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HERTZ C. K. KÊ (葛傳槩), *Editor*

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MR CHANG YANG-NAN



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MR MIEN LOWRIE



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MR SU CHAO LUNG



MR C. S. CHOSEN TSOU



MRS RIMA T. IYE

(Further portraits inside back cover.)

現代作家像傳



JOHN MASEFIELD

John Masefield¹ is the present poet laureate² of England, appointed in 1930 on the death of Robert Bridges.³ The poet laureate is the title⁴ given to a poet who receives a stipend⁵ as an officer of the Royal Household,⁶ his duty being to write court odes⁷ etc. On the occasion of⁸ the Coronation of King George VI and Queen Elizabeth on May 12, 1937⁹ Masefield wrote a sonnet,¹⁰ which is reprinted in this issue with notes.

Masefield was born in Ledbury,¹¹ Herefordshire,¹² England, in 1874, the son of a lawyer. He ran away to sea¹³ early in life. Upon his return to England from America,¹⁴ where he had undertaken various humble occupations,¹⁵ he became a journalist and settled¹⁶ in London. He has since written many

poems, short stories, novels, plays, and essays.

In spite of the bulk of his other work,¹⁷ it is as a poet that Masefield ranks highest.¹⁸ His appointment as "Poet Laureate in ordinary"¹⁹ to His Majesty²⁰ by King George V²¹ met with general approbation and understanding.²² He has been called a "poet of democracy"²³ and the champion²⁴ of "the man with too weighty a burden"²⁵—*The Editor*.

[注] 1. John (dʒɒn) Masefield ('meisfi:ld), 姓名. 2. poet laureate ('ləʊrɪt), 桂冠詩人. 3. on the death of Robert ('rɒbət) Bridges ('brɪdʒɪz), 當 Robert Bridges 死後. (Robert Bridges 係英國詩人, 於一九一三年起任桂冠詩人, 卒於一九三零年.) 4. title, 頭銜. 5. stipend ('staɪpɛnd), 薪俸. 6. Royal Household, (英國) 王家. 7. court odes, 歌頌朝廷之詩. 8. On the occasion (ə'keɪʒən) of, 在...之際; 因.... 9. Coronation ('kɒrənɪʃən) of King George VI and Queen Elizabeth (i'lizəbəθ) of May 12, 1937, 一九三七年五月十二日之英王喬治六世及王后依利薩伯之加冕禮 (參閱本誌第五期「新聞選讀」). 10. sonnet, 十四行詩. (詩體名, 每行十音節.) 11. Ledbury ('ledbəri), 英國市鎮名. 12. Herefordshire ('herɪfɔ:dʃɪə), 英國郡名. 13. ran away to sea, 去航海. 14. Upon his return to England from America, 當彼自美返英後. 15. occupations, 職業. 16. settled, 安居. 17. In spite of the bulk of his other work, 彼雖他種著作甚多. 18. it is as a poet that he ranks highest, 彼在詩人界之地位最高. 19. in ordinary, 常任的 (非暫時的). 20. His Majesty ('mædʒɪsti), (英王) 陛下. 21. King George V, 現任英王之父, 於去年卒. 22. met with general approbation and understanding, 受大眾之贊成與諒解. 23. democracy (di'mɒkrəsi), 民主主義. 24. Champion ('tʃæmpjən), 擁護者. 25. the man with too weighty ('weɪti) a burden, 負擔過重之人. (指平民; 此語引自 Masefield 所作 "A Consecration" 一詩.)

THE EDITOR'S PAGE 編者之頁

Observation Versus¹ Asking Questions

Is there any difference in pronunciation² between “court” and “caught”, “flour” and “flower”, “formally” and “formerly”, “gentleman” and “gentlemen”, “higher” and “hire”, “profit” and “prophet”, “saw” and “sore”? I think an average³ Englishman would answer “Yes”, and perhaps would think this question simply⁴ unnecessary. But listen to his talk, and you will⁵ find that the difference is imaginary rather than real⁶.

This is because he is not conscious of⁷ the way in which he actually speaks though he has a vague idea of⁸ the pronunciation of these words. And the same reason accounts for⁹ the fact that there are points of pronunciation and idiom¹⁰ that he denies the existence of because he thinks they are non-existent.¹¹ For instance, though he has the phenomenon known in phonetics as r-linking,¹² he would not admit that he has it; he would even say that this “‘neve rə'keɪz ”¹³ (never occurs) in any Englishman's speech. “Have got” may be given as an example about idiom. Sentences like “I have got no time” and “I have got to¹⁴ do it” are common enough, but an average Englishman would condemn the use of “got”, saying perhaps that it simply makes no sense.¹⁵ Well, he is right, and I admire his objection to superfluous¹⁶ words. But he says “have got” himself.

All this shows that observation is more important than asking questions when it comes to¹⁷ learning English conversation. And there are many everyday expressions¹⁸ that one cannot learn to use without careful observation. For instance, “Fancy!”¹⁹ is common enough, but everyone that knows this word cannot use this expression happily in conversation.²⁰

[注] 1. Versus ('vɜːsəs), 對; 與... 相比 (係拉丁文). 2. difference in pronunciation, 讀音上之差別. 3. average ('ævərɪdʒ), 一般的. 4. simply, 竟然. 5. But listen to his talk, and you will = But if you listen to his talk, you will. 6. is imaginary (i'mædʒɪnəri) rather than real, 乃想像的而非真有的. 7. is not conscious ('kɒnʃəs) of, 不覺. 8. has a vague (veɪg) idea of, 彷彿知悉. 9. accounts for, 為... 之理由. 10. idiom, 習用法. 11. that he denies (di'naɪz) the existence (ɪg'zɪstəns) of because he thinks they are non-existent, 彼因不知其存在而不承認其為存在. 12. the phenomenon (f'nɒmɪnən) known in phonetics (fə'netiks) as r-linking, 在語音學中所謂 r-linking 之現象. 13. “neve rə'keɪz”, 請注意 “never” 之末尾字母 “r” 與 “occurs” 之開首字母 “o” (讀作 [ə]) 相拼. 14. have got to..., 必須... 15. makes no sense, 無意義. 16. superfluous (sju-(:)pə'fluəs), 贅用的. 17. when it comes to, 就... 而論. 18. expressions, 語. 19. Fancy!, 試思!; 竟如是耶! 20. everyone that knows this word cannot use this expression happily in conversation, 認識此字者未必能在談話中將此語用得適當.

In bringing out²¹ this Special Issue, I cannot deny myself the pleasure of²² of thanking the writers of the special articles, which are printed in the alphabetical order of their authors' surnames²³ because I consider them all of nearly equal importance. I have read all with great interest, and whatever changes I have made in the wording²⁴ I have taken care not to alter or modify the views expressed.²⁵ Biographical information about the authors follows:

Mr Chang Yang-nan, St John's University²⁶ graduate, well-experienced teacher of English, now teaching at Hanghsien²⁷.

Mr Chi Chien, well-experienced teacher of English, translator of *The Peacock Flies South east*.

Mr William Lee, born in Dutch Guiana,²⁸ a Roman Catholic,²⁹ author of *Caught and other Stories*, now living in Hongkong; besides English, he knows French, German, and Dutch.

Mr Mien Lowrie,³⁰ well-experienced teacher of English, now teaching at Sungkiang³¹, author of *English Composition Made Easy*, *English Grammar Made Easy*, and *Talks on English Grammar*.

Mr Henry A. McNulty,³² American, well-experienced teacher of English at Soochow Academy,³³ Wuhsien.³⁴

Mr James N. Y. Pai, Shanghai College of Commerce³⁵ (now defunct³⁶) graduate, translator of *Some More Stories from the Liao Chai Chih I*.³⁷

Mr Su Chao Lung, formerly on the English editorial staff³⁸ of the Commercial Press³⁹ and the World Book Company,⁴⁰ now teaching at Kiangtu⁴¹, author of *Translation by Examples*, *Elementary English Composition*, *Standard English Punctuation*, and *Stepping-stones to Letter-writing*, translator of *A Peep into*

21. bringing out, 出版. 22. cannot deny (di'nai) myself the pleasure of, 不能使我自己不享...之樂; 我樂於... 23. in the alphabetical (\ælfə'betikəl) order of their authors' surnames, 依作者姓氏之字母次序 24 whatever changes I have made in the wording, 不論我曾在字句上作何更改 25. views expressed, 所發表之意見. 26. St John's (sɒnt dʒɒnz) University, 聖約翰大學. 27. Hanghsien, 杭縣. 28. Dutch Guiana (gi'ɑinə), 南美洲地名. 29. Roman Catholic ('kæθəlik), 天主教徒. 30. Mien (mi'en[ʔ]) Lowrie ('lauri), 姓名. 31. Sungkiang, 松江. 32. Henry ('henri) A. McNulty (mek'nalti), 姓名. 33. Soochow Academy, 桃場中學校. 34. Wuhsien, 吳縣. 35. Shanghai College of Commerce, 上海商科大學. 36. defunct (di'fʌŋkt), 不復存在的. 37. *Liao Chai Chih I*, 聊齋誌異. 38. editorial staff (stɑ:f), 編輯部. 39. Commercial Press, 商務印書館. 40. World Book Company, 世界書局. 41. Kiangtu, 江都.

English Daily Life, Readings with Chinese Translations (Book One), Selected Short Stories (First Series), and School for Scandal,⁴² annotator of *She Stoops to Conquer*.⁴³

Mr C. S. Chosen Tsou, author of *Everyday English Synonyms and Some Stories and Some Essays*; the "friend" of my *Letters to a Friend*.

Mr H. C. Tye, National Peking University⁴⁴ graduate, now teaching at Canton.⁴⁵

Mrs Rima T. Tye, Tsing Hua University⁴⁶ graduate, now teaching at Canton; wife of Mr H. C. Tye.

Mr Wang I-ting, University of Nanking⁴⁷ graduate, formerly editor of *The Chung Hwa English Weekly*, well-experienced teacher of English, author of *Famous Chinese Tales, Fifty Famous Chinese Tales, Thirty Famous Chinese Stories, Pictorial Conversation, Diagram Helps to English Grammar, and 100 Best Literary Selections from the English Bible*.

Mr Wu T'ieh Sheng, translator of *Useful Quotations and Selected Short Stories (Third Series)*.

Mr Zia Da-zung, St John's University graduate, well-experienced teacher of English, now teaching at Wuhsien, author of *Some Practical Helps to Pronunciation, and Figures of Speech*.

Mr Z. K., Boston University⁴⁸ graduate, well-experienced teacher, editor, author, and translator (see "The Editor's Page", No 3).

In writing these very brief notes I hope I have made no mistake; and surely any one of the authors would pardon me for omitting anything that he might like to have mentioned about him.

The story printed in "Selections for Study" is taken from "The American Magazine" *The American Magazine*, which is published monthly by The Crowell Publishing Company,⁴⁹ Springfield,⁵⁰ Ohio,⁵¹ U. S. A.⁵²

42. *School for Scandal*, 此係英國人 Richard Brinsley Sheridan 所著之劇本。 43. *She Stoops to Conquer*, 此係愛爾蘭 (Ireland) 人 Oliver Goldsmith 所著之劇本。 44. National Peking University, 國立北京大學。 45. Canton, 廣州。 46. Tsing Hua University, 清華大學。 47. University of Nanking, 金陵大學。 48. Boston ('boston) University, 在美國 Boston 地方。 49. The Crowell ('krouel) Publishing Company, 美國出版家名。 50. Springfield ('springfield), 美國地名。 51. Ohio (ou'haiou), 美國州 (state) 名。 52. U.S.A.=United states of America, 美 (洲合衆) 國。

Nothing is known about the author, William Corbin,⁵³ who, as can be seen from the story, must have served in the great war.⁵⁴

Towards the end of this issue are published the names of the successful contestants for our first prize contest, the essay by the winner of the first prize, and the announcement of our second prize contest. Essays by the winners of the second, third, and perhaps some further prizes will appear in the coming few issues. I hope our readers will take part in⁵⁵ the second contest with as much pleasure as they took part in the first.

After considering the suggested introduction of book reviews⁵⁶ for some time I regret to say that I am not in a position to carry out this suggestion,⁵⁷ though I am sure I should be rendering the readers a great service⁵⁸ if I did it. For reviewing books published in China, especially those relating to the study of English, would often seem to be an invidious⁵⁹ task unless honesty were to be sacrificed. While I should be the last man to⁶⁰ review books dishonestly, I am afraid I cannot well afford to⁶¹ make enemies in the English-writing and book-compiling circles⁶² in China. As to⁶³ reviewing books published in foreign countries I do not think it would be quite suitable in this MAGAZINE. I shall be ready, however, to answer questions about the nature, scope, and size of books published either in China or elsewhere to the best of my ability;⁶⁴ call a book bad or point out some mistakes in it, and its author⁶⁵ will probably hate you; call a grammar⁶⁶ a grammar or speak of a book of 150 pages as being of 150 pages, and you will give no offence.

53. William ('wɪljəm) Corbin ('kɔːbɪn), 姓名. 54. great war, 歐(洲大)戰(自一九一四年至一九一八年). 55. take part in, 參加. 56. book reviews, 書評. 57. am not in a position to carry out this suggestion (sə'dʒestʃən), 不克實行此建議. 58. rendering the readers a great service, 為讀者多多服務. 59. invidious (ɪn'vɪdiəs), 招怨的. 60. I should be the last man to..., 我決不.... 61. cannot well afford, 不堪. 62. circles, 界. 63. As to, 至於. 64. to the best of my ability, 盡我之力. 65. call...and its author...=if you call..., its author,.... 66. grammar, 文法書.

SPECIAL ARTICLES 專論

[以作者姓氏之拼法爲序。]

How to Learn English

BY CHANG YANG-NAN (張揚南)

English has been a regular subject in Chinese schools for nearly forty years. But it was not until about twenty years ago that¹ its importance claimed the attention of Chinese educators and students so that² they interested themselves in³ the problem of teaching and learning the language. And not until only a few years ago did they begin to consider as to⁴ their object in learning English. Some say, "If you are learning the language at all, you must master⁵ it so that you are able to speak and write it correctly and idiomatically." Others say, "We are Chinese; it would cost us too much time and energy to try to master the language as the educated British and Americans do.⁶ What we want is the ability to do intelligent silent reading work; we do not need to bother much about⁷ pronunciation and grammar." If such should be the case,⁸ I should like to add,⁹ we might as well learn English the way the deaf and the dumb do!¹⁰

In the matter of writing English, opinions again differ. Some of our compatriots are opposed to¹¹ teaching students to write English as well as an average educated Englishman or American. Their argument is that English, not being their mother tongue,¹² is not their proper medium of expression.¹³ Others may advance¹⁴ arguments against this. But no matter¹⁵ how much they may differ about learning English, I believe all agree that the minimum requirement for a Chinese student of English is to enable himself or herself, with the assistance of a dictionary, to do silent reading work with adequate comprehension.¹⁶ How he or she can fulfil the requirement is a question worth considering.¹⁷

Since more and more importance is attached to¹⁸ reading rather than¹⁹ to speaking and writing, I should like to call the attention of those who have learnt English for two or three years to the following points, which I hope they will find helpful in doing more advanced²⁰ reading work.

I Read not only for the meaning of the subject-matter²¹ but also for the understanding of the sentence structure, i.e.²² the relation in a sentence, especially a complicated sentence, of word to word, word to phrase, word to clause, phrase to phrase, clause to clause, and clause to phrase. Don't read word by word only but also with phrases and clauses as units.

II Try to recognize the elements or rather units of sentence structure:

1. Subject and predicate of a sentence or a clause.
2. Phrases like (a) verb phrases.
(b) prepositional phrases and their positions and functions.
(c) present and past participial phrases and their uses.
(d) infinitive phrases and their functions.
(e) independent phrases.
3. Clauses like (a) principal clause.
(b) subordinate clause:
 - i. adjective clause and its introductory word.
 - ii. adverb clause, its introductory word and its position.
 - iii. noun clause, its introductory word and its position.

III While reading don't fail to²³ pay attention to:

1. Idiomatic expressions.
2. Active and passive forms.
3. Sentences in the subjunctive mood with doubtful and unreal conditions. For example, a sentence in letter-writing like "I should have called on you yesterday" may be misunderstood by a young reader to mean that the writer did call on that day and he might wish to say a word of apology to the writer for not being at home.
4. Nouns different in number with different meanings like:

plex sentence with "it is" understood in the subordinate clause "as (it is) embodied in the hand".

A sentence or a clause beginning or ending with a preposition that is related to some other word in the sentence.

Example: With all that they have, they were not satisfied. (Here the sentence begins with "with", not with any other preposition, simply because it is related to "were not satisfied", generally followed by the preposition "with", which in this sentence is placed at the beginning.)

8. Same nouns followed by different prepositions may be preceded by different verbs.

Examples: { to feel pity for
to take pity on

to pay respect to
to show } respect for
have }

9. Sentences or clauses with their subjects and predicates in transposed order.

Sentences or clauses beginning with "On no account", "Not only", "Never before", "Not Until", "Nor", "Only" followed by a prepositional phrase, or simply with a prepositional phrase indicating location usually have their subjects and predicates in inverted order.

Examples: On no account should they lose the game.

Not only is life precious, but also reputation.

Never before have the nations of the world been brought into such close contact as today.

Not until you have done enough intelligent reading work in English can you write English well.

He can't speak French, nor can I.

Only by perserving, industrious efforts can you become well educated.

- 10 A sentence with its subject and predicate or its predicate and object separated by phrases or or clauses so that it seems confusing or misleading to the young reader.

Ex. The tragedy of the non-co-operating alarm-clock which deprived four British girls of the opportunity of hearing the King's speech finds record in Kaifeng's account of the occasion.

11. Such negative expression as: She is *anything but* beautiful.

12. Tricky negative expressions:

- a. One cannot be too careful about food and drink in summer.
- b. I can hardly over-emphasize the importance of doing intelligent reading work.
- c. China's struggle for real national existence and for modern statehood has more often than not been misinterpreted deliberately or otherwise.

- d. { cannot but laugh
cannot help laughing
cannot keep from laughing
cannot refrain from laughing
cannot abstain from smoking etc.
cannot avoid expressing . . .

- e. The sentence is too easy not to be comprehensible.

- f.- It never rains but it pours.

13. Negative comparative expressions:

Ex. (a) In no country is Christmas more joyfully welcomed than in England.

(b) Nothing is farther from my heart than to seek for money and power.

Strange to say, incidentally,²⁵ it was not until I had penned this humble article of mine that I came upon²⁶ a book entitled *How to Master English Without a Teacher* by Hertz C. K. Kê, which after reading over it I feel I cannot recommend too strongly²⁷ to young Chinese students of English, who I am sure will find in it a most helpful guide in learning English.

In closing, I should like to add that there is no secret of success in learning the language. The only way to learn it is by doing *intelligent hard work*.

[注] 1. it was not until about twenty years ago that 逾約計二十年前方 2. so that, 因而. 3. interested themselves in, (使彼等自己) 注意. 4. as to, 關於. 5. master, 精通. 6. do=master the language. 7. bother much about, 介意於. 8. If such should be the case, 若實情果如此. 9. add, 附言. 10. might as well learn English the way the deaf and the dumb do, 不妨如聾者與啞者之學習英文. 11. are opposed (ə'pouzd) to 反對. 12. mother tongue (tʌŋ), 本國語文. 13. medium ('mi:diəm) of expression, 表達之工具. 14. advance 提出. 15. no matter, 不論. 16. comprehension ('kəmprɪ'hensən), 了解. 17. worth (wɜ:θ) considering, 有考慮之價值的. 18. since more and more importance is attached to, 因漸漸注重. 19. rather than, 而非. 20. advanced 高等的. 21. subject-matter, 題材. 22. i. e.=id est (拉丁文), 即是. 23. don't fail to . . . , 勿不 . . . ; 須 24. right away, 立刻. 25. incidentally (ɪn'si'dentəli) 順便說及. 26. came upon, 偶然見到. 27. cannot recommend too strongly, 竭力推薦.

Some Little Experiences in Learning English

BY CHI CHIEN (季劍)

In view of the publication of Mr Kê's *How to Master English Without a Teacher*, it would seem difficult to suggest any method of learning English that had not been mentioned in this book. The question of learning English, however, is still worth discussing.¹

To learn a foreign language is a complex and interesting question. Certainly, it cannot be fully disposed of² in a few words. My knowledge of English does not entitle me to³ lay

down⁴ any laws on this subject, but perhaps the relation⁵ of my experiences in learning English may be of use to some of my fellow students.

I am a self-taught student of English. When I began to study English, I read some articles discussing the question how to learn English in various periodicals. I was interested in them, and I tried to put into practice⁶ the methods suggested. At that time, I was also glad to ask anyone to recommend English books that might help students of English to master that language. In this way, I became the owner of quite a number of books dealing with⁷ this subject. Later I came to understand that it was foolish to hope to master English with the help of such books alone. Afterwards I felt it would be better to learn spoken English first rather than⁸ written English. So I was always ready to hear and to speak English. I was fortunate to meet an English-speaking priest who was willing to help me. I sought to talk English with him. In this way, I got quite a little English.

Then several years ago, I came across Mr Hertz C. K. Kê's Chat on "The Dictionary Habit" in the *English Weekly*⁹; it encouraged me to cultivate the habit of consulting the *Concise Oxford Dictionary*. I have learnt much in this way.

I sincerely hope that some readers of this Magazine will find a ray of encouragement in reading of¹⁰ my experiences in learning English.

注] 1. worth (wɜ:θ) discussing, 值得討論. 2. disposed of, 解決. 3. entitle me to..., 使我有...之資格. 4. lay down, 規定. 5. relation, 敘述. 6. put into practice, 實行. 7. dealing with, 論及. 8. rather than, 而非. 9. *English Weekly*, 英語週刊. 10. reading of, 讀及.

How to Improve Your English

BY WILLIAM LEE

There are four things I would suggest to you in order that¹ you might improve your English.

First of all, study grammar. It is a subject that we Chinese cannot do without² if we want to learn to speak and write correct English. Get a good grammar book to study.

The next thing that you should do is to read English

books with Chinese annotations and good Anglo-Chinese journals, such as *The Chung Hwa English Weekly*³ and *The Ching Wen English Magazine*. Read them when you feel sick of⁴ your grammar book. The reading of them, especially these two magazines, will improve your English a great deal.⁵ In connexion with⁶ your reading, I would advise you to have always a good dictionary handy.⁷ Consult it whenever you want to know the pronunciation or meaning of a word new to you.

The third thing I would tell you to do is this. When you feel you have made some progress in your study of grammar, you should try to write short essays on things that interest you, or better still, if possible, correspond⁸ in English with some of your friends. Writing essays and letters is a very good exercise for applying what you have learnt.

The fourth and last thing I would recommend is that you should try to associate with⁹ English-speaking boys, especially Chinese boys from British and American places. Association with them will improve your ability to speak English. With regard to¹⁰ American born Chinese, however, be careful that you don't learn to speak, like some of them, through the nose.¹¹

To sum up,¹² to study grammar, to read English books and Anglo-Chinese magazines, to write essays and letters, to mix with English-speaking people—these are the chief means¹³ by which you can improve your knowledge of English.

[注] 1. in order that . . . , 以 . . . 爲目的. 2. do without, 省去; 不用. 3. *The Chung Hwa English Weekly*, 中華英文週報. 4. sick of, 對於 . . . 厭倦. 5. a great deal, 多多. 6. In connexion with, 關於. 7. handy, 置於手頭的. 8. correspond (ˌkɒrɪs'pɒnd), 通便. 9. associate (ə'səʊʃieɪt) with, 與 . . . 交往. 10. With regard to, 關於. 11. through the nose, 用鼻音. 12. To sum up, 概言之. 13. means, 方法.

On Studying English

BY MIEN LOWRIE (陸貞明)

It is anything but easy¹ for one not born to English² to master it, especially if one studies it without method. English, like any other language, abounds in idioms;³ and it is the idioms that generally account for⁴ the difficulty in mastering the language.

In studying English, therefore, I strongly recommend recitation as a way to master its idioms. By recitation I mean committing to memory⁵ whole sentences and repeating them aloud; for idiomatic usage is to be learnt from whole sentences rather than from words or phrases. What you need to do next is to drill yourself by analogy⁶ in what you have learnt. You must memorize two or three sentences from day to day without cessation and with great care. Once such a habit is cultivated, many an idiomatic expression will present itself and you will in course of time⁷ acquire the power of expression without knowing it.⁸

Take "Hangchow⁹ is a place worth visiting."¹⁰ Suppose you have learnt the sentence by heart¹¹ and that you can recite it without a single mistake. In imitating the sentence, there is every reason to believe¹² that you can compose sentences like the following:

English is a language worth studying.

This is an event worth mentioning.

Such a book is worth reading

It is worth buying.

It is worth trying

¹³In studying, too much care cannot be exercised.¹³ You must closely observe idiomatic changes. If two expressions¹⁴ happen to bear some resemblance to each other,¹⁵ you should make a comparative study of them. For instance, you may on one occasion¹⁶ come across¹⁷ "He used to take things easy"¹⁸, but later on,¹⁹ you may also meet with "He is used to early rising"²⁰ or "He is used to hardships". When you have come upon²¹ these two constructions time and again,²² you may probably find that "used" and "is used" differ in meaning and that usage requires an infinitive to follow "used", but a gerund or a noun to follow "is used". So whenever you read, read with the idiomatic eye open²³.

In bringing this little article to a close,²⁴ let me repeat here again: English needs to be studied *by recitation, by imitation, and by close observation.*

[附] 1. anything but easy, 極不容易. 2. one not born to English, 並非使用英文之本國人. 3. abounds in idioms, 富有習語. 4. account for, 爲...之原由. 5. committing... to memory ('meməri), 將...記於心. 6. by analogy (ə'naelədʒi), 用比擬方法. 7. in course of time, 後來. 8. acquire the power of expression without knowing it, 於不知不覺中獲得表達能力. 9. Hangchow 杭州. 10. worth (wəɪθ) visiting, 值得遊覽. 11. learnt... by heart, 將...記於心. 12. there is every reason to believe, 甚有相信...之理由. 13. too much care cannot be exercised, 不會過份細心; 愈細心愈佳. 14. expressions. 語. 15. happen to bear some resemblance (ri'zembləns) to each other, 適互相近似. 16. on one occasion (ə'keɪʒən), 有一次. 17. come across, 偶然遇到. 18. take things easy, 不煩心; 放任. 19. later on, 後來. 20. is used to early rising, 習慣於早起. 21. come upon, 偶然遇到. 22. time and again, 屢次. 23. with the idiomatic eye open, 注意習慣用法. 24. bringing... to a close (klouz), 結束....

A Suggestion for Overcoming Certain Common Errors in the Pronunciation of English*

BY HENRY A. McNULTY

Possibly there are certain¹ common errors in the pronunciation of English words by Chinese students that are more obvious to the ear of the foreign teacher than to his Chinese colleague². In any case,³ the present writer⁴ would like to point out certain sounds that to him at least are inaccurate and disagreeable. At the same time he would wish to give one or two suggestions for overcoming the errors, and substituting⁵ accuracy of sound.

1. The pronunciation of final s.

As a whole,⁶ I believe that Chinese students consider the sound of final s to be that of soft ç; whereas it is in the majority of cases the sound of z. Soft s comes at the end of English words only after the five *consonants* or *consonantal* sounds, P, K, T, F, and soft TH. If the *soft* sound of s is expressed as a final sound in the original form of English words, this soft s-sound is expressed by the spelling, -ss; as, e.g.,⁷ pass;

*The terms "soft" and "hard" are used several times in this article. So far as I know, [p], [k], etc. are called "hard" and [b], [g], etc. are called "soft" in phonetics, rather than the other way round. However, these are popular and misleading terms, and are very vaguely and inaccurately used.—The Editor.

bless; miss. It occurs also, in Greek and Latin proper names and in a few Greek or Latin assimilated words, after the *vowel* sounds A, I, O, U; but not after E.*

In all other final s-sounds the sound of the s is like the z in *gaze*.

If this is so, one may refer to⁸ one's grammar⁹ and consider how often these final s-sounds occur. In the declension¹⁰ of any regular noun we have four s-endings out of every six. In the extremely common 3d Singular, Present Indicative Active form of all verbs (outside of¹¹ two or three irregular auxiliaries etc.) the verb-form always ends in s. One does not need to go further afield than this¹² in showing why the constant mispronunciation of this s-sound grates¹³ upon a foreigner's ear.

As a corrective¹⁴ of this error, place the letters above given in columns with their corresponding "rough" consonantal brothers,¹⁵ as follows:—

P.....	B.
K.....	G.
T.....	D.
F.....	V.
(soft) TH.....	TH (hard)

Practise first Column one with final s added to the consonant; then do the same with Column two. Then take as many words ending in these ten sounds as are convenient for practice; as, e.g., lip; look; mat; roof; truth;** etc.; follow this up with¹⁶ any page out of any book that is being read; and check up¹⁷ on every single final s. Any soft s-sounds following any other than the letters in Column one are wrong sounds, unless (as stated above) one comes across¹⁸ Greek or Latin proper names.

*A few exceptions are found to this rule, as in the common words *this, us*; where the -s is soft, although not a Latin or Greek derivative.

**Monosyllabic nouns ending in -th after a long vowel or diphthong present an interesting point in the pronunciation of the plural forms; thus, while "truth" is pronounced [tru:θ], "truths" is pronounced more commonly [tru:ðz] than [tru:θz], and while "mouth" is pronounced [mauθ], "mouths" is always pronounced [mauðz].—*The Editor*.

2. Final *s* after sibilants.¹⁹

The English language contains a great many words which end in "sibilants", i.e.,²⁰ in "hissing" sounds. The sibilants may be grouped in two columns, of "voiced" and "voiceless" sounds. They are as follows:—

Voiceless	Voiced
S.....	Z.
SH.....	ZH.
TCH or TSH.....	DZH. (including N,GE.)
(KS) (soft) X.....	X (GZ) (hard).

Words ending in these sounds will have their six cases if nouns, of which four will be, as above, words ending in *s*. If verbs, their 3d Sg.²¹ Present Indic.²² Active will end in *s*. How shall words ending in a sibilant sound be pronounced, and pronounced accurately and easily, when an *S* is added to the final sibilant? We may eliminate the second and the fourth sounds in the Voiced Column, as English words do not regularly have such endings as these. The six others remain, as ever-present difficulties to Chinese students.

If what was said in 1. above is correct, then the final *s*-sound MUST be *hard s*. And this is true. *S* after sibilant sounds is always *hard s* (i.e., a *z*-sound). But in these words one must note the following, and then the words are always easy to say:—

- (a) *S* following a sibilant always adds another syllable to the original word.
- (b) The final syllable is always made up of²³ the *sibilant* plus an *-es*. i.e., the final syllables will be:—
ses; zes; shes; zhes; tches; dzhes; xes (kses); xes (gzes.)
- (c) The final syllable will in every single case be an unaccented syllable.
- (d) As being an unaccented syllable, the vowel sound will drop,²⁴ as in the majority of unaccented syllables it drops; and the final sounds will be.
sɪz; zɪz; shɪz; zhɪz; tchɪz; dzhɪz; ksɪz; gzɪz.*

For practice, take words ending in the sibilants as above (remembering that two of the eight practically²⁵ never occur in the English language) and in every case give first the singular (if a noun) and then the plural; making sure that each plural noun has one more syllable than has the singular; making sure also that the last syllable is never accented, and that the vowel sound is a short *i* and not a short *e*.

One more hint, and the words will sound *like English*.²⁶ Divide the words so that the last syllable will INCLUDE the sibilant in each case; that is,²⁷ if I have a word like WASH, the plural will be WASHES, and the *sound* in the plural will be WA'-SHĪZ. If I have a word like BOX, the plural will be BOXES (BOKSES) and the *sound* will be BOK'-SĪZ.

*This is now usual in natural standard speech, though some people may insist on a clear [e] sound. In the speech of many the vowel sound is [ə], but this is generally condemned —*The Editor*.

[注] 1. certain, 某. 2. his Chinese colleague ('kəli:ŋ), 彼之中國同事 (指中國人之教英文者). 3. In any case, 無論如何. 4. present writer, 本文作者. 5. substituting ('sʌbstɪtʃu:tiŋ), 以...代之. 6. As a whole, 就大體而論. 7. e. g. = *exempli gratia* (拉丁文), 例如. 8. refer (ri'fɜ:), 查. 9. grammar, 文法書. 10. declension, 文法變化. 11. outside of, 在...以外. 12. does not need to go further afield than this, 不必更加推求. 13. grates, 發聒耳之聲. 14. corrective, 矯正法. 15. corresponding (\kəris'pɒndɪŋ) "rough" consonantal (\kɒnsə'næntl) brothers, 相當之粗魯的輔音弟兄. (例如 "z" 與 "s" 同為輔音, 但較為 "rough".) 16. follow this up with, 在此後繼之以.... 17. check up 校對. 18. comes across, 偶然遇到. 19. sibilants ('sɪbɪlənts), 噓音. 20. i.e. = *id est* (拉丁文), 即是. 21. Sg = Singular. 22. Indic = Indicative. 23. made up of, 由...組合而成. 24. drop, 向下. 25. practically, 在實際上; 幾乎. 26. One more... *like English*, 再加一暗示, 則各字之發音將如英文矣. 27. that is, 即是.

A Little Chat on Faulty Sentence Structure

BY JAMES N. Y. PAI (白迺逸)

In spite of the fact that¹ they have studied English for six or seven years, many of our middle school students cannot construct sentences without making some error or other.² In the theme³ of one of my pupils, I find the following sentences, which, I have every reason to believe,⁴ are not uncommon among Chinese students of English.

1. My sister did not go to the Grand Theatre⁵ last night. Because she had a bad headache.

2. Yesterday morning I was hurrying to school, and I met an old beggar.

3. Brother and I were playing in the Hongkew Park⁶ one day, and Chang walked up to us, and he had an air rifle, and he shot at a bird on a tree.

4. We lived near a grocery store.⁷ It was owned by an old Russian. He was a very stout man.

It is evident that all these sentences are faultily constructed, and need to be improved. For the reference of those who are liable to construct sentences similar to these, it is perhaps advisable⁸ to give a few general rules with brief discussions as follows:—

1. A GROUP OF WORDS SHOULD NOT BE CAPITALIZED AND PUNCTUATED LIKE A SENTENCE UNLESS IT EXPRESSES AN INDEPENDENT THOUGHT.

The second group of words in 1 expresses a thought, but it does not express an independent thought. If the group of words were used alone, it would lack *unity*,⁹ or *oneness*, because it would not have a complete meaning. The proper construction should be *My sister did not go to the Grand Theatre last night, because she had a bad headache.*

2. DEPENDENT THOUGHTS SHOULD NOT BE EXPRESSED BY INDEPENDENT CLAUSES OR SENTENCES.

Most of our middle school students do not use complex sentences as much as they use simple and compound sentences, because they do not see that explanatory thoughts are less important than principal thoughts. They do not always see the relation that really exists between two thoughts. Therefore, they often write sentences like that in 2. The proper construction of the sentence should be *Yesterday morning, while I was hurrying to school, I met an old beggar.*

3. AVOID RAMBLING¹⁰ COMPOUND SENTENCES. GIVE VARIETY¹¹ TO THE SENTENCE STRUCTURE BY SUBORDINATING¹² THOUGHTS THAT SHOULD BE SUBORDINATED.

The habit of using a succession of *and's* and *but's* in sentence structure is childish. Not realizing that one thought is more important than another in discourse,¹³ many of our middle school students often construct such rambling sentences as that in 3. This sentence lacks unity of purpose, and emphasis of important parts. A better construction would be *One day, when brother and I were playing in the Hongkew Park, Chang walked up to us, and, having an air rifle with him, he shot at a bird on a tree.*

4. AVOID THE MONOTONOUS¹⁴ USE OF SHORT SIMPLE SENTENCES. EMPHASIZE IMPORTANT IDEAS BY SUBORDINATING UNIMPORTANT ONES.

The use of many short declarative sentences causes wordiness¹⁵ and monotony of style;¹⁶ and it also prevents the important thoughts from receiving emphasis. Important thoughts, of course, should be expressed by independent sentences or clauses, but the purpose of many sentences in the themes of untrained writers might be better expressed by dependent clauses, phrases, or words. By subordinating the unimportant thoughts in 4, we get the following more forceful sentence: *We lived near a grocery store that was owned by a very stout old Russian.*

[注] 1. In spite of the fact that..., 雖有...之事實; 雖.... 2. some error or other, 某種錯誤. 3. theme (θi:m), 作文. 4. have every reason to believe, 頗有相信之理由; 頗以爲. 5. Grand Theatre ('θi:ətə), (上海)大光明影戲院. 6. Hongkew Park, (上海)虹口公園. 7. grocery store, 雜貨店. 8. advisable (əd'vaizəbl), 可行的. 9. unity, 統一. 10. rambling, 散漫的. 11. variety (və'raɪəti), 變化. 12. subordinating (sə'bɔ:dɪneɪtɪŋ) 使居於次要之地位. 13. discourse (dis'kɔ:s), 文. 14. monotonous (mə'nɒtənəs), 單調的. 15. wordiness, 冗長. 16. monotony (mə'nɒtni) of style, 文體之單調.

What a Chinese Student of English Ought to Do

BY SU CHAO LUNG (蘇兆龍)

A large vocabulary is absolutely necessary to one who wants to master a language. Doubtless the first requirement of a Chinese student of English is building up a vocabulary vast enough for him to speak and read and write with. *The Two Thousand Commonest Words in English*¹ should serve as his

first reading. Then wide and careful reading is another requirement. English magazines like this² should be his companions. Every English book under the name of *Students Library*³ should be a favourite with him. Translations from great writers other than⁴ British or American should be his daily bread.⁵ His next step is to read British and American authors of today. Among his last readings are Dickens, Thackeray, Lamb, Milton, and Shakespeare.⁶ With a view to⁷ gaining efficiency, he must devote himself to one kind of reading at a time.⁸ Whatever he may happen to⁹ read he must forget anything and everything except the book before him.

It is imperative¹⁰ that he should have more than one dictionary, say the *Concise Oxford Dictionary*, the *New Standard Dictionary*, and the *Daily Use English-Chinese Dictionary*¹¹. He should consult his dictionaries when he is in doubt about a phrase or word. He should also be a student of grammar. He should read Sonnenschien's and Jespersen's grammars¹² with due care.

Chinese as he is,¹³ he should try to think in English so that¹⁴ he will gradually learn to speak and write like an Englishman.

[注] 1. *The Two Thousand Commonest Words in English*, 英文最常用二千字表 (競文書局出版). 2. this=this magazine, 本雜誌. 3. *Students Library*, 英文學生叢書 (商務, 中華, 世界, 各書局均有出版). 4. other than, 不是; 並非. 5. daily bread 每天之糧食 (喻日常必需之讀物). 6. Dickens ('dikinz), Thackeray ('θækəri), Lamb (læm), Milton ('miltən) and Shakespeare ('ʃeikspiə), 諸人皆英國往昔之文學家. 7. With a view to, 以...為目的. 8. devote himself to one kind of reading at a time, 每次專心研究一種讀物. 9. happen to..., 適.... 10. imperative, 要緊的; 不得不然的. 11. *Daily Use English Chinese Dictionary*, 英漢四用辭典 (世界書局出版). 12. Sonnenschien's ('sɒnənʃeinz[1]) and Jespersen's ('jespəsənʒ) grammars, 按Sonnenschien著有 *A New English Grammar*, Jespersen著有 *Essentials of English Grammar* 及 *A Modern English Grammar* 等書. 13. Chinese as he is, 彼雖為中國人. 14. so that..., 俾....

What Are You Reading?

BY C. S. CHOSEN TSOU (鄒朝濬)

What are you reading, dear Reader? Shakespeare, Scott, Dickens, Stevenson, or Carlyle¹? "Yes, I'm just reading Scott's *Ivanhoe*²" may be one of the likeliest³ answers you are ready to make. But you must have read such books as *Fifty Famous Stories Retold*, *Thirty Famous Stories Retold*, *The Stories of*

*the Greeks, Aesop's Fables*⁴. But now you are ready to hold them in contempt⁵ and to think it a shame if caught⁶ turning over their pages again. Now you spend day and night poring over some great authors. You are under the haunting impression⁷ that the only way of mastering the English language is to study hard books. But don't you always find yourself puzzling over⁸ one point here and another there when you come to write something, say⁹, an essay or a letter? I'm afraid you cannot help¹⁰ making mistakes either in grammar or in idiom even when you write a short note. You may wonder but simply can't tell why.¹¹ You may rather think you have not studied enough of those great authors. You may flatter yourself¹² with the thought that if you keep on¹³ studying those authors for two or three years more you will master the language.

3 If, however, such is the case, dear Reader, the more classics you study, the less probable will it be for you to master the language. My opinion is just the reverse of yours¹⁴, if you want to have a practical knowledge of English, you should study easy books instead of the classics. You are wrong in thinking that reading hard books can help you to master English. On the contrary,¹⁵ the easier a book is, the more benefit you will obtain from it. I think you will rise and protest¹⁶: "I have read many easy books, but found them too easy to be helpful and worthy of my attention¹⁷". Well, open your *Thirty Famous Stories Retold* again and see if there is *not*¹⁸ any point you still can't understand and if there is *not* any idiom that you have failed to pick up¹⁹ before. So this time²⁰ I would advise you to be all eyes²¹ and never let any difficult point pass. Take down²² all the idioms that have cunningly escaped you²³ in your first reading. Then close your eyes and turn all these points in your mind over and over again till they are actually yours. Shall you not then realize that it is far more profitable to read an old easy book than a new hard classic? Shall you still look down upon²⁴ the book and consider it useless? Shall you feel ashamed when caught reading it again? But when you take it up for the third time, you will still discover points of idiom that you have failed to²⁵ notice in your second reading. Go on²⁶ reading it for the fourth, fifth, sixth, etc. time, and I promise you²⁷ that you will always "unearth"²⁸ something new and

useful in your easy old book. Isn't it wonderful? You don't believe it? Well, open the book and read it for the fourth time. Oh, here is a word that is used in a way that deserves further attention. There is a phrase that may come in useful²⁹ some day.³⁰ That the article "a" is not needed in "in good condition" should be carefully noted. The word "congratulations" is more often than not used in the plural number as here in the phrase "to offer you my sincerest congratulations". Which is more idiomatic, "The book is worth being read" or "The book is worth reading" as it is used in the book? All these points should be carefully observed and yet have been neglected in your first, second, and third readings. In short,³¹ in reading a book just as in reading proofs,³² you can't be too careful.³³ The best way of mastering the English language, in my opinion, is to study not only those easy old books over and over again but also newspapers, advertisements, notices,³⁴ bills,³⁵ etc. instead of sweating over³⁶ hard classics. However, don't misunderstand me, dear Reader. I do not mean that I despise the classics as you have done³⁷ easy books. Nor do I mean that I absolutely object to reading them. What I mean is that you should not make light of³⁸ easy books but should study them so carefully that there is no word that you do not understand thoroughly and that there is no idiom that you cannot make use of³⁹ in your own writing. Then it is time that you studied⁴⁰ Shakespeare, Scott, Dickens, Stevenson, Carlyle or even Browning.⁴¹

[注] 1. Shakespeare ('ʃeɪkspɪə), Scott (skɒt). Dickens ('dɪkɪnz), Stevenson ('stiːvnsn), or Carlyle (kɑː'lɪl), 諸人皆英國文學家。2. *Ivanhoe* ('aɪvən-hoʊ), Scott 所著小說, 亦即此小說中人名。3. *likeliest*, 最近似的。4. *Aesop's* ('iːsəps) *Fables*, Aesop 係古希臘之寓言 (fable) 作家。5. *hold them in contempt* (kən'tempt), 輕視之。6. *if caught...*, 若被人發覺正在... 7. *haunting* ('hɔːntɪŋ) *impression*, 常縈於心之意念。8. *puzzling over*, 細思。9. *say*, 假定。10. *cannot help*, 不得免。11. *simply can't tell why*, 竟不知其故。12. *flatter yourself*, 自喜; 自慰。13. *keep on*, 繼續。14. *My opinion is just the reverse of yours*, 我之意見與君之意見適相反。15. *On the contrary* ('kɒntrəri), 大非如是。16. *protest* (prə'test), 聲稱。17. *worthy* ('wɜːði) *of my attention*, 值得被我注意。18. *if there is not*, 是否無(有「恐有」之意)。19. *pick up*, 舉得。20. *this time*, 此次。21. *be all eyes*, 十分注意。22. *Take down*, 記下。23. *escaped you*, 未被君注意。24. *look down upon*, 輕視。25. *failed to...*, 不... 26. *Go on*, 繼續。27. *promise you*, 向君確言。28. *unearth* (ʌ'nɜːθ), 尋出。29. *come in useful*, 合用。30. *some day*, 將來之某日。31. *In short*, 要而言之。32. *proofs*, 校稿。33. *can't be too careful*, 愈小心愈佳。34. *notices*, 通告。35. *bills*, 告白。36. *sweat (sweat) over*, 用苦功於。37. *done = despised*.

38. make light of, 輕視. 39. make use of, 利用. 40. it is time that you studied, 乃為君研讀...之時矣. 41. Browning ('brauning), 即 Robert Browning, 英國第十九世紀詩人.

The Gordian Knot

By H. C. TYE (戴淮清)

By an obvious figure of speech,² the Gordian knot has come to designate³ any problem that is difficult to solve. It is a well-known story that Gordius of Phrygia,⁴ after he had been chosen king, dedicated his waggon to Zeus,⁵ in the acropolis⁶ of Gordium.⁷ The pole⁸ was fastened to the yoke⁹ by a knot of bark,¹⁰ and an oracle¹¹ declared that whosoever should untie the knot should reign over Asia. Alexander¹² cut the knot with his sword, and applied the oracle to himself.

That Alexander was clever I do not dispute. But for any student of English to imitate him would be a serious mistake. Asia might be won with a sword, but the knowledge of any language cannot be won in the same way. Solving a problem by force means solving nothing at all. From time to time, in the study of the English language, we come across such intricate knots waiting for us to untie. Some of these are great ones, some are lesser ones. It is only fit that we untie them but do not cut them. I know of no knot that can be tied, and yet cannot be united, by man, except the mythological¹³ one mentioned above. Yet if Alexander had had the patience and had used some instrument other than his sharp weapon of destruction, he might have disentangled¹⁴ it eventually without resorting to force.¹⁵

The study of English is a task of untying an endless series of knots. Whenever you encounter a knot, what you should do is to untie it by hook or by crook,¹⁶ and if after some effort you cannot untie it yet, then it is time for you to find some more skilful hands to undo it for you. A rope untied is a rope won. But be sure not to cut the knot. In so doing, the greatest mistakes are often committed. Once a certain professor, being asked the meaning of the idiom "There's is the rub",¹⁷ frowned and hesitated for a moment, and then replied with a grin, "'Rub' means 'rubber'". Like Alexander the Great, the professor had cut a knot—a Shakespearean¹⁸ knot in his case.

[注]: 1. The Gordian ('gɔ:diən) Knot, 神話中云 昔有名 Gordius 者, Phrygia 人, 本農家子, 善結繩, 封王後獻其車與天帝. 車槓與牛軛間有結, 無人能解. 後天帝示

註：前凡能解此結者必統治亞洲。Alexander 截其結，前榮曰，「吾將以武力統治亞洲也」。此典故用已久，今已成普遍之比喻，凡難解之問題，皆可謂之 "Gordian knot"。"to cut the Gordian knot" 意謂「強解一題」。2. figure (/'fɪg/) of speech, 修辭格；比喻。3. designate (/'dezɪɡneɪt), 指。4. Gordius (/'gɔːdiəs) of Phrygia (/'frɪdʒiə), "Gordius" 係神話中人名，"Phrygia" 係古國名。5. Zeus (zjuːs)=Jupiter, 天帝。6. acropolis (ə/'krɒpəlɪs), 衛城。7. Gordium (/'gɔːdiəm), Phrygia 之京城。8. pole, 車槓。9. yoke, 牛軛。10. bark, 樹皮。11. oracle (/'ɒrəkl), 神諭。12. Alexander (æ'lɪg'zɑːndə), 人名。13. mythological, 屬神話的。14. disentangle, 解開。15. resorting (rɪ'zɔːtɪŋ) to force, 訴諸武力。16. by hook or by crook, 用種種方法。17. There's the rub, 困難就在此。18. Shakespearean (ʃeɪks/'piəriən), 英國戲劇家 William Shakespeare 的。

The Value of Recitation

BY RIMA T. TYE (戴唐錦雲)

It is a complaint often made in the educational circles¹ that the students' ability for writing is declining year by year.² In spite of³ the knowledge given them by schools and universities, many of them cannot even write a readable Chinese letter—not to say⁴ an English one. Does this fact remind the educationists that there is something defective in our present system of education, and that the old system, though in many respects undesirable, really possesses something excellent? That students of ten or twenty years ago wrote better Chinese than students of today may well be accounted for⁵ by the old method of education, which is unfortunately not used today. The old-fashioned pedagogues,⁶ with a ruler⁷ in hand, compelled their pupils to recite⁸ passages of classics which were far too difficult for their tender brains to tackle.⁹ For this reason these pedagogues are condemned. But I should like to do them justice¹⁰ by admitting that their time and labour were not entirely wasted as many people thought; for the child thus trained would remember the passages, even though he would not be able to understand them at first. But as he grew in years,¹¹ the meanings came to him naturally, thus laying a solid foundation for him.

Nowadays recitation has become a lost art! Few students seem to care for what they are taught, still less are those who care to pore over¹² literary masterpieces till they can recite them. No wonder that¹³ we see no improvement in their writing. While extensive reading¹⁴ increases one's knowledge and broadens one's outlook,¹⁵ only intensive reading¹⁶ of the best pieces of

the language helps one to build up one's style. The fact that many returned students write very poor English may also throw light on¹⁷ this problem.

In the study of any language, all our faculties should be employed, especially our faculties of memory, of speech, and of thinking—the last named being lamentably neglected by the old-time Chinese teachers. It needs much learning to become a scholar, but a few volumes of well-selected prose will do much to improve one's style. If one can read them carefully, pronounce every word correctly, understand every shade of meaning that the word conveys, and read the pieces until one can recite them, one will soon see the results.

[注] 1. educational circles, 教育界. 2. year by year, 年復一年. 3. In spite of, 雖有. 4. not to say, 更不必說. 5. accounted for, 說明...之原因. 6. pedagogues ('pedəgəgz), 冬烘先生. 7. ruler, 戒尺. 8. recite, 背誦. 9. tackle, 克服; 解決. 10. do them justice, 公平論之. 11. years, 年齡. 12. pore over, 用心讀; 讀至入神. 13. No wonder that..., 無怪...也. 14. extensive reading, 博覽. 15. outlook 眼光; 人生觀. 16. intensive reading, 精讀. 17. throw light on, 說明.

My Teachers of English

BY WANG I-TING

Three men I shall always remember who have helped me very much in my study of English. The first is Mr B. E. Robison.¹ He is an American missionary² educator. He drilled and drilled³ me in correct and good pronunciation. And he was a thorough teacher of grammar, as he never omitted one sentence in the exercises. Unfortunately, my second-year English was not taught by him, so I could not learn good pronunciation.

In my college days,⁴ Professor Harry Clemons,⁵ now librarian⁶ of the University of the State of Virginia,⁷ helped me a great deal⁸ in studying English. He was as patient as Job,⁹ and never grew impatient over my stupidity. He was the most refined and cultured gentleman on the faculty.¹⁰

The third is the Rt Rev. Bp H. J. Molony,¹¹ a Cantab.¹² He it was that¹³ advised me about thirteen years ago to read the English Bible in order to¹⁴ attain a good style. I have followed his advice since then.

None of these gentlemen are in China now. They are working in their home lands.¹⁵ Thus I am groping in the dark!¹⁶

Three books I have found very helpful. The Authorized Version of the English Bible¹⁷ is a pure well of English undefiled.¹⁸ Much did I write about the literary value of this book of books¹⁹ for *The Chung Hwa English Weekly*²⁰ about eight years ago, and I need not dwell on²¹ it here. Possibly, my fluency in spoken English is largely due to the fact that some eight years ago I read aloud every morning from some chapters of the Bible.

The *Concise Oxford Dictionary* is my second bible. What a wealth of idioms one finds in that dictionary! I have actually read, marked, and learnt many idioms in that dictionary, but the process of my inward digestion²² has been pitifully slow and will yet take a long time.

The Authorized Version of the Bible and the *Concise Oxford Dictionary* have taught me more English than my four and half years of college education at the University of Nanking.²³ I only regret that I did not read and use them much earlier.

The *North-China Daily News*²⁴ is easily the best edited English newspaper in China. I have been taking²⁵ the paper for the past five years. It contains much reading matter. The letters to the Editor on current topics, the leading articles²⁶ on China and her people, and the correspondence from its correspondents in various parts of the country, are always interesting reading.²⁷

I don't claim to have mastered the English language. "But one thing I do, forgetting those things which are behind, and reaching forth into those things which are before."²⁸

[注] 1. Robison ('rɒbɪsn), 姓. 2. missionary, 教會的. 3. drilled and drill ed, 繼續訓練. 4. college days, 大學時代. 5. Harry ('hæri) Clemons ('klem-enz), 姓名. 6. librarian (laɪ'brɛəriən), 圖書館員. 7. State of Virginia (və'dʒɪnjə), 美國之一州 (state). 8. a great deal, 多多. 9. Job (dʒɒb), 聖經中人名, 以堅忍著稱. 10. faculty, 教員之全體. 11. Rt (=Right) Rev. (=Reverend) Bp (=Bishop) H. J. Molony (mə'louni), 主教 H. J. Molony. 12. Cantab ('kæntæb), 英國 Cambridge 大學學生. 13. He it was that ..., ... 者即此人也. 14. in order to ..., 以... 為目的. 15. home lands, 本國. 16. groping in the dark, 暗中摸索. 17. Authorized ('ɔ:θəraɪzd) Version of the Bible 耶教聖經之欽定本 (係一六——年所定). 18. well of English undefiled, 純正之英文之源. 19. book of books, 指聖經. 20. *The Chung Hwa English Weekly*, 中華英文週報. 21. dwell on, 詳論. 22. inward digestion (di'dʒestʃən), 融會貫通. 23. University of Nanking, 金陵大學. 24. *North-China Daily News*, 字林西報 (上海英文日報名). 25. taking, 常閱. 26. leading articles, 社論. 27. reading, 讀物. 28. But one ... are before, 此句引自聖經.

On Translation

BY WU T'IEH SHENG (吳鐵聲)

Translation serves as a tool for the introduction of foreign culture and thoughts into China and as a stepping-stone to the mastery of foreign languages.¹

If you want to undertake the work of translation² from English into Chinese or from Chinese into English, you must first learn the two languages, and must also master the subject on which the book or article you will translate is written;³ otherwise you cannot do the work successfully. Translation is not merely the explanation of words and sentences. Some people think that anyone who can use an English-Chinese dictionary can overcome the difficulty,⁴ but this is absolutely wrong. We often find difficult points in easy words and sentences. You may know every word in a paragraph, yet you may not understand what it means. If you wish to depend upon English-Chinese dictionaries when you translate from English into Chinese, it is as foolish as to try to translate from Chinese into English only by consulting a Chinese-English dictionary. To translate is as hard a task as to write original things.⁵

The sentence constructions of Chinese and English are entirely different; so it is hard to translate word for word.⁶ But if a translation is made specially for students of English, who wish to understand the grammar and construction of the original, literal translation⁷ is better. However, I think every translation should be fluent as well as faithful, and that it must not contain so much Europeanized Chinese⁸ as to be more difficult to understand than the original. A translation that does not reproduce the spirit of the original is like a man who has a body without a soul.⁹

Though translation is not easy, yet Chinese students of English can very well take it as a means of developing their thoughts and understanding.¹⁰ In reading we may disregard difficult points. But when we have to translate what we read into Chinese, we are obliged to read with care and understand every word; besides, the construction of the whole work and the author's thoughts will be deeply impressed on the mind of the translator.¹¹

In my opinion, beginners in translation will do well to translate a paragraph or two and compare the work with some version of the same original made by some more competent translator,¹² so that they can see whether they have made any mistake or not.

[注] 1. Translation serves... foreign languages, 翻譯作為介紹外國文化及思想之工具與精通外國語之進階. 2. undertake the work of translation, 擔任翻譯工作. 3. and must... is written, 同時必須精通其所譯之書或論文之學科. 4. can overcome the difficulty, 能克服困難; 能勝任. 5. To translate... original things, 翻譯正與創作為同樣艱難之事. 6. to translate word for word, 逐字翻譯. 7. literal translation, 直譯. 8. Europeanized (ˌjuərəˈpi(ɪ)ənɪzd) Chinese. 歐化中文. 9. A translation... a soul, 翻譯而不能重現原作之精神, 一如人之有身軀而無靈魂. 10. As a means of developing their thoughts and understanding. 作為發展彼等之思想與了解之方法. 11. will be deeply impressed on the mind of the translator, 將深印於譯者之心. 12. compare the... competent ('kɒmpɪtənt) translator, 與某較有學力之譯者所譯同一原文之譯文相比較.

How to Enlarge Your Vocabulary

BY ZIA DA-ZUNG (謝大任)

To build a house we need bricks. The more bricks we have, the larger house can we build.¹ But it is not necessary for a small family to have a very large house to live in. A suitable house will do.² Our mastery of English, as a 'tool or as our mental growth, demands that we should have first of all³ a large stock of words in order to express our ideas well. The more words we master, the better. But we need not try to know all the words, say,⁴ in the Oxford Dictionary,⁵ which contains no less than⁶ 400,000 words, just as a small family need not have a very large house.

The average educated person in England or in America is said to employ from three thousand to five thousand words. For our purpose of using English as a tool or as the medium of thought exchange,⁷ I think, five thousand to six thousand words will be sufficient. To acquire five thousand to six thousand words is not a hard task. If we commit to memory⁸ fifty words a week, we shall have that amount of words in two years; or if we commit to memory twenty-five words a week, we shall reach our end⁹ in four years. But I often hear students who have studied English eight or even ten years say, "I can't find words to express what I mean". I am sure they do not even possess a vocabulary of three thousand words. They have read and

studied several thousand different words, but most of them have already slipped their minds.¹⁰

Here I wish to make some suggestions as to¹¹ how to enlarge your vocabulary:

1. Cultivate a quick ear and ready eye for new words. In other words,¹² develop a lively and persistent interest in words.

2. Keep a good dictionary like *Model English-Chinese Dictionary*¹³ of the Commercial Press,¹⁴ which gives you nearly all the necessary information about each word and illustrates its correct use in short sentences.

3. Learn synonyms.¹⁵ Have a good dictionary of synonyms at your elbow¹⁶ or a book like *Everyday English Synonyms*¹⁷ of the Ching Wen Book Company. I would advise all Chinese students of English to study the differences between words somewhat similar in meaning in the latter book. It is one of the best ways of increasing your vocabulary and enabling you to speak and write with accuracy.

4. Study the etymology¹⁸ or origin of words. If you recognize such prefixes and suffixes¹⁹ as *dis-*, *inter-*, *sub-*, *trans-*, *-en*, *-er*, *-hood*, *-less*, *-ist*, and *-ward*, you can give an intelligent guess at the meaning of the following words if they are not known to you: *disease*, *international*, *subway*, *transoceanic*, *enable*, *worker*, *manhood*, *careless*, *idealist*, *forward*. Such knowledge helps you not only to grasp firmly the meaning of the words and fix them permanently in memory but also to spell and to pronounce them correctly.

5. Form the habit of mastering at least one or two useful words every day. If you have already acquired a stock of five thousand words, it is good, but if you try to master one or two more words every day, it is better. English is living and growing. Many old words are thrown away and many new words are added from time to time. To gain new ideas from writers we need new words. Observe carefully the words of reputable²⁰ speakers and writers of the present time, and you will learn many new and useful words.

6. Read widely so that you may often meet the words you have already learnt and know their correct use. With our words as with our friends we may be puzzled by new ones. When we meet a word a second time, it will no longer²¹ be strange to us.

7. Try to use the words you have learnt in oral and written composition. You must remember that a word is not really your own until you can use it freely and accurately.

In conclusion, I would recommend a word-book, *The Two Thousand Commonest Words in English*²² of the Ching Wen Book Company to those who have not yet built a foundation vocabulary of English. This book contains the first two thousand words of Professor Thorndike's²³ famous book. The compiler of the present volume gives each word its pronunciation, grammatical information, and Chinese equivalent,²⁴ and illustrate its use or uses in short and easy sentences. The two thousand words have been published by the Ministry of Education²⁵ as the minimum English vocabulary required of the students in junior middle schools²⁶ in China. If you have mastered these two thousand words, you will have built a working²⁷ vocabulary.

All that I have said above is practical. When you have mastered five or six thousand words, you will not be bothered by the question of vocabulary any more.²⁸

[注] 1. The more... we build, 我人有磚更多則能造更大之房屋。 2. do, 適用。 3. first of all, 最先。 4. say, 假定。 5. Oxford ('ɒksfəd) Dictionary, 指英國 Oxford University Press 出版之 *A New English Dictionary on Historical Principles*。 6. no less than, 不少於。 7. medium ('mi:diəm) of thought exchange, 交換思想之工具。 8. commit to memory, 記於心。 9. reach our end, 達到我人之目的。 10. slipped their minds, 被彼等所遺忘。 11. as to, 關於。 12. In other words, 易言之。 13. *Model English-Chinese Dictionary*, 英漢雙節字典, 14. Commercial Press, 商務印書館。 15. synonyms ('sɪnənimz), 意義相仿之字。 16. at your elbow ('elbəʊ), 在君之肘旁; 在手頭。 17. *Everyday English Synonyms*, 英文日用同義字。 18. etymology (ˌetɪ'mɒlədʒi), 字源。 19. prefixes and suffixes, 字頭及字尾。 20. reputable ('repjʊtəbl), 有令名的。 21. no longer, 不再。 22. *The Two Thousand Commonest Words in English*, 英文最常用二千字表。 23. Thorndike's ('θɔ:ndaɪks), Thorndike 係姓氏, 美國人。 24. equivalent ('kwɪvələnt), 相當語。 25. Ministry of Education, 教育部。 26. junior ('dʒu:niə) middle schools, 初級中學校。 27. working, 實用的。 28. any more, 再。

My Experience as a Student of English

By Z. K.

Excuse me for writing about myself. I think that I ought to be a good example as a student of English. As I have told you in this Magazine, I am not a bright¹ student. I have no special talent for languages. The only foreign language I know is English. I am sure you can do what I can; for stupid as I am,² I may be called a student of English.

The first thing that I wish to tell you is that there is no short cut³ to the mastery of English. Don't think that one can master it in six months. This is a lie though you may find it said in advertisements.

Secondly, try to read simple English first. Don't be ambitious at the start.⁴ Also try to write simple and clear English. No-one will look down upon⁵ you when your English is simple but correct. Aim at accuracy, however.

Thirdly, I hope that you have chances of meeting English-speaking people. I improved my English by talking to Englishmen and Americans. Use your English whenever there is a chance.

Finally, I hope that you will keep reading⁶ such magazines as *The Ching Wen English Magazine*, which is very suitable for Chinese students. Count on⁷ me as your sympathetic friend, for I am not going to lead you astray⁸ in your search for a better knowledge of English.

[注] 1. bright, 聰明的. 2. stupid as I am, 我雖愚笨. 3. short cut, 捷徑. 4. at the start, 在起初. 5. look down upon, 輕視. 6. keep reading, 繼續閱讀. 7. Count on, 信賴. 8. am not going to lead you astray (ə's'treɪ), 不會引君入歧途.

格·辭·修·文·英 紹 介

謝大任編著 第一冊五角

英文修辭格之種類，不下百餘種，本書擇其有用有趣而為我國學生易於摹仿者二十四種，詳細舉例闡述，例句之多少，視每種之使用而定，最有用者例句最多。普通修辭學，其修辭格例句，類多引名言奧語，句數不多，讀者不易明瞭，難於應用，本書例句，務求淺顯，凡較有用之修辭格，引例輒多至百餘句，俾讀者得因例究義，融會貫通。如遇較難之名詞及例句，均加註中文，以便初學。

中華書局發行

更 正

本誌第五期二十五頁所有“Harvard”均應改作“Oxford”，所有“Cornell”均應改作“Shanghai”，蓋“Harvard”與“Cornell”均非地名也。

Mr A. J. FOWLER'S LETTER TO THE EDITOR

英儒 A. J. FOWLER 先生致編者函

April 3, 1937

一九三七年四月三日

Dear Mr Kê,

親愛的葛先生，

Many thanks for your letter and for the first issue of the Magazine.¹ I was very much interested in the latter,² and some of the corrections you have made of pupils' essays³ etc. bring home to one⁴ how extraordinarily difficult English must be for a foreigner: your letters always fill me with admiration⁵ for the correctness of their idiom. We English are shockingly lazy⁶ about learning any language but our own—and often slovenly enough about that⁷.

多謝你的來信和貴誌創刊號。我對於貴誌極感興趣，你為學生作文等所作的批改，有幾點使人深信異國人學習英文的非常困難：你歷次的來信，對於習慣用法的正確無誤，常常使我歎賞。我們英國人除了自己的語文而外極懶於研究任何語文的——而對於研究外國語文總是疏忽的。

Some weeks ago—I forget what the exact idiom concerned was—I had to disagree entirely with the English ladies you quoted. But this time I must agree. “Not so much as literary forms as as specimens”⁸ is quite correct in grammar, but we should certainly avoid it. Probably one would say “less as literary forms than as specimens”. In one's school-days it

在幾個星期以前——我已忘記那論及的習語了——我不得不和那你所說的幾個英國女子的意見完全不同。但這次我却必須同意了。“Not so much as literary forms as as specimens”在文法上是很對的，但我們必然應該避免這種用法。也許有人會說“less as literary form than as specimens”。一個

[注] 1. Magazine, 指本雜誌. 2. latter, 指本雜誌. 3. pupil's essays, 指「改作詳解」一欄中的作文. 4. bring home to one, 使人深感; 使人深知. 5. fill me with admiration, 使我滿心讚歎. 6. shockingly lazy, 非常怠惰的. 7. that, 指外國語文的研究. 8. “not so much as literary forms as as specimens”, 即指本誌第一期第三頁: “Essays and stories are to be studied not so much as literary forms as as specimens of good current English.” 一句.

used to be an amusement to try how many "thats" one could put grammatically⁹ at the beginning of a sentence*. But anything more than two is intolerable, though it may be grammatical.

Nothing much wrong. This is a little more colloquial than "nothing very wrong", but I think most people would use it. Of course the "much" belongs to the "nothing" and not to the "wrong". We could hardly say "a thing is much wrong", though we could say "much more wrong", "much worse", etc. "Slip up" is rather colloquial, but it would be unusual, though not quite impossible, to omit the "up".

I do not remember who wrote *Mr Chips*. No-one well-known, I think, but the story itself is well known from having been broadcast.¹⁰ It was a very touching¹¹ little sketch.

Jam. The wireless sense is in the Supplement,¹² but I don't think they¹³ make out a case for¹⁴ the intrans. use, though I have little doubt¹⁵ that it will

人在學生時代，往往設法把許多"that"按照文法在一個句子的開端排列起來，作為一種遊戲。但是用了兩個以上，即使合於文法，也是覺得討厭的。

Nothing much wrong. 這略較 "nothing very wrong" 為俗些，但我想大多數人會得用它罷。當然 "much" 是屬於 "nothing" 的，而不是屬於 "wrong" 的。雖然我們可以說 "much more wrong", "much worse" 等等，但不能說 "a thing is much wrong"。"slip up" 是有些兒俗的，但是省去了 "up"，雖然並不是很不可能的，却是不普通的。

我記不起 *Mr Chips* 是誰寫的。我想他是並不著名的人，但這故事因為曾經播音過而家喻戶曉了。這是一個很動人的短篇紀事。

Jam. 關於無線電的那個意義是在補編中，但我以為編者們不會例證不及物動詞用法，雖然我相信這用法將來總有的。我並非文法家，

9. could put grammatically, 能用來合於文法. 10. broadcast, 用無線電廣播. 11. touching, 動人情感的. 12. Supplement, 指 *Oxford English Dictionary* 的補編. 13. they, 指牛津字典的編者. 14. make out a case for, 舉例證明. 15. have little doubt, 不疑; 以為是...的.

*Readers will perhaps be interested to read a sentence in which "that" is used seven times in succession: "It is true for all that, that that that that that signifies is not the one to which I refer".—*The Editor.*

come eventually. I am no grammarian, and am hazy about intransitive and absolute uses. I should like to be able to say that an intrans. verb is one that not only does not, but could not have an object. Perhaps "live" would be an example, if one cuts out the "cognate accusative"¹⁶ (live a good life), and such a phrase as "live down one's unpopularity".¹⁷ And my idea of the absolute use is that the verb has an object which is not mentioned because both speaker and hearer know—roughly—what it is. "You must learn to ride"¹⁸ would be a case. But there are all sorts of complications,¹⁹ and I have never been quite happy²⁰ about it; I wish H. W.²¹ had treated the point more fully in M. E. U.²² I am always hoping that some competent person will undertake a supplement to M. E. U.

Every now and then²³ I jib a little at²⁴ some O. E. D.²⁵ definition, but I don't actually remember any difficulty as to trans. and intrans. I have never met Dr Onions.²⁶

而對於不及物動詞和絕對的用法是模糊的。我很想說不及物動詞是一個不但沒有受詞而且不能有受詞的動詞。也許"live"是一個例子，如果有人除去了「同語源受格」(如"live a good life [過善良的生活])，和如"live down one's unpopularity" (久而使他人淡忘自己的不孚衆望) 般的話兒。而對於絕對用法我以為那動詞有着受詞，不過因為說者和聽者知道——大概——它是什麼，所以不說出了。如"You must learn to ride" (你必須學得騎) 就是一個例子。但是有許多不易分別的用法，我從不曾十分明白過；我固願 H. W. 在現代英文習用法中對於這點有過詳細些的解釋。我時常希望有個可以勝任的人為現代英文習用法做一個補編。

我有時對於牛津大字典中某個定義略有反對的地方，但我並不真正記得關於及物動詞和不及物動詞的任何困難之點。我從不曾遇見過恩寧茲博士。

16. "cognate accusative", 同語源受格 (動詞和賓詞同意義的用法). 17. live down one's unpopularity, 意即大家不喜歡某人, 但他生存下去而並不再做出惹人喜歡的事, 大家便漸漸忘記他的不受人喜歡了. 18. You must learn to ride, 這句省去賓詞 "horse", "bicycle", 等. 19. all sorts of complications 種種不易分別的紛亂: 許多難辨的用法. 20. happy, 適切的; 巧妙的. 21. H. W., 即 H. W. Fowler, 是 A. J. Fowler 的哥哥. 22. M. E. U. = *A Dictionary of Modern English Usage*. 23. Every now and then, 時常. 24. jib a little at, 稍些反對. 25. O. E. D. = *Oxford English Dictionary*. 26. Dr Onions (*Anjenz*) 指 Charles Talbot Onions, *Oxford English Dictionary* 編者之一, 生在一八七三年.

Summing-up. In the case I wrote about the time of the judge's speech was actually mentioned. But I think they sometimes take far longer than that, and I always wonder how an average jury can keep their attention fixed so long. In my younger days I often stood for an hour in St Paul's²⁷ to listen to some great preacher like Canon²⁸ Liddon,²⁹ but I think three hours would have beaten me.³⁰

With all good wishes for the Magazine, which I am sure must be a great boon to Chinese students,

Yours sincerely,
A. J. FOWLER

Summing-up (結論)。在我所寫及的事件裏，法官的演說的時間長短是真正說出的。但我想他們有時候費了比較長得許多的時間，我常常奇怪一般的陪審員怎會繼續注意到這樣長的時間。在我的少年時代，我時常立在聖保羅禮拜堂中聽某某大說教者像利同牧師的說教一小時，但我想假使聽三小時便要使我疲倦了。

謹祝貴誌前途無量，我深信它必定是中國學生的大恩物。

A. J. 缶勒

27. St Paul's (sɛnt pɔ:lz), 聖保羅禮拜堂 (在英京倫敦). 28. Canon ('kænən), 一種牧師. 29. Liddon ('lɪdn), 指 Henry Parry Liddon, 英國教士, 生在一八二九年, 死在一八九零年. 30. would have beaten me, 將使我疲乏了.

英文日用同義字

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SELECTIONS FOR STUDY 精讀文選

[選載現代英美作家短篇文字，每篇一次登完，可以精讀。]

The Way Out 出路

BY WILLIAM CORBIN

TRANSLATED AND ANNOTATED BY SU CHAO LUNG (蘇兆龍)

Once, in France, I had a strange experience. For years I insisted upon¹ misunderstanding it.

Our regiment occupied an abandoned² town one day, not far from the border of Lorraine.³ Houses and buildings were in pretty good condition, and three of us, all youngsters in our teens,⁴ busied ourselves with⁵ investigating the interiors,⁶ most of which were open and vacant. The town museum⁷ was locked, but locks did not deter us. We broke in.⁸

In the dark and dusty display cases⁹ I saw only one thing that interested me—a huge book, wrapped in waterproof¹⁰ paper. One of the three of us broke the case, unwrapped¹¹ the book, and carried it to the light. He should not have done it, but that has nothing to do with the story.

我在法國曾遇着一種奇怪的事。我對於這件事老是誤解了若干年。

某一天我們的團部佔據着一個空空無人的鎮市，是一個離羅朗邊境不遠的鎮市。房屋和大廈頗為完好，我們三個人——都是不到二十歲的少年——忙忙碌碌地察看那些屋子的內部，它們大多敞着空着。那市博物館鎖閉着，可是鎖兒不能夠阻止我們。我們撬門而進了。

在那黑暗塵封的陳列櫃裏我瞧着祇有一件使我注意的東西——一本包在不透水的紙兒裏面的大書。我們三人之中有一個把那書櫃撬開，把那書的包皮紙放開，將那本書拿到光亮的地方。他不該做這樣的事，可是這句話和這故事沒有關係。

[注] 1. insisted upon, 總是；常常。 2. abandoned, 闖其無人的；居民逃去的。 3. Lorraine (lo'rein), 法國地名。 4. in our teens, 不到二十歲；從十三歲 (thirteen) 到十九歲 (nineteen)。 5. busied ourselves with, 忙忙從事於。 6. interiors (in'ti:riəz) 室內；屋內。 7. town museum (mju(:)'ziəm), 市中博物館。 8. broke in, 撬門而入。 9. display cases, 陳列櫃。 10. waterproof, 不透水的；防水的。 11. unwrapped, 解開...的包裹。

It was the strangest book I have ever seen—a collection of several hundred pencil, crayon,¹² and charcoal sketches, all of the same subject. It was not a published book, but simply a bound volume of the original sketches. They had been drawn on linen paper, scraps of cloth, on sheets of parchment¹³ from some old monastery, on coarse brown paper.

On the frontispiece there was a brief explanation of the book's origin, written by the curator¹⁴ of the abandoned museum. The story was this:

In the eighteenth century, a nobleman, whose name I have forgotten, was arrested for a political offence¹⁵ and imprisoned in a cell¹⁶ in a stone tower near that town. The walls of the cell were eight feet thick, the floor was laid with uneven flagstones.¹⁷ Eight feet above the floor was a narrow window, not wide enough for a body to slip through, that afforded light and a glimpse of sky, field, and woodland. The prisoner slept on straw in a corner of the room and took his coarse food and well water¹⁸ whenever his jailers saw fit¹⁹ to shove them through a

那本書是我生平所曾見過的一本最奇怪的書兒——一本含有幾百幅鉛筆，粉筆，和木炭寫生畫的集子，每幅畫都是同樣的題材。它並不是一本出版的書，祇是一種原稿畫的裝訂本。這些畫畫在亞麻布紙上，畫在碎布片上，畫在由古廟中得來的羊皮紙上，畫在粗糙的棕色的紙上。

在那裏封面對面的畫頁上，有一段文字說明這本書的來源，乃是那沒有人住的博物館館長所寫的。那故事是這樣的：

十八世紀有一位貴人，他的名字我忘記了，這位貴人因政治罪而被逮捕，被禁錮在那靠近該鎮的石塔的密室裏。這密室的牆計厚八呎，它的地板是不平的石板所鋪的。離地板上面八呎是一個窄狹的窗子，它的寬不足以穿過一人，它供給光線和天空，田野，樹林的一瞥。那囚犯睡在密室的一個角落裏的稻草上，每當那獄吏從門底的小活門推進粗食和井水的時候，他便有得吃喝。他

12. crayon, 色粉筆; 色鉛筆. 13. parchment, 羊皮紙. 14. curator (kjuə'reitə) (博物院或圖書館的) 主監. 15. political offence, 政治罪. 16. cell, 密室; 牢. 17. flagstones, 石板. 18. well water, 井水. 19. saw fit, 決意.

tiny trap²⁰ at the base of the door. He lived in that cell for twenty years, and was found dead one morning on his pile of straw. Under the straw were the pictures bound in that book.

Jailers had come and gone²¹ in that twenty years of his imprisonment. From each of them he had begged pencil and paper. A sheet of paper, even of yellow parchment inked²² with Latin words, was for him the most precious boon²³ of earth. Once provided with the shabby tools of his art, he climbed up to the narrow, deep window by digging his toes between the huge stone blocks of the wall. Then, clinging to the sill with one hand, he sketched the scene without—the narrow arc of sky, the field, the trees, the curl of chimney smoke on the horizon. Always it was the same scene he drew, yet never was it the same scene.

The moon rose and set. It changed quarters.²⁴ The field was ploughed. The farmer sowed grain. Rain fell. Sun shone through thunder-clouds.²⁵ He drew it all.

Trees grew. Trees fell under the axe. There was a fence. It sagged²⁶ with neglect, then was carried away for firewood.

住在那密室裏共有二十年，某天早上却被人發覺他死在他的稻草鋪上。那些裝訂在這本書裏的畫兒就在稻草鋪的底下。

在他被監禁的二十年裏獄吏們已經更換了不少。他從每一個獄吏跟前討求鉛筆和紙兒。一張紙兒，甚至於黃色的塗滿拉丁字的羊皮紙兒，他認爲是世界上最寶貴的恩物。一經得着那些尷尬的藝術工具，他便把腳趾擠進那牆壁上的大石塊的縫隙裏爬上那又狹又深的窗兒。於是用一隻手緊攀着窗臺，他描寫那外邊的風景——那窄狹的穹窿，那田野，那樹林，那天邊烟囱的烟雲。他所畫的總是那一片風景，那風景却絕不雷同。

月亮升起和落下。它改變着弦兒。田被耕着。農夫撒着種子。雨在下着。太陽從雷雲中射照出來。他畫出這一切的光景。

樹兒生長着。樹兒被斧頭斫倒。有一個籬笆。籬笆因欠照管而傾斜，於是被人搬去當柴燒了。不久烟兒從那

20. trap, 活門. 21. come and gone, 來和去; 更換. 22. inked, 墨污. 23. boon, 恩物. 24. quarters, 弦; 月球一公轉的四分之一. 25. thunder-clouds, 起雷的雲. 26. sagged, 傾斜.

Soon smoke drifted²⁷ over the horizon from the house the artist never saw. Once a little girl stopped to pick flowers in that field. The crayon of the captive artist caught²⁸ her figure.

When we left the museum, one of the three of us, a rough man of little feeling,²⁹ carried that book away.

"You can get money for that art stuff",³⁰ he said. "I'll peddle it when I get back to the States",³¹

The book used to haunt me³² at night. I would lie awake in the straw, thinking of him, the prisoner, patiently clinging to the high stone sill, sketching the same scene with infinite pains and great hunger.

Once the tragedy of that man so clouded³³ my imagination that I sought out the soldier who had stolen the book. I would buy it from him. He should not be entrusted with it. For twenty years that artist had lain in darkness. Then for two hundred years his work had lain in darkness, a closed book in a dusty case, and now . . .

"What did you ever do with that book?" I began.

The soldier stared at me dumbly. "What book?"

畫家所不曾瞧見的房子浮騰在天邊。有一回一個小姑娘停留在那田裏採着花兒。這位被監禁的畫家用着色筆畫了她的形像。

當我們離開博物館的時候，我們三人中有一個——一個缺少情感的粗漢子——把那本書拿走了。

「你可以拿這美術品去換錢的」，他說。「當我回到美國的時候，我要將它叫賣哩。」

這本書常常在夜裏使我轉念頭。我往往醒着躺在稻草鋪上，想着他，那堅忍地緊貼着高的石窗臺很辛苦很飢餓地繪畫着同樣的風景的囚犯。

有一回那囚犯的悲劇使我的幻想很受打擊，因此我把偷書的兵士尋找出來。我要從他那裏買得這本書。不該叫他保留着它。那畫家埋伏在黑暗中已有二十年。他的作品埋伏在黑暗中又有二百年，在一個塵封的櫥裏做了一本關閉着的書兒，而現在却...

「你怎樣處置那本書呢？」我開始說。

那兵士呆木地凝視着我。「什麼書？」

27. drifted. 浮騰. 28. caught, 抓着 (意即畫着). 29. of little feeling, 缺少情感的; 欠同情心的. 30. art stuff, 美術品. 31. the States, 美國. 32. haunt me, 使我不能忘懷. 33. clouded, 使...暗淡.

I recalled it to him excitedly.

“Oh!” he snorted.³⁴ “That fool picture book Well, it got too heavy on that last forced³⁵ march and I threw it in a shell hole³⁶ full of water.”

“Where? What shell hole? Great heavens,³⁷ man!”

He didn't know. Somewhere between Paris and the Somme.³⁸ Twenty years of toil, of beauty, of spirit, tossed into a shell hole full of yellow, stagnant water. The book had rotted . . . was part of the earth³⁹

I say I insisted on misunderstanding that story. It embittered⁴⁰ me. All of that man's life-work had been tossed into a hole in the earth. Gone! What was the use? He had been imprisoned by a political mistake. And now his book had been consigned to⁴¹ the mud for war, another political mistake. Bah!⁴² I had wanted to write . . . write beautiful things. . . . Nonsense! At the end it all belonged to the mud. It would all go down to the mud.

I used to tell that story with bitterness to young artists of my acquaintance.⁴³ I used to

我興奮地將那本書提醒了他。

「啊」他嗤鼻道。「原來是那蠢笨的畫集...唉,在上次那強迫的進行中那本書嫌其太重,所以我將它投到一個充滿着水的礮彈洞裏去了。」

「在什麼地方? 什麼礮彈洞? 哎啊,朋友!」

他不知道什麼地方。大約在巴黎和索姆河的中間的某地方。二十年的辛勤,美術,和精神,一旦拋入一個充滿着黃色的停滯的水的礮彈洞裏。那本書已經腐朽了...化爲塵土了...

我說我原來對於這故事老是誤解着。它使我非常難過。那畫家的一生的工作都投入一個地洞裏去了。沒有了! 有什麼用處呢? 他已經爲了一個政治上的錯誤而被監禁着。現在他的書又爲了戰爭而投於污泥,那戰爭是另一個政治上的錯誤。呸! 我曾要寫...寫美麗的東西...真無謂呀! 到後來一切都屬於泥土的。一切都要歸於泥土的。

我往往把這故事悲切切地告訴我所認識的少年畫家們。我往往狂熱地講着人生

34. snorted, 嗤鼻說道. 35. forced, 強迫的. 36. shell hole, 礮彈洞. 37. Great heavens!, 天啊!(驚歎語.) 38. Somme (sɒm), 法國北部的河名. 39. was part of the earth, 化爲塵土. 40. embittered, 使...悲痛. 41. consigned (kən'saɪnd) to, 投於. 42. Bah (bɑ:(ɪ)), 呸(表示輕蔑的驚歎字). 43. of my acquaintance, 我所認識的.

rant⁴⁴ about futility.⁴⁵ I made a pattern⁴⁶ of that story. . . .

But in later years, as I grew and learnt, this thought came to me:

That incident was unique. It happened only once. It probably will never happen again. Why should it suggest despair and futility? It suggests only itself—a unique story. Why not write it? It is not an ugly thing. It is the story of a man who was himself,⁴⁷ regardless of all others.⁴⁸ He could not be imprisoned. He is not lost.⁴⁹ He and his work have not gone down to mud and darkness. Not at all. The two men who were with me in that museum are dead. But I know the story! And now you know it—and you know him!

的空虛。我拿這故事做一個例子...

可是若干年後，當我年紀較大閱歷較多的時候，我便這樣地想着：

那件事是絕無僅有的。它祇發生了一次。它也許永遠不再發生的。爲什麼它該提示着失望和空虛的感覺呢？它祇是提示着它自己——一個絕無僅有的故事罷了。爲什麼不把它寫出來呢？它並不是一件醜惡的東西。它是一個發揮個性的人的故事。這個人是監禁不住的。他是不會埋沒的。他和他的工作並不會墮入污泥和黑暗中。絕不會啊。那和我回到博物館去的兩個人都死了。可是我知道這個故事！現在你也知道它了——並且你知道他了！

44. rant, 狂囂地講. 45. futility (fju(ɪ)lɪtɪ), 無用; (人生的) 空虛. 46. made a pattern of, 拿...做榜樣. 47. was himself, 發揮他自己的個性. 48. regardless of all others, 不管別人. 49. lost, 埋沒的; 淹沒的.

The Editor's Comments on Some Points of Usage

1. "in pretty good condition". We cannot say "in a pretty good condition" or "in a good condition".

2. "three of us, all in our teens, busied ourselves with . . .". "In their teens" and "busied themselves" would be more grammatical, as "three" is in the third person. See my comment on "Some of you write to tell me how much I've helped you in various ways." on p. 8, No 2.

3. "brown paper". This is a kind of unbleached paper used for parcels etc.; all paper brown in colour is not usually so called.

4. "the book's origin". That is, *the origin of the book*. To write "the book's" instead of "of the book" is virtually to personify the book. This use of "'s" is growing common, especially in newspapers.

5. "of sky, field, and woodland". Notice that a series of nouns in the singular can do without "a". "Of sky", "of field", or "of woodland" would be incorrect.

6. "that twenty years". The use of "that" instead of "those" emphasizes the idea of twenty years as a period of time.

7. "yet never was it the same scene". Notice that the use of the negative word "never" necessitates the inversion "was it".

8. "You can get money for that art stuff". "You" is here used in the sense of *one* or *anyone*; this use is chiefly colloquial. "For" here means *in exchange for*, or *by selling*.

9. "the States". That is, the United States of America.

10. "I would lie awake in the straw". "Would" here describes habitual action: "I would awake..." means *I was accustomed to...*

11. "I would buy it from him". Notice that here "would" expresses will or intention.

12. "that fool picture book". "Fool" used as an adjective (meaning *foolish*) is obsolete in English usage, but still common in American usage; chiefly colloquial, however.

13. "Great heavens, man!". "Man" is a term of familiar address, here implying impatience.

14. "All of that man's life-work". An Englishman would omit the "of" here; in American usage "of" is inserted after "all" where it would be considered unnecessary in England.

15. "for war". The war referred to is the world war of 1914—1918.

What do you think of this Magazine?

Which section do you find the most useful?

Which section do you find the most difficult?

We should be glad to hear from our readers about such points.

SHORT SKETCHES 短篇紀事

[選載文字淺顯而趣味濃厚之短篇故事及新聞，凡有一二英文程度者即可閱讀。]

TRANSLATED AND ANNOTATED BY WUTS

Audience of One For Paderewski

巴得累夫斯基的一個聽眾

Paderewski's spider was a friend of his student days. It was musical. One day in his humble room in Vienna,² while he was practising an exercise of Chopin,³ the spider let itself down from the ceiling by its silver thread⁴ till it came on to the piano desk.

Paderewski looked at it and went on playing. His exercise was in what musicians know as "thirds",⁵ and while he continued the spider stayed, seemingly an enthralled listener.⁶ At the end of the exercise the pianist turned to another one, this time in "sixths".⁷ But this had no charms⁸ for the spider, which immediately rolled up⁹ its cable¹⁰ and went back to the ceiling.

Was it a coincidence?¹¹ Paderewski wondered, and began the exercise in thirds again. Down came the spider!

巴得累夫斯基的蜘蛛是他學生時代的一個朋友。它是愛好音樂的。有一天在維也納他的簡陋的房間裏，當他演奏着索班的一片音樂練習的時候，這隻蜘蛛以銀絲從天花板上掛了下來，直到鋼琴桌上。

巴得累夫斯基向它看着繼續演奏。他的練習就是音樂家的所謂「第三音」，當他繼續演奏着的時候，蜘蛛停着不動，似乎是一個着了迷的聽者。這練習完了以後，這位奏琴家換了別的一片，這一次是「第六音」了。但是這練習對於蜘蛛沒有魔力，它立即捲着蛛絲回到天花板。

這是偶然的事嗎？巴得累夫斯基迷惑了，於是再開始演奏着第三音的練習。這隻蜘蛛又下來了！

[注] 1. Paderewski (ˌpædəˈrevski), 波蘭 [Poland] 奏琴家和作曲家 (生於一八六零年). 2. Vienna (viˈenə), 維也納 (奧地利 [Austria] 國都). 3. Chopin (ˈʃɒpiːn), 波蘭奏琴家和作曲家. (生於一八零九年, 卒於一八四九年.) 4. silver thread, 指蛛絲. 5. thirds, 調之第三音; 中和弦. 6. enthralled (inˈθrɔːld) listener 入迷的聽者. 7. sixths, 第六音; 六度音程. 8. charms, 魔力. 9. rolled up, 捲起. 10. cable, 繩索 (指蛛絲). 11. coincidence (kouˈɪnsɪdɪns), 巧合的事.

This performance was repeated for weeks. Every time the pianist played in thirds, the spider took an orchestra stall¹² on the piano desk to listen. Paderewski got to know his musical admirer¹³ so well that he used to¹⁴ watch the tiny creature's eyes¹⁵ while he played.

The old friendship came to an end¹⁶ when Paderewski left Vienna for the summer. When he returned in the autumn and opened his piano again, he sounded the call in musical thirds, but no spider came to hear.

This is a strange little story, but one that reveals the great Paderewski's simplicity and kindness in a new light,¹⁷ and possibly also reveals our spider friends in a new light.

這個演奏繼續了幾星期。這奏琴家每次奏着第三音，這隻蜘蛛在鋼琴桌上坐着靜聽。巴得累夫斯基熟識他的欣賞者，因此當他演奏的時候，常常去注意這小動物的眼睛。

當巴得累夫斯基離維也納去消夏的時候，這奇怪的友誼也完結了。等到他在秋季回來，重新開了他的鋼琴，他奏着音樂的第三音呼喚，但是沒有蜘蛛來聽了。

這是一樁小小的奇異故事，但也是顯示偉大的巴得累夫斯基天真和仁善的一樁新聞，或許也是關於我們的蜘蛛朋友的一樁新聞。

12. orchestra ('ɔ:kistrə) stall (stɔ:l). 劇場中正廳前排的座位. 13. musical admirer, 音樂的景慕者. 14. used to..., 常常 15. tiny ('taini) creature's eyes, 指蜘蛛的眼睛. 16. came to an end, 終止. 17. new light, 新的方面.

The Editor's Comments on Some Points of Usage

1. "seemingly an enthralled listener". How should this be explained grammatically?
2. "this time". This is adverbial.
3. "Down came the spider!". This is more vivid than "The spider came down".
4. "for weeks". That is, for some weeks. Instead of "some years ago" and "for some hours", we may say "years ago" and "for hours".
5. "got to know". "Get" followed by an infinitive denotes the forming of a habit. Notice that "got to know" and "have got to know" often have different meanings, the latter often meaning *be obliged to know*.
6. "came to an end". This is an idiom; notice that "an", not "the", is the right article.

A Comma That Saved A Human Life

一個逗點救了一條人命

Maria Feodorewna¹ 'accidentally² caught sight of³ the following note appended to the bottom of a death-warrant.⁴ It was in the handwriting of her husband, Alexander III⁵ It read as follows:

“Pardon impossible, to be sent to Siberia.”⁶”

Maria transposed the comma so that it read:

“Pardon, impossible to be sent to Siberia”. Whereupon⁷ the convict⁸ was released a free man.

馬利阿·腓俄多雷那於無意中看見一件死刑執行命令底下附着下面的字條。這是她的丈夫亞歷山大三世的手筆。文字如下：

「赦罪不能，流放到西比利亞」。

馬利阿把逗點轉移了一下，文字便這樣了：

「赦罪，不能流放到西比利亞」。這個罪犯因此被釋放而為自由的人了。

[注] 1. Maria (mə'raɪə) Feodorewna (f(i:)odo'revne[ʔ]), 人名. 2. accidentally, 偶然. 3. caught sight of, 看見. 4. death-warrant ('wɒrənt), 死刑執行狀. 5. Alexander (ælig'zændə) III, 亞歷山大二世之子, 於一八八一年登極為俄皇. 生於一八四五年, 卒於一八九四年. 6. Siberia (sai'biəriə), 俄國地名. 7. Whereupon (wɛərə'pɒn), 於是: 因此. 8. convict ('kɒnvɪkt), 已定罪的犯人.

The Editor's Comments on Some Points of Usage

1. “It read as follows” and “it read”. “Read” here means *appeared in writing or had a certain wording*.

2. “Whereupon”. This word used interrogatively is now archaic, but is still common in the function of introducing a new sentence in narrative.

3. “was released a free man”. Explain the grammatical position of “man”.

孔雀東南飛劇本季劍譯 葛傳槩校閱

The Peacock Flies South-East 實價三角二分

Bilingual; idiomatic English; excellent reading; helpful to learners of translation.

PENS 談 筆

TRANSLATED AND ANNOTATED BY C. C. CHANG (張企程)

Small as¹ it is, the pen has changed the course of history, shaped the destiny of nations, facilitated the commerce of peoples, imprisoned the elusive thoughts of men, recorded events, carried news, and done more work for mankind² than all other tools or weapons.³

Progress without it⁴ would have been almost impossible. The invention of the wheel and screw, the introduction of steam-power, the use of electricity, all these have changed the lives⁵ of millions;⁶ but the pen has done more. It has removed mountains. It has prepared the way for all advancement. Whatever plans have been drawn up,⁷ whatever laws formulated, have come from the pen.

Today the pen is more highly esteemed than ever. The typewriters clicking in every continent⁸ are the drudges, the pen is the aristocrat⁹, governing all and giving the final flourish.¹⁰ In the past the pen did all the work,

筆雖然是一樣小東西，可是它曾經改變了歷史的途徑，決定了各國的命運，便利了各民族的通商，捉住了人們的難於捉摸的思想，記下了事件，傳遞了新聞，比一切其它的工具或武器替人類做了更多的工作。

假使沒有筆也就不會有什麼進步了。輪盤和螺絲的發明，汽力的採用，電氣的應用，這一切都改變了千萬人的生活；可是筆所貢獻的却更多。它移動了山嶽。它替一切人類的進步預備好了道路。無論草擬了什麼計劃，訂立了什麼法律，都是非筆不行的。

現在，筆比以前更受人重視了。現在到處嗒嗒地響着的打字機可以說是些低賤的工人，而筆是君臨一切的，發着最後的命令的統治者。在過去，筆做了一切的工作，因為一切文書要保存

[注] 1. as, 這裏解作「雖然」或「縱然」。 2. mankind (mæn/'kaind), 人類。 3. weapons ('wepənz), 武器。 4. it, 指“pen”。 5. lives (laivz), 生活。 6. millions, 幾百萬人；無數的人。 7. drawn up, 草擬。 8. in every continent, 在每一個大陸（意即到處）。 9. aristocrat ('æristəkræt), 統治者。 10. final flourish ('fla:riʃ), 最後的用筆一揮。

for all writing intended to last¹¹ for any length of time was valid only if written with pen and ink. The lawyers took up their pens and wrote the law of the land from the days when papyrus¹² was first used to the day Magna Carta¹³ was compiled, and for 500 years after. The most famous letters in the world were written with a pen; and it was with a pen that the greatest thinkers of all time wrote down their thoughts.

The Law and the Prophets,¹⁴ the four Gospels, the letters of St Paul,¹⁵ how should we have had these today had they not been preserved for us by the pen? To the pen we owe¹⁶ *The Pilgrim's Progress*,¹⁷ *Paradise Lost*,¹⁸ *The Canterbury Tales*¹⁹; and it was with his pen that Shakespeare²⁰ shook the world.

The servant of the greatest,²¹ the pen is the slave of the humblest. The serving maid and schoolboy may drive it as they will.²²

得時間久一些的祇有用筆墨寫下了才行。從開始用草紙到製成大憲章的時候以及以後的五百年間，法律家們握起了筆寫下了國家的法律。世界上最著名的書信是用筆寫的；而正是用了筆各時代的最偉大的思想家寫下了他們的思想。

舊約五經和先知書，四福音，聖保羅的書信，要是它們不是用筆替我們被保存了下來，我們怎麼能夠在現在讀到它們呢？托筆的福我們才有了天路歷程，失樂園，和坎城旅談；而正用了他的一支禿筆莎士比亞才轟動了世界。

筆是最偉大的人物的忠僕，同時也是最卑微者的奴役。女傭和小學生都可對他頤指氣使。

11. last, 保持. 12. papyrus (pə'paɪərəs), 古埃及 (Egypt) 人用的一種用草做成的紙. 13. Magna Carta ('mæɡnə 'kɑ:tə), 大憲章, 是在一千二百十五年英國人民強迫英王約翰 (John) 所頒佈的. 14. The Law and the Prophets ('prɒfɪts), "Law" 指舊約聖經中的開首五書, "Prophets" 指舊約聖經中的先知作者. 15. St Paul (pɔ:l), 聖保羅, 是耶穌的門徒. 16. To the pen we owe (ou), 我們靠了筆的力而有... 17. *The Pilgrim's Progress*, 天路歷程, 英國文學家 John Bunyan 所做的長篇寓言. 18. *Paradise ('pærədəɪs) Lost*, 失樂園, 英國詩人 John Milton 所做的敘事長詩. 19. *The Canterbury ('kæntəbəri) Tales*, 坎城旅談, 英國詩人 Geoffrey Chaucer 所做的詩體故事集. 20. Shakespeare ('ʃeɪkspɪə), 指 William Shakespeare, 莎士比亞, 英國著名戲曲家. 21. the greatest, 最偉大的人物. 22. drive it as they will, 像他們所高興的那樣去驅使它.

Behind all we do²³ today is the pen. We cannot sign a cheque or write a letter or buy a house or complete a business transaction without our pen. The editor stirs the world²⁴ with it, the student would fail to²⁵ pass his examination without it, a deed²⁶ is worthless till our name is written with pen and ink,²⁷ though once the signature is there it becomes irrevocable. For the stroke of a pen is legally²⁸ binding, and few things are more thrilling or mysterious.

With a stroke of the pen Bradshaw²⁹ sent Charles Stuart³⁰ to the block.³¹ Queen Elizabeth³² took up her pen and signed a document which hurried Mary Queen of Scots to her tragic end.

Queen Victoria³³ saved a life with her pen, for, when the Iron Duke³⁴ gave her a death-warrant³⁵ to sign she wrote Pardon-ed, so giving a bad soldier³⁶ a chance to make good.³⁷ When the Declaration of American Independence³⁸ was signed John Hancock³⁹ was the first to write

在我們現在所做的一切事情的後面少不了一支筆。我們要簽一張支票，寫一封信，買一所房子，或者完成某種商業上的手續，都不能沒有一支筆。編輯先生用了它激動輿情，沒有了它一個學生不會得考試及格，一種契約在我們的名字被用筆墨寫上以前是毫無用處，而一旦簽了字就成爲無可挽回了。因爲一揮筆就在法律上有約束力，而天下很少事情能比它更動人或神祕的了。

布拉德紹一揮筆把查爾茲斯丟阿特送上了斷頭台。依利薩伯女王提起了筆在一張文件上簽了個字，就把蘇格蘭的馬利女王催上了她的悲劇的末路。

維多利亞女王用了她的筆救了一條命，因爲，當鐵公爵向她呈上一紙執行死刑的命令請她簽字的時候，她寫了個「赦」字，因此給了一個無才的軍人以改過自新的機會。在簽立美國獨立宣言的

23. behind all we do, "all" 後面省略了一個 relative pronoun "that". 24. world, 公衆. 25. fail to..., 不能... 26. deed, 契約. 27. till our name is written with pen and ink, 直到我們的名字被用筆墨寫上的時候爲止; 在我們用筆墨簽字以前. 28. legally, 在法律上. 29. Bradshaw, ('brædʃɔː), 指 John Bradshaw, 英國法官, 在一六四九年把英王 Charles Stuart (就是 Charles I) 處死刑. 30. Charles (tʃɑːlɪz) Stuart, (stjuət), 指英王 Charles I. 31. block, 斷頭台. 32. Elizabeth (i'lizəbəθ), 英國女王, 在一五八七年把 Mary Queen of Scots 處死刑. 33. Victoria (vik'tɔːriə), 英國女王. 34. Iron Duke, 指 Duke of Wellington. 35. death-warrant ('wɒrənt), 執行死刑的命令. 36. soldier, 軍人. 37. to make good, 有所成就. 38. Declaration of American Independence, 一千七百七十六年美國革命時所發表的獨立宣言. 39. John (dʒən) Hancock ('hæŋkək), 美國政治家.

his name. "There, (said he), I guess⁴⁰ King George⁴¹ will be able to read that."

Our coming into the world is recorded with pen and ink. Before we have been at school a day our name is enrolled with a pen. We cannot be married till we have signed the register.⁴² A pen records our death.

The next time we take up our pen to write let us remember that we hold in our hand the most powerful instrument⁴³ mankind possesses.

時候，約翰罕科克第一個寫上了他的名字。他說：「我想喬治王會讀到它的。」

我們一生到這世界上來，就被筆墨所記錄起來了。在我們進學校以前，我們的名字已經被用了筆登記起來了。不在登記書上簽個字，我們不能結婚。而我們的死也是由筆給紀錄下來。

下次我們拿起筆來寫字的時候，我們該緊記着，我們握在手裏的是人類最有力的工具。

40. guess (g=ɜs). 想 (這是美國人的用法) 41. George (dʒɔːrdʒ), 英王. 42. register (ˈredʒɪstə), 登記冊. 43. instrument, 後面省略了 "which" 或 "that".

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CORONATION SONNET¹NEW POEM BY JOHN MASEFIELD,² THE POET LAUREATE³

ANNOTATED BY HERTZ C. K. KÊ (葛傳槩)

You stand upon the highway of the sea,⁴
Wherein the ships, your children, come and go
In splendour, at the full of every flow,
Bound to and from whatever ports may be.⁵

Through this beginning reign, for years to come,
May fortune set your lot in happy times:⁶
Your seaman saint still marking, with his chimes
Daily, some ship of yours, returning home.⁷

Though you are changed from what I once beheld:⁸
Though your remembered hulls are with the coral:⁹
I cannot think upon your might unstirred.¹⁰
O sacred city of the lost sea-bird¹¹
May wealth, outransoming the ports of Eld,
Be yours, with spiritual gold and holy laurel.¹²

[注] 1. Coronation (kə'reɪ'nɪʃən) Sonnet, 爲英王加冕而作之十四行詩。(按英王 George VI 於本年五月十二日加冕, 參閱本誌第五期「新聞選讀」, sonnet 係一種詩體, 共十四行, 每行十音節。) 2. John (dʒən) Masefield ('meɪsfi:ld), 英國現代詩人, 參閱本期「現代作家像傳」。 3. Poet Laureate ('ləʊrɪt), 冠佳詩人(參閱本期「現代作家像傳」。 4. You stand upon the highway of the sea, 汝立於海洋之大道上。(“You”指英國, 亦即指英京倫敦 [London], 英國四面皆海, 故云。) 5. Wherein the ... splendour ('splendə) ... may be, 每當潮滿時, 船隻赫然往來於其中, 往種種港口去, 亦自種種港口來, 此種船隻乃汝之兒女也。(“flow”作「漲潮」解, “bound”作「在途中」解, 形容 “ships”) 6. Through this 'beginning reign (reɪn), ... happy times, 新朝伊始, 但願在未來之多年中, 汝得享快樂之時光。(“to come”作「未來的」解, “May ...”表祈願之意。) 7. Your seaman ... returning home, 汝之海員之神, 每日鳴鐘, 常報汝之某船歸來。(每日有船歸來, 即每日有財寶來也, “still”作「常常」解, 此義今多見於詩中, “marking”係屬 abstract construction。) 8. are changed from what I once beheld, 與我昔日所見者不同; 今異於昔。 9. Your remembered hulls are with the coral ('kɔrəl), 汝所憶之船身今與珊瑚俱(謂英國古時之船早已沈沒海中也)。 10. I cannot think upon your might unstirred, 我不能思考汝之權力而無所感動; 我思及汝之偉大而不禁感動 (“think upon”今多見於詩中)。 11. sacred city of the lost sea-bird, 指倫敦; 按此詩刊於五月七日之字林西報, 余以不知此語來源, 曾於八日函詢該報主筆, 旋於十五日該報社論中述及此語, 有云: “It must be confessed that the passage is not free from obscurity. Energetic exploration of authorities and canvassing of various experts ... has indicated the possibility that the reference is really to Argos, the city.”

of Adrastus the old time King who led the Seven against Thebes... Whether this is correct, the poet himself alone can say. Perhaps there is another explanation." 12. May wealth, outransoming (ˌaʊt/ˈrænsəmiŋ)... Eld (eld)... holy laurel (ˈlɔːrəl), 但願汝得較 Eldorado 諸港所有者更多之財富, 復有精神上之黃金及神聖之桂冠. ("outransoming" 由 "out" 與 "ransom(ing)" 相合而成, 作「贖... 而有餘」解, "Eld" 係 "Eldorado" 或 "El Dorado" 之簡寫, 按 "Eldorado" 係一想像中之國家, 其地多金, 今謂「贖 Eldorado 之諸港而有餘」, 極言其富也. "spiritual gold and holy laurel" 係「榮華」之意.)

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STUDENTS' ENGLISH 學生英文

[選載學生投稿, 文字均經修改, 務求淺顯易讀而無錯誤。]

My Native Place

By K. W. CHANG (張國威)

About thirty miles away from the city of Changchow there is a small beautiful village called Tang-Chia-Ts'un. It is an ideal farming village. Fertile fields stretch around its skirts. All its houses are surrounded by thick bushes and clumps of bamboos. Wild grape-vines twist their tendrils from tree to tree and spread a kind of network. A stream runs murmuring at its back and a pool of calm water lies in front of it. So there is but one path leading to it.

This village is my native place. This is the place where my parents lived for years and where my old neighbours live. While I was young, I used to play in the fields with some of my companions and sometimes tried to learn the agricultural art from the farmers. Occasionally we gathered together to play among the bamboos, where the birds were hopping and twittering overhead and the hens cackling below. Wherever we went, blossoms often bent their heads towards us. On hearing a whisper of leaves made by a gentle breeze, we

almost felt as if we were in a fairyland. What a pleasant scene it was!

But there are things that make me sad. My sixteen-year-old brother died in this village two years ago. My mother and my little sister, too, died there last year. Though the landscape remains the same, yet what I feel is different. Indeed, whenever I think of my native village, I cannot help weeping. I weep for my dead mother, my dead brother, and my dead sister.

A Trip in the Spring Vacation

By Y. N. SUN (孫有年)

In the spring vacation, though the weather was wet, we were happy, as we sometimes made a short trip.

One day, I went to the Chung Shan Library in Canton with some friends.

It was a large and beautiful library, and there were many books, magazines, and papers.

We stayed there a long time. We saw many people reading magazines and papers. There I read some pages in the first issue of *The Ching Wen English Magazine*. I came across the sentence "The mastery he sometimes seems to attain is no

more than the revelation to him of one more of her secrets', and asked my friends to explain "no more than" and to tell me if any word was understood in the sentence.

We came back by bus as it was raining cats and dogs.

A Letter to a Friend

BY K. L. TSAI (蔡鋼林)

Dear Mr. Chang,

The day before yesterday I received your letter, from which it gave me much pleasure to learn that you would communicate with me in English. As my English is bad indeed, I would ask you to correct all the mistakes that you will find in my letters. I do not read often. Still less do I write. I hope, however, that I may hereafter read and write more.

I have something interesting to tell you. I have subscribed for *The Ching Wen English Magazine* for a year. The first issue has already come. It is very good. I will send it to you when I finish it.

I have to thank you for your kindness in sending the Commercial Press *English Weekly*.

The weather here is getting warm. I am very tired after my office work.

Yours sincerely,
K. L. TSAI

A Letter

BY K. T. CHAN

Kaifeng, March 27, 1937

Dear Mr Wang:

March 15 was a red-letter day with me; for it was on that day that you were kind enough to say that you would make me a teacher of your school at the instance of Professor Lee Hui Tsu as soon as an opportunity should offer. I am not quite sure that I am competent for the post, and that I should reflect credit on Professor Lee. But I wish you would have no cause to regret your kindness.

Apologizing for the scribbling, I am

Sincerely yours,

K. T. CHAN

On Wishes

BY WELL K. Y. YU (俞允詠)

Wish is one of the elements of success. One cannot succeed without having a wish to succeed.

It has been said that where there is a will there is a way. As a matter of fact, a will is nearly the same thing as a wish. The proverb means that one who has a wish to do something will naturally find a way to do it. Though success may not be achieved easily, one is at least on the way to it when

one has the wish. On the other hand, one who has no wish at all cannot possibly do anything well.

But success depends largely upon one's education, experience, and ability as well as one's wish or will. A person possessing no experience, no education, and no ability may have a wish that will bring him to ruin.

As I am not yet well educated, have had no sufficient experience, and have not acquired much ability, I do not have a wish at present. I shall not consider this problem seriously until I have completed my senior middle school course.

An Autumn Night

By 丁維棟, 蘇州中學

I can never forget the happiness I had on the night before the school reopened. I went to the park with some intimate friends, to have a chat and to enjoy the beautiful scenery. It was full of verdure. Under the trees and around the ponds, a great many people sat, talking freely with each other. Bright moonlight was streaming over the ground. Everything seemed graceful in it. Sounds of insects could be heard everywhere. The scenery was so poetic that it reminded

me of the peaceful life I had passed in my native town.

It is ten years since I took leave of my native town, where I enjoyed many pleasures that I can never forget.

Moonlight was as bright as it had been in my native town, but everything had changed. I was no longer a child, and the recollections of my early life had, for the most part, passed away like a dream. I was absorbed in such thoughts for a long time, while my companions were talking cheerfully.

After ten, we left the lonely park, which stood in delightful silvery moonlight.

Outside Reading

By WANG-YUN HAN (韓翼雲)

I well remember a good teacher in my primary school, who was the first to call my attention to the important problem of outside reading. Often I failed in the lessons he taught, but he never punished me; on the contrary, he kept encouraging me with all his heart. At last I became deeply interested in books, and began to read as much as I could, though I could not very well understand all that I read. My taste for outside reading increased with my age.

Knowledge is power. Without knowledge, nothing can be

done. A few text-books are not enough to provide knowledge for anyone who would make his way in the world. There is a high and thick wall between society and school. One who has not enough knowledge cannot work in society. Since we cannot remain in school for ever, we must find knowledge in outside reading. But the important thing is to select suitable books. Good books are useful to us, but bad ones always lead us astray.

Why Suicide Is So Rife

BY H. Y. TSENG

Newspapers report cases of suicide nearly every day. That suicide is a horrible act everyone knows. But why is it so prevalent nowadays?

In the first place, many people are out of employment. Men are bound to work. By work, they earn money and support themselves. But since the Chapei incident of January 28, 1932, the economic condition of most people in China has grown worse and worse, because many factories have gone bankrupt. They cannot obtain clothing, food, and shelter without money. So many of them are forced to commit suicide to avoid poverty. Un-

employment, therefore, is one of the most important reasons why suicide is so rife.

Secondly, at present, men and women fall in love freely. In the days of old, a young man and a young woman were not allowed even to touch each other's hand in giving or receiving something. But times have changed. Nowadays many marriages are made without careful consideration. Therefore, as soon as there is any interference with love, one may feel so disappointed as to commit suicide. Disappointment in love, therefore, is also an important reason for suicide.

My Favourite Book

BY 計清華

My favourite book is *How to Master English Without a Teacher*. This book is written in plain Chinese. It contains three parts: speaking, reading, and writing. It teaches us how to speak, how to read, and how to write. It is, indeed, a good book for beginners.

At first, my English was very poor. I could not write a simple sentence correctly. After reading this book, my knowledge of English gradually improved. I like this book very much, so I regard it as my favourite book.

QUESTIONS AND ANSWERS 問答

[簡章：一. 每函須貼印花，至多五間。二. 每頁祇寫一面，每間後多留空白。三. 每間及之字句須錄全句，並說明見何書何頁。四. 概不直接函覆，請附郵票或信封。]

CONDUCTED BY HERTZ C. K. KÊ (葛傳槩)

北平陳大招君

Ques 1: *The Ching Wen English Magazine* No 1, page 7: "Contributions other than those for 'Students' English, are also welcome". Is the word "other" a relative pronoun referring to the noun "contributions"? Is the word "those" a relative pronoun referring to the noun "students' contributions"?

Ans.: No; "other" and "those" are never used as relative pronouns. "Other" is an adjective qualifying "contributions". "those" = "the contributions."

Ques. 2: The same number, page 8: "the pronunciation adopted is that recommended in Daniel Jones's *An English Pronouncing Dictionary*...". What part of speech is the word "that"? Is "is recommended" the predicate of the subject "pronunciation" in the passive voice?

Ans: "That" is a pronoun. "Recommended..." is an adjectival phrase qualifying "that."

Ques. 3: The same number, pages 10-11: "...the one being that the sounds omitted as 'rather affected' in Chauncey Goodrich's Chinese-English pocket dictionary...". Why are the inverted commas used over the words "rather affected"? Can this passage be translated "一個元音被省略有影響及於 Chauncey Goodrich's Chinese-English pocket dictionary 時則不用"?

Ans.: The inverted commas are used to show that the words thus enclosed are quoted. Your translation is wrong; "the sounds omitted

as 'rather affected' in..." means "在...中因認為略嫌造作而被省去之音."

Ques. 4: The same number, page 15: "...the mastery he sometimes seems to attain is no more than the revelation to him of one more of her secrets". What kind of preposition are the words "of (one)" and "of (her secrets)" in Nesfield's Grammar Book IV Part II? May this passage be filled up as: "...is more than the revelation of one to him more than the revelation of her secrets to him."?

Ans.: "Of" is always a preposition; I do not get your idea about "what kind of preposition". "Is more than the revelation of one..." is nonsense.

Ques. 5: The same magazine, page 21: "Thus of the poet Wordsworth they learn that the beautiful scenery of Cumberland and the freedom he enjoyed to roam amid its lakes and mountains became his first source of inspiration". What part of speech is the word "thus"? What element are the words "thus of the poet Wordsworth" in this sentence?

Ans: "Thus" is an adverb. "Of the poet Wordsworth" is an adverbial phrase qualifying "learn".

濟南張蘭風君

問一：請解釋本誌第三期第五頁第一句如解為「我學英文並非一學就會的」對否？

答：是。

問二：同期第二十三頁談話第一句之 "has seen" 改為 "saw" 可否？

答：不可，此處重在「曾經」之意。

問三：“measure”中之“s”音，Webster注作[zh]，相當於音標之[ʒ]，即“pleasure”中之[s]亦爲此音，然許多人都讀得司[sh]（即[sj]）一樣，我曾聽見一位美國太太也是一樣讀法，恐不對，先生能否找一字音相近之漢字，將此音注出或用國音字母亦可。

答：[sh]或[sj]有氣無聲，[zb]或[ʒ]有氣亦有聲，二者之不同，一如[s]與[z]之不同。

贛縣李昌齡君

問一：本誌第一期第二頁“but every effort will be made to maintain its appeal to all Chinese students of English by inclusion of things that...”中“by inclusion of things that...”寫作“by including things that...”可否？孰妥？此中“appeal”查世界書局四用辭典及袖珍牛津字典均不見有作「動人之處」解者，何以本誌用作此解？又“to make a pleasure of this difficult task”寫作“to make this difficult task a pleasure”可否？孰妥？又“...is not prepared to concern itself”中“to concern itself”單獨時何解？“itself”屬何文法？

答：“inclusion of”改作“including”亦可，均妥。“appeal”在袖珍牛津字典中有“address itself, commend itself”之義，又有“Act, right, of appealing”之義；“act of addressing itself”或“act of commending itself”即「動人之處」之意也。“to makethistask a pleasure”亦通，但似不及原文爲佳。“to concern itself”作「使它自己關心」解，“itself”係“concern”之object。

問二：同期同頁中“no-one can master the language as it is used these days by...”中“as it is used these days”算何種子句，看來似係形容詞子句，然由“as”引進之形容詞子句必須有“the same”或“such”爲之前導，何以此處無須？抑“as it is used these days”非形容詞子句而係他種子句？

答：“as it is, used these days”係 adjectival clause. 此處“as”係 conjunctoin; 按“the same”或“such”

後之“as”係 relative pronoun.

問三：同期第三頁“Essays and stories are to be studied not so much as literary forms as as specimens of good current English”中第一“as”與第三“as”係准介系詞，第二“as”係與指示副詞“so”相呼應之關係副詞乎？全句請漢譯之。

答：君所言文法關係不誤；全句漢譯作：「論文與小說供將研究作文學形式者少而供研究作優良之現代英文之舉例者多」。

問四：同期第三頁“I shall be only too glad to receive letters about this matter”若略去“only”全句便成爲否定，保存“only”全句便係肯定，然否？

答：“only too”係習語，有「却...甚」之意；不可略去“only”。

浦東劉金榮君

問一：present participle 或 past participle 倘後面可接 infinitive verb, 請試作例句。

答：例：1. I am going to do it. 2. I was interested to hear it.

問二：gerund 倘後面可接 infinitive verb, 請試作例句。

答：例：He talked of working to live.

問三：infinitive verb 倘後面可再接 infinitive verb, 請試作例句。

答：例：To work to live is his principle.

問四：本誌第一期第三九頁“he was busy to go to call on some people”改作“he had to go to call on some people”，因“busy”後接 infinitive 不合習慣，何以下句“I was sorry that he was too busy to dine with us”未文，to dine 是否 infinitive？

答：請閱第四期答鄭光備君之第二問。

問五：“so as to”與“so as”有何分別？

答：“so as to”中之“to”係 infinitive 之記號。

韋文生君

問一：本誌第一期中之現代作家像傳有“Owing to his violent quarrels with church elders”，這裏的“church elders”前爲甚麼不加“the”？倘不加

“the”。鄙人看來，實有全世界的 church elders 的含意，不知是否？

答：這裏是泛指一般 church elders，所以不要 “the”。

問二：鄙人時見 “as” 後接以 present 或 past participle，如 “I first saw his name...was mentioned as having written a...” (見尊著現代英文選注) 未知這等句子有何含意及它的用法如何？

答：“as” 的這種用法，不能說它相當於中文的某個字或某個意思。這種句子也可以說是 elliptical，但又說不出省去了什麼字。

問三 “took up journalism” 是否作「開始學新聞學」解釋？又 “was regarded with apprehension” 何解？

答：“took up journalism” 作「從事於新聞事業」解釋。“was regarded with apprehension” 請看第二期答程自強君問。

鎮江張灼華君

示悉。英文報紙讀法可閱鄙人所編英文報讀法入門；本誌所刊「新聞選讀」於從報亦有裨益。所問各點解答如下：(一) “He jumped about, he was so glad.” 可改作 “He was so glad that he jumped about.”；但不可改作 “He was glad to jump about.”，蓋凡 “glad to...” 乃因 “...” 而後 “glad”，非因 “glad” 而後 “...” 也 (例如 “I am glad to learn that...” 之義為「我因得悉...而快樂」並非「我因快樂而得悉...」)。“jumped” 之義為「跳」，“jumped about” 之義為「跳來跳去」。(二) “Then he took a grain of rice and ran home with it.” 中之 “with it” 省去亦可，但以不省去為佳，蓋重在「帶之回家」之意也。(三) “It is a strange place for a city.” 作「就城市而論，此乃一奇怪之地方」解，意即「天下罕有以如此之地為城市者」；“for” 作「就...而論解，例如 “It is warm for May.” (就五月之天氣而論，可謂熱矣。)(四) “a visit from my family” 作「我家中人之來訪」解。“Get out of the way.” 作「避開」或「弗阻礙我」解。(五) “I am buying boats to run up and down the rivers in China.” 作「我正在買船，俾在中國之江河上來往。」解。

天津黃慶蘭君

Ques. 1: Is there any difference between these sentences? 1. Our endeavour in framing the definition under the verb *advise* was to... 2. Our endeavour at framing the definition under the verb *advise* was to... 3. Our endeavour to frame the definition under the verb *advise* was to...

Ans.: The first sentence means *When we framed...what we endeavoured to do (or at doing) was to...* The second and third sentences mean *Our endeavour was the same thing as...*; I do not think either can have ever been written, though both are grammatical and idiomatic.

Ques. 2. On page 29 of *The Ching Wen English Magazine* No 3. in answer to 白君 you say ‘加 ‘the’ 或變成 plural 式亦可；原文用 ‘and’ 故可用 singular 而無 ‘the’”。I wonder if we can say “I heard the rattling of mule-cart, motor-car, and tram-car”, and “There are sister, brother, and father in this family”.

Ans: Yes, we can.

(Your third and fourth questions seem to have had some words left out in the copying. Please send me the whole paragraph in question and tell me clearly wherein you do not agree with its author. By the way, “in order that...shall...” is unusual; I have seen it only a few times.)

Ques. 5: Do “The parks in Tientsin are nice” mean *All the parks in Tientsin are nice* and “Parks in Tientsin are nice” mean *Some parks in Tientsin are nice but not all*?

Ans: Both sentences mean *All the parks...*

HILL C. T. LU, CHINKIANG

Ques 1: Please translate the following into English: 1. 待人接物. 2. 師範科三年級甲組. 3. 靠人都是假的.

Ans In translating such expres-

s.ons much depends upon the context.
Tentative translations: 1. social intercourse. 2. third-year class of the normal school course, section A. 3. There is no such thing as unfailing help from others.

Ques. 2: What is the difference between the following two sentences? 1. He likes to play. 2. He likes playing.

Ans: No difference at all.

Ques. 3: Which is right? 1. There is a man in the room. 2. There is one man in the room.

Ans: Both are right; the second emphasize the idea of there being only one man instead of two or more men.

吳珍君

示悉。字林西報在上海外灘，大陸報在上海愛多亞路，訂閱均可用中文信，價格請函詢；各種英文日報文字深淺均相仿。

漢口容錦成君

問一：“finish”這字應讀[fin-nish]，還是讀[fi-nish]呢？又“summer”這字應[sum-mer]還是讀[su-mer]呢？重音符號是否兼分音符號？

答：“finish”祇有一個[n]字，“summer”祇有一個[m]音，重音符號兼做分音符號。

問二：“dollar”一字，字典音作[dol'ər]，為何普通都讀作[dal'ər]呢？是否美國音讀[ɒ]作[a]？請問什麼情形下[ɒ]讀作[a]？形容字加“est”是否都讀作[est]？

答：美國人往往把[ɒ]讀作[a]（比較[a]長些），形容字後面加上“est”讀[ə t]或[ɪ t]。

問三：“I saw a saw saw a saw.”這句話通否？如通，請譯為中文，並分析。常見街上一小木牌寫着“F. H. No 1.”這是什麼意思？“F. H.”是代表那二個字？

答：“I saw a saw saw a saw.”是通的，可以譯作「我看見一把鋸子鋸着一把鋸子」；第一個“saw”是“see”的past式，第三個“saw”是infinitive（因為前面的verb是“saw”，所以沒有“to”），做第一個“saw”的complement。我不知道“F. H.”代表什麼。

問四：請介紹本報和華童遊英記一類的長篇信札書，並寫明書局，書價。先生所著的致友人書是否長篇的書信，內容如何？價目多少？

答：我所做的英文文心全是信札，不久將在世界書局出版（價還不曾定），致友人書是我寫給朋友鄒朝濟先生的信，長短都有，大都是談到讀英文的，價四角五分。

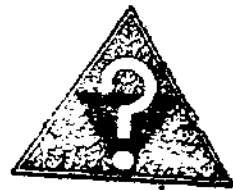
上海韓增祥君

示悉。（一）鄙人所著新撰英文尺牘係開明書店出版，價六角。（二）英文時事評論雜誌頗多，所詢態度孰為純正，却不敢說定。

上海王仁祥君

示悉。（一）問答印花不限用於何時，例如第十期出版後發問時仍可用第一期所刊之印花。（二）會話練習會話書略可得益外，尤須多多實習；應放膽說話，弗因惟恐說錯而不說。（三）附下之書法尚佳；英文書法，能整齊清楚足矣，不值得多費工夫也。（四）“sickness accounts for over-eating.”文法不誤，但似不近情理，蓋其義乃為「因有病而多食」也；“Over-eating accounts for sickness.”則可通，其義為「因多食而成病」。“He who is honesty is often deceived by others.”中之“honesty”應改作“honest”。「少所見，多所怪。」似可譯作“Those who have not seen much are suprised at much of what they see”。（五）鄙人所編著之書已出版及將出版者有：1. 怎樣讀通英文，2. 英文報讀法入門，3. 英文學生日記，4. 英文改作詳解，5. 現代英文選注，6. 全句注音英語會話，7. 英文單字活用法，8. 英語會話實習，9. 英文用法字典（以上競文書局出版），10. 致友人書，11. 牛津簡明字典的查法，12. 葛傳彥英文集，13. 中國故事選譯（以上中華書局出版），14. 喬氏坎城旅談本事，15. 斯邁爾斯品性論

（以上商務印書館出版），16. 英文文法精義，17. 新撰英文尺牘（以上開明書店出版），18. 英文文心（世界書局出版）。



WIT AND HUMOUR 滑稽與幽默

SELECTED AND ANNOTATED BY HERTZ C. K. KÊ (葛待榮)

Asked which was the pleasantest county,¹ Tired Tim said he'd go nap on Beds.²

[注] 1. Asked which was the pleasantest county, 被他人問那一郡最是使人快活. ("Asked" = "Being asked." "county" 在英國相當於中國的省.) 2. Tired Tim (tim) said he'd (=he would) go nap on Beds (bedz), 疲倦了的 Tim 說他揀定 Beds. ("Tim" 是人名 "Timothy" 的簡稱. "nap" 是一種紙牌戲的名稱, "go nap on" 作「孤注一擲在...上」解釋, 也就是「揀定」的意思. "Beds" 就是 "Bedfordshire", 也叫 "Bedford", 是英國的一郡 [county]. 這句妙在 "nap" 也作「小睡」解釋, "Beds" 也作「牀」解釋.)

* * *

The Sphinx is to be floodlit as part of a plan for restoring the popularity of Egypt as a holiday resort.¹ It's a case for the phrase, "new light on an old mystery".²

[注] 1. The Sphinx (sfɪŋks) is to be floodlit ('flʌdlɪt) ... Egypt ('i:dʒɪpt) ... holiday resort (ri'zɔ:t), 那獅身人頭的像將被用電光普照着, 這是恢復埃及當作假期遊玩地的普遍化的計畫中的一部份; 埃及原來是人們放假日遊玩的地方, 近來想恢復它本來的風行, 計畫中有將把那獅身人頭的像用電光普照起來. ("Sphinx" 是希臘神話中的妖怪, 有着獅子的身和女人的頭, 但埃及 [Egypt, 非洲國名] 的 Sphinx 像却是男性的, 這裏 "The Sphinx" 指埃及最著名的 Sphinx 像.) 2. New light on an old mystery, 對於一個古老的神祕物的新知識. (這是常用的話, 這裏語意雙關, 把 "light" 直解作「電光」.)

* * *

Once an American published the following as the shortest poem in the world:

Hired!¹
Tired!²
Fired!³

A number of⁴ readers, however, called his attention to⁵ one that is even shorter. It is:

Lines⁶ written on the Antiquity of Microbes.⁷

Adam
Had 'em⁸

[注] 1. Hired, 被僱用. 2. Tired! 疲倦了麼! 3. Fired! 被開除了! ("fire" 作「開除」解釋是美國俚語. 這首詩敘述一個人的因工作而疲倦, 因疲倦而被開除.) 4. A number of, 許多. 5. called his attention to, 使他注意; 告訴他. 6. Lines, 幾行詩; 一首詩. 7. on the antiquity (æ'n'tɪkwɪti) of Microbes ('maɪkrəʊbz), 論述微生物的自古已有. 8. Adam ('ædəm) had 'em (əm), 亞當有它們的. (Adam 是人類的始祖, "'em" = "them", 指微生物; 說 Adam 也有微生物, 可見微生物是自古已有的了.)

第一期懸賞徵文揭曉

- 第一獎一名(法幣五圓)
孔滿生 廣州市西堤同興路十八號福安號
- 第二獎一名(法幣三圓)
徐雲燦 Moh Ghee Primary School, Jelutong Road, Penang
- 第三獎二名(各法幣一圓)
王國康 香港筲箕灣西大街一一九號又昌雜貨店
李芳濟 上海閘北新廣東街二三四號
- 第四獎五名(各書券五角)
楊曼碩 江西安源商會巷二號
胡銘 杭州惠興路浙江省電話局
王如平 上海愛多亞路七百六十號
董履榮 北平阜成門內南順城街四十一號
吳繼崇 鎮江師範
- 第五獎四十五名(各書券一角)
王譽成(香港), 李益如(上海), 余純文(上海), 郭長遐(漢陽),
李鐸(開封), 朱寶怡(無錫), 周釗(上海), 厲晉玄(上海),
祝瑞芝(上海), 陳飛(上海), 江新亮(上海), 王企周(上海),
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俞國璠(馬尾), 陶令桓(上海), 陳有慶(鹽城), 胡直白(滕縣),
王卓愷(河北), 戴述堯(上海), 陳煥新(香港), 周文郁(溫州),
周文鈞(溫州), 譚景陶(北平), 林應懋(福州), 江東曙(上海),
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姚啓芳(上海), 陳湛瑞(香港), 許以忠(香港), 周啓堃(北平),
周汝昌(天津), 吳漢安(Sumatra), 鄺永祺(香港),
Wong Li Chung (Hongkong)

After Reading the First Issue of *The Ching Wen English Magazine*

BY HUNG MOON SANG (孔滿生)

The other day I bought a copy of the first issue of *The Ching Wen English Magazine*. I bought it simply because it

was edited by Mr Hertz C. K. Kê, an Anglo-Chinese scholar of the present day. When I had the book, I studied it till I had devoured all its contents. Following are my impressions:

This issue may be compared to a sumptuous dinner; so I have read it in the same manner as I eat a dinner. The first section is "The Editor's Page", which tells its readers how the editor planned the present and the coming issues of the Magazine. He writes in so simple and yet so interesting a style that most, if not all, Chinese students of English can read this section understandingly. I have read it with as much enjoyment as I take a dish of chicken-soup, which generally serves as the first course of a dinner and which always sharpens my appetite for the dishes to come.

Now come "Selections for Study" and "Short Sketches" with full Chinese translations and notes, which not only help me to understand the original texts more easily but also set me an example of how to translate English into Chinese. The sections "Model Essays", "Letter-writing" and "How to Translate" are both instructive and practical. The last section, "Wit and Humour", refreshes me in the same manner as a cup of beef tea or some refreshments served immediately after dinner. I wonder how the "cook" has acquired so much skill in cookery; for he has, so far as I know, neither been trained by any "Doctor of Cookery" nor entered any "University of Cuisine". However, he furnishes us, through his own efforts, with the choicest food but charges us the lowest price.

In conclusion, I venture to suggest that the editor should publish a Special Number every three months with still more materials, so as to enhance the readers' interest in the Magazine. Such sections as "Present-day Drama" and "Translation from Modern Chinese Literature" are worthy to be introduced. Restaurants sometimes give, at a low price, a Christmas Dinner or a New Year's Day Dinner by way of repaying the kindness of their patrons. Why should this Magazine not do something of the kind?

The Second Prize Contest 第二次懸賞徵文

徵
文
印
花
憑
證

第
二
次
懸
賞

There are five errors in the following passage. Correct them and explain your corrections either in English or in Chinese. You do not have to copy the passage. Write your corrections and explanations in the form followed in our "Compositions Corrected" section.

Miss Scott Thomson is an accomplished archivist, in whom the reader may place an entire confidence, and she also has the art of setting out her wares in a way to attract the most varied types of customer. Her book, to begin with, is a sound but original contribution to knowledge, because very little is really known of the economic groundwork of English aristocracy, in the generations when it was evolving from the splendours and perils of the Tudor age into the secure magnificence of the eighteenth century. Where did the money come from? How was it spent? The muniment room at Woburn enables Miss Thomson to answer these fundamental questions with such an abundance of vivid and fascinating detail, as I felt, after reading her book, that if I were suddenly thrown back to 1650 or 1670 I could confidently apply the post of controller to any great lord who fancied my services. Possibly also of doctor, tailor, and gardener, and cook.

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