang Lo-lan sat in a rocker, holding his wife on his lap with his arm round her neck.

"You must tell me," said the husband, "why you have changed lately, Mei-li, and are always cold to me."

"No, I'm just as usual," said Madame Fang, trying to escape from his embrace.

『有的，你是冷冷的，爲什麼呢？什麼事叫你不快活？梅麗，你不應該瞞着我。』

『好了，就算我是冷冷的，我自己倒不理會得。在我這面，我倒覺得你是改變了。』

『嘿，不用再裝假了。』方羅蘭笑了出來。『我知道，你又是爲了孫舞陽，是不是？』

方太太奪去了現在撫到她胸前的方羅蘭的手，她覺着丈夫的笑是心刺的，她只淡淡的回答：

『既然你自己知道，還來問我？』

『你和張小姐她們倒說。梅麗，你背後議論着我。』

方太太掙脫了被挽着的頸頸，沒有回答。

『你不應該不信任我，反去信任張小姐，外邊的謠言侮蔑我，你不應該也把我看得太低，孫舞陽是怎樣一個人，你也看見過，我平常行動如何，你還不明白嗎？我

“But you are; you are cold. Tell me, what makes you unhappy? You should not keep secrets from me, Mei-li.”

“Well, even if I am cold, I don't perceive it myself. On the other hand, I rather feel you have changed.”

“Oh, don't pretend any more,” Fang Lo-lan laughed, “I know you are worrying on account of Sun Wu-yang, aren't you?”

Madame Fang felt her husband's laughter piercing her heart, and pushed away the hand which had now reached her breast.

“Why should you ask me since you know already?” she answered coldly.

“You have told even Miss Chang and others, but not me. You have gossiped about me behind my back, Mei-li.”

Madame Fang did not answer but freed her neck from his embrace.

“It is wrong that you should confide, not in me,” Fang Lo-lan added, “but in Miss Chang. The rumours outside insult me, and you make light of me. What sort of a woman Sun Wu-yang is you already know; as to my behaviour, I don't think you have any doubt.

對孫舞陽的態度，前次說得那樣明白堅決，你還不肯相信，不信罷了，爲什麼問你還是不說呢？梅麗，你這樣對待丈夫，是不應該的！你歧視我，不信任我，看低了我，都是沒理由，沒根源的，你不承認你是錯誤了嗎？』

方太太的秀眼一動；從那一瞥中，你看得出她的不滿意；但她又低了頭，仍沒回答。

『你的喫醋，太沒有理由了，依你這性兒，我除非整天躺在家裏，不見一個女子，不離開你的眼，但是這還成話嗎？梅麗，你如果不把眼光放大些，思想解放些，你這古怪多疑的性兒，要給你無限的痛苦呢！我到今天，才領教了你這性兒。但是，梅麗，從今天起；就改掉了這個性兒。你是我的好妹妹，好妹妹，你聽我的話，你要信任我，不要再小心眼兒，無事自擾了。』

I explained to you my attitude towards Sun Wu-yang very clearly and precisely last time; why don't you believe me? If you don't believe, why don't you say so when you are questioned? You are wrong, Mei-li, to treat your husband like this. You have no reason, no cause to treat me as a stranger, to lack confidence in me, and to look down upon me. Don't you admit your mistake?"

He saw from her glance that she was displeased; she still said nothing but bent her head down.

"It is quite unreasonable for you to be jealous. I cannot satisfy you unless I stay at home all day long, not visiting any woman nor going out of your sight; but how can this be done? If you don't widen the scope of your vision and release your ideas, my darling, I am afraid you will be annoyed without end by this eccentric and suspicious temper of yours. I have not known your temperament until this day. But, my dear, pray change your temper from today. You are my dear sweetheart, I know you will do what I tell you. Believe me, don't make much ado about nothing." (To be continued)

**CURRENT ENGLISH SLANG WITH
ILLUSTRATIONS**

俚俗用語例解

R—(續)

Red letter day; A: an auspicious day celebrated in a special way. 吉日, 可慶賀的日子。

“It’s their wedding anniversary and naturally *a red letter day*.”

那是他們的結婚紀念日, 當然是一個可慶賀的日子。

Reef; To take in a: to cut down living expenses. 節省生活費用。

“He’ll have *to take in a reef* a bit if he expects to save anything at all for the rainy day.”

他得節省一點生活的開支, 如果他想儲蓄點錢以備不時之需的話。

Right hand man; A: a friend on whom one chiefly depends. 心腹, 手邊最重要的人。

Ring hollow; To: to sound false and insincere. 不像真的。

“His account of his pitiful condition *rings pretty hollow*.”

他說的他那可憐的情形不像是真的。

Riot; To run: to throw off restraint. 雜亂。

“His imagination was running riot in his last novel.”

在他最後一部小說中, 他的想像雜亂極了。

Roads lead to Rome; All: there are many ways of carrying out a plan but they all lead to one objective. 手段不同, 目的則一。

“Let’s have as many suggestions as possible. *All roads lead to Rome*, you know.”

我們不妨多有一些提議。你知道, 條條大道通羅馬。

Rocks ahead; There are: danger menaces. 有危險的威脅。

“There are *rocks ahead*, so be careful. There are many who are jealous of your new appointment.”

前路危險，必得小心。嫉妬你這新差事的人正多着呢。

Rub; There's the: the obstacle, the difficulty. 問題就在那裏。

“Did your father give you the consent?”

你父親同意的嗎？

“*There's the rub*. If he'd only give his approval everything would be simple.”

問題就在那裏。只要他許可了，一切就簡單了。

Rub it in; To: to reproach another by emphasizing his shortcomings. 特別指出某人的缺點而加譴責。

“He's been *rubbing it in* the whole week about my going to sleep on duty. I'll bet he told a dozen fellows about it.”

整個星期他都在說我不該在辦公時間瞌睡。他至少對十幾個人說過了。

Rubbed out; To be: to be murdered. 被殺害。

Prof. S. S. Shu was *rubbed out* on the 18th Feb., 1448, at Taipeh.

許壽裳教授於一四四八年二月十八日在台北被殺害。

Run short; To: to be insufficient. 不足，缺乏。

“We have *run short* of writing paper.”

我們的信紙不夠了。

Rut; In a: no new or fresh ideas. 頭腦遲鈍。

“Not having access to any new books. I'm *in a rut*.”

久不接近新書，我頭腦都遲鈍了。

Rushes; To get one's: to be in funds or fortune. 有錢。

“If I *get my rushes* again, I'm making a round-the-world trip.”

如果我再發了財的時候，我就要去繞地球旅行一次。

THE USAGE OF PREPOSITIONS

By H. SAITO

IV. "FOR" OF LOVE AND REGARD

(17) "For" of Liking

I have a liking for him.

We have seen that *For* of Desire (*to wish for, long for, etc.*) is used after Nouns derived from Verbs governing *For*

I felt a **longing for** a sight of my home.

The people felt a **craving for** peace and order after years of war and anarchy.

I have **no desire for** wealth or fame.

The form—**to have a desire for**—naturally comes to be used in expressions of *love, liking* or *fondness*, to express different shades of meaning. Compare:—

- (a) { **To like:**—I *like* him.
To have a liking for:—I *have a liking for* him.
- (b) { **To love:**—He *loves* drink.
To have a love for:—He *has an unconquerable love for* drink.
- (c) { **To be fond of:**—He is *fond* of long words.
To have a fondness for:—He *has a fondness for* long words.
- (d) { **To be partial to:**—He is *partial* to this school.
To have a partiality for:—He *has a partiality for* this school.

Hence all other expressions of *love* or *liking*:—

- (e) **To have a fancy for:**—He *has a fancy for* her money.
- (f) **To have a passion for:**—He *has a passion for* gambling.

- (g) **To have a taste for:**—The girl *has a taste for* art.
- (h) **To have an inclination for:**—The boy *has an inclination for* study.
- (i) **To have an affection for:**—She *has a mother's affection for* her pupils.
- (j) **To have a predilection for:**—Everyboy *has a predilection for* certain branches of knowledge.
- (k) **To have a weakness for:**—He *has a weakness for* fine clothes.
- (l) **To have a relish for:**—The Americans *have a great relish for* novelty.
- (m) **To have an appetite for:**—The ignorant *have an appetite for* the marvellous.
- (n) **To have a stomach for:**—The enemy *had no stomach for* fighting.
- Etc. etc.*

Note 1:—Nouns of *Dislike* are followed by the Preposition *To*.

compare:—

I like him = I have a liking for him.
I dislike him = I have a dislike to him.

Hence the following expressions:—

- (a) **To have an aversion to:**—He *has an aversion to* any kind of work.
- (b) **To have an antipathy to:**—Some people *have an antipathy to* cats.
- (c) **To have a disinclination to:**—Disappointment in love gave him *a disinclination to* the sex.
- (d) **To have a repugnance to:**—Heroism is the triumph of lofty sentiment over *an instinctive repugnance to* pain.
- (e) **To have an objection to:**—*Have you any objection to* my going?
- Etc. etc.*

Note 2:—The word *fancy* is followed by *to* in a single instance.

Compare:—

- | |
|--|
| <p>(a) To have a liking (or fancy) for anything.</p> <p>(b) To take a fancy (or liking) to anything.</p> |
|--|

Compare:—

- { I have **taken a fancy to** this picture.
 { This picture has **taken my fancy**.

(18) “For” of Regard

I have a sincere regard for him.

The form “*to have a liking for*” is used in expressions of *regard* or *respect*.

- (a) **To have a regard for:**—Some newspapers *have no regard for* truth.
- (b) **To have a respect for:**—The men *have a great respect for* their officers.
- (c) **To have an esteem for:**—I *have a great esteem for* his abilities.
- (d) **To have a reverence for:**—She *has a reverence for* her husband.
- (e) **To have a contempt for:**—He *has a sovereign contempt for* orthography.
- (f) **To have a kindness for:**—I bear him no ill-will; on the contrary, I *have a kindness for* him.
- Etc. etc.*

Note 1:—Other verbs (*to show, feel, entertain, etc.*) may take the place of *to have* in this construction.

I **entertain the highest regard for** him.

Avoid men **for** whom you **feel no esteem**.

Note 2:—The word *regard* is followed by *to*, when used in the sense of *care* or *indifference*. Compare:—

He **has no regard for** others' feelings.

He **has no regard to** appearances.

Note 3:—The word *kindness* is usually followed by *to*, and *for* is used when the word is used in the sense of *regard* or *goodwill*.

Compare:—

{ He has shown **kindness to** me.
 { He has done a **kindness to** me.
 { I have (or feel) **a kindness for** him.

(19) "For" of Aptitude.

The girl **has an aptitude for** languages.

The form "to have a liking for" is naturally used with such words as *aptitude*, *genius*, *talent*, etc. Compare:—

- { He **has a taste for** poetry.
 { He **has a genius for** poetry.
- (a) **To have a genius for:**—He *has a genius for* mathematics.
- (b) **To have a talent for:**—He *has a talent for* business.
- (c) **To have a capacity for:**—He *has a great capacity for* work.
- (d) **To have a turn for:**—The boy *has a turn for* experiments.
- (e) **To have an aptitude for:**—He *early showed an aptitude for* languages.
- (f) **To have an eye for:**—He *has an eye for* the picturesque.
- (g) **To have an ear for:**—*Have you an ear for* music?
- (h) **To have a head for:**—I *have no head for* calculation.
- (i) **To have a hand for:**—He *has a hand for* all sorts of horses.
- Etc. etc.

WORLD AFFAIRS

Trieste's Return To Italy Asked By Britain, France, U.S.

Britain, the United States and France have proposed to the Soviet Union and Italy that *the Free Territory of Trieste¹ be returned to Italy.

This decision was announced by *M. Georges Bidault, French Foreign Minister², on the occasion of the signing of *the Franco-Italian customs union pact³ here in Turin⁴ on March 20. He said that the three governments had decided *to inform the Soviet Union of their decision⁵.

(A similar announcement was made at the same time in Washington.)

M. Bidault said: "I am able to bring to the Italian people some good news and hope. Trieste is a great Italian city *which the peace treaty gave the status of a free territory under United Nations control and guarantee⁶. I will not attempt *to minimize the role the French Government and I played in that adoption of this measure⁷.

"But our Italian friends know that *we had been placed in this position by considerations whose scope cannot escape them⁸," M. Bidault added.

He expressed hope that the Soviet Union would approve of the proposal.

Trieste Proposal Acknowledged By Soviet Government

The Soviet Government has formally acknowledged to Britain receipt of *the Three-Power declaration for the return of Trieste to Italy⁹, adding that the suggestion is being studied, a British Foreign Office spokesman disclosed on March 27.

The Soviet reply gave no indication of Moscow's attitude to the plan.

1. 特里雅斯特自由區。 2. 法外長皮杜爾。 3. 法意關稅同盟協約。 4. (意大利大都市) 杜林。 5. 通知蘇聯以彼等之決定。 6. 和約規定於聯合國管制與保證下予該地以自由區之地位。 7. 減卸法國政府與予在接受此項辦法中所負之責任。 8. 考慮結果已使吾人處於此種地位：即凡考慮範圍所及法國朋友必無忽視。 9. 三強對歸還特港給意大利之聲明。

Usually *well-informed quarters¹ here in London believe that the Soviet Government may *refrain from giving an opinion on the substance of the proposal² until after the Italian elections due³ on April 18.

British Withdrawal From Palestine Not To Be Affected

*The British Colonial Office⁴ *flatly denied⁵ on March 20 that *the new United States stand on Palestine⁶ affected Britain's decision to leave *the troubled Holy Land⁷.

The deadlines⁸ for the end of the mandate⁹ and *the withdrawal of troops¹⁰ are still May 15 and August 1.

Authoritative sources said that Britain has no intention of keeping troops in Palestine beyond the August 1 deadline despite the American decision *to abandon the partition plan¹¹.

They also said the British decision to relinquish¹² the *League of Nations¹³ mandate over the Holy Land on May 15 was unaffected by the American decision.

New Anglo-American discussions are made necessary by the decision.

Diplomatic quarters here in London believe the prospect of *a peaceful Arab-Jewish settlement¹⁴ is improved by the decision.

National Assembly To Open On Schedule Time

*The Convocation of the National Assembly¹⁵ at 11 a.m., March 29, is expected to have an attendance¹⁶ of 1,500 to 1,800 delegates, judging by *the eleventh hour agreements¹⁷ reached Nanking late on the night of March 28. The elected Assemblymen¹⁸ from *the Democratic Socialist and Young China Parties as well as the Kuomintang¹⁹ will pay their respects at sunrise to *the Founder of the Republic²⁰ at *the Sun Yat-sen Mausoleum²¹ before gathering at *the Assembly Auditorium²² to listen to President Chiang Kai-shek's address inaugurating the first "Parliament²³" under the new Constitution.

1. 消息靈通人士. 2. 對此提議之要旨當不表示意見. 3. 望着要到來的.
4. 英國殖民部. 5. 堅決否認. 6. 新的美國對巴勒斯坦的立場. 7. 擾攘的聖地.
8. 限期. 9. 命令. 10. 軍隊之撤退. 11. 放棄分治計劃. 12. relinquish
[ri'liŋkwɪʃ], 放棄. 13. 國際聯盟. 14. 一個和平的阿猶解決. 15. 國民大會
之召開. 16. 出席者. 17. 最後五分鐘的協議. 18. 國大代表. 19. 民社黨
和青年黨以及國民黨. 20. 民國的手創者. 21. 孫逸先陵寢. (mausoleum
[ˌmɔːsə'li(:)əm], 大而堂皇富麗的墳墓). 22. 國民大會禮堂. 23. 國會.

Keen Race To Be China's Vice-President

*The Vice-Presidential race¹ has become *all the more intensified² as the National Assembly, in which the first President and Vice-President of China under the new Constitution are to be elected, opened on the morning of March 29.

Up to now, President Chiang Kai-shek has not publicly expressed his desire *to run for the Presidency³, but messages expressing unanimous support for the candidacy for *the post of Chief Executive⁴ have been pouring in from every corner of the country.

The four avowed⁵ Vice-Presidential aspirants⁶, *Dr Sun Fo, General Li Tsung-jen, Mr Yu Yu-jen and General Chen Chien⁷ are now *making all-out efforts⁸ to push their respective *election campaigns⁹.

1. 副總統之競選. 2. 更爲緊張. 3. 競選總統. 4. 行政首長的職位. 5. 宣稱的. 自認的. 6. aspirants [ə'spaɪərənts], 候選人. 7. 孫科, 李宗仁, 于右任, 程潛. 8. 使盡全部力量. 9. 競選運動.

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