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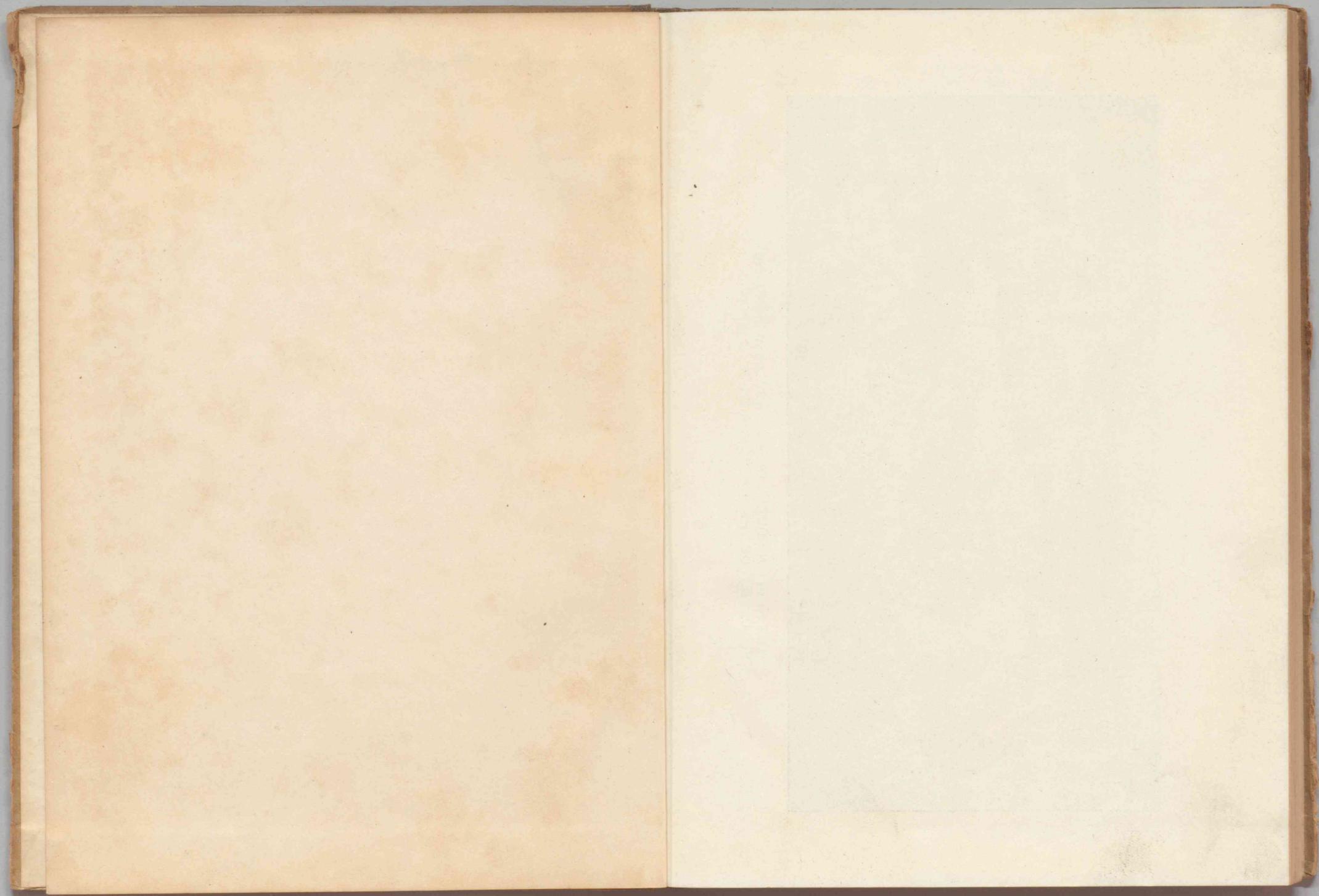
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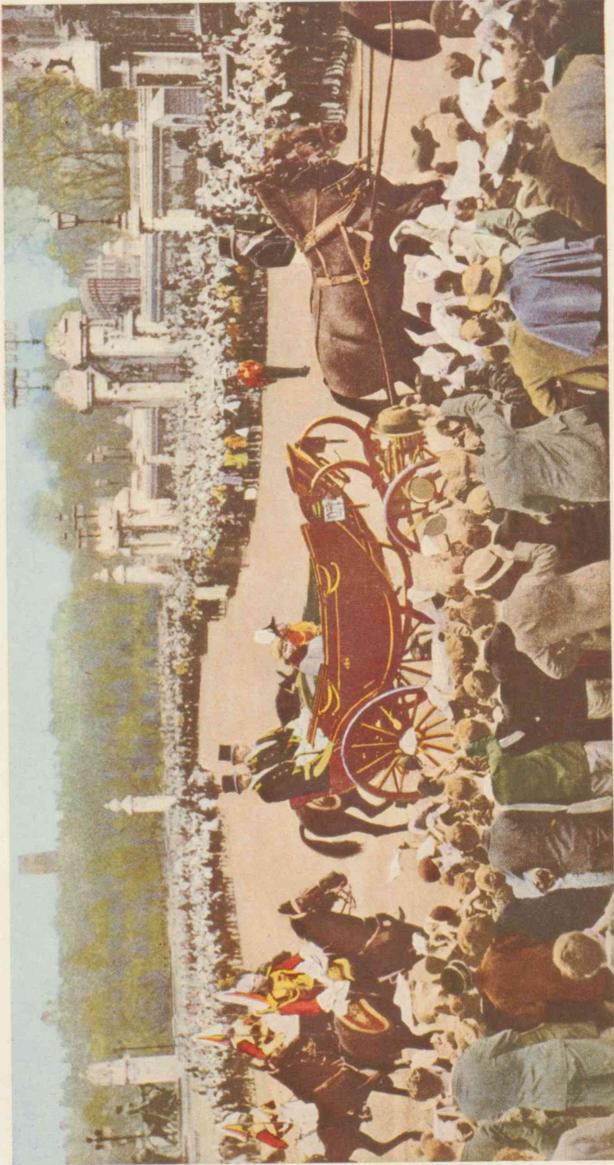


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THE KING AND QUEEN OF ENGLAND ANSWERING THE
CHEERS OF THE SCHOOL-CHILDREN. (LESSON 4)

昭和十年十二月二十三日
文 部 省 檢 定 濟
中學校・實業學校外國語科用

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V

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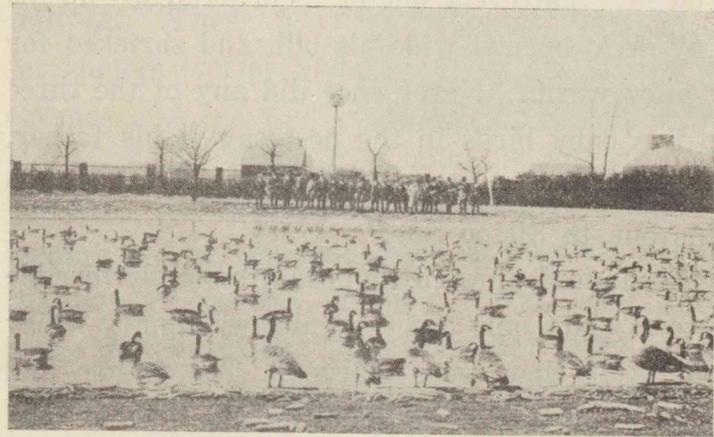
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BOOK FIVE

LESSON 1

OUR BIRD FRIENDS



If you are lucky enough to live in the country, you see and hear many birds. If you live in the

city, you can at least see them on your trips to the park or on picnics in the woods and by the streams. Perhaps you have watched the father or mother bird feeding the naked, homely,
 5 little baby birds.

You probably came to the conclusion that these little bird people needed to learn table manners. You saw that every one of them stretched up his tiny neck, opened wide his bill, and shrieked for
 10 a juicy worm. Never once did any of the three to five baby birds in the nest say to his father, "I had a worm just a few minutes ago; give this one to Sister Sue."

No, indeed, these little ones are simply terrible
 15 eaters. Not only are they always hungry—they act as if they were starved. The father and mother birds are as busy as the pitcher and catcher at a ball game. It is not strange that the little fellows are hungry, for many of them

homely [hóumlí]

juicy [dzú:si]

Sue [sju:]

have to grow enough to be able to leave the home nest in a few weeks from the time they break out of the eggs. So, of course, they must eat and eat and eat. They never get enough worms and insects.



You would think it strange if anyone told you that the father and the mother birds are feeding you at the same time as they are filling the hungry mouths of their brood. Yet in a sense that is exactly what they are doing. The
 15 millions and millions of worms which they feed to their shrieking little ones would soon eat the growing crops that supply your food if it were not for the bird. Then you too would want

brood [brud]

food, and perhaps you too would forget your manners when a crust of bread was brought. Can you imagine yourself grabbing it and gobbling it down without ever a thought of Sister Sue? This may never happen—as long as there are plenty of birds.

A wise man has written a book about a great war that is now going on between man and the insects. He says that it may be much worse than any war that there has ever been. This is the reason: like birds and all other living things, insects come from eggs. They hatch out in the form of worms. Then they begin to eat, and they eat faster than the birds do. Every kind of grass, grain, and leaf is eaten by various insects. If the grass and grain are eaten by insects, they cannot furnish food for men and animals. If the leaves of trees are eaten by these pests, the trees will die, and we

grabbing [græbiŋ]

gobbling [gɒbliŋ]
pests [pests]

various [vəriəs]

shall have no fruit, no shade, and no beautiful trees.

Man kills insects in many ways, but with all his skill he cannot kill as many as do the birds. They are helping to fight our battle with the insects. Anything that destroys birds fights against man.

Some of the larger birds help man in another way. They destroy mice, rats, and other small animals that are man's enemies. Rats and mice alone destroy enough property every year to build hundreds of miles of good roads or thousands of fine houses and furnish them with rugs and furniture and pianos and radios. So, you see, insects are not the only foes that the birds help to fight.

When you hear the song of a bird, remember that he is your friend. A poet has written of the bluebird as follows:

poet [póuit]

*I know the song the bluebird is singing,
Out in the apple tree where he is swinging.
Brave little fellow: the skies may look
dreary—*

5 *Nothing cares he while his heart is so cheery.*

*Hark! how the music leaps out from his
throat!*

Hark! was there ever so merry a note?

Listen awhile and you'll hear what he's saying,

10 *Up in the apple tree swinging and swaying.*

We love to hear the songs and to go out under
the trees and answer them. If we try hard, we
can get some of the birds to answer our call.
And we love to look at the beautiful shapes and
15 the wonderful colors of the birds. We also
enjoy watching them eat their suppers. When
we see them eat so many little lunches between

dreary [driəri]

meals, we might perhaps tell them that three
meals a day are best for us. But let us
remember that the birds are helping with our
three meals a day. All that we need to do
about it is to be friends with these feathered 5
friends of ours.

GRAMMAR

A combination of words that makes complete sense is
called a **Sentence**. Point out which are sentences in
the following list :—

1. The father bird feeding the naked baby birds.
2. Enough property to build hundreds of miles of
good roads or thousands of fine houses.
3. These little rascals are simply terrible eaters.
4. It is not strange that the little fellows are hungry.

feathered [féðəd]

LESSON 2

“SHOOTING” WITH A CAMERA



On a day in June, a companion and I started out to have one of our “nature days” with a camera. A week or two earlier we had noticed a pair of doves flying through a deep cut in a nearby mountain, and it was largely with the aim of locating the nest of these birds, and perhaps of others, that we made the trip.

dove [dʌv]

locating [ləʊkeɪtɪŋ]

Taking nature pictures is a sport that stands by itself. Patience is, of course, needed. First we wanted to locate those doves, but we intended also to make a naturalist’s record of the trip.

For some time we marched through high grass and ferns, climbed over rocks, and pushed our way through bushes until at last we came to where we had seen the doves. I was just setting down the camera, when “whirrrrr!” up flew a dove from a spot halfway up the mountain.

“Rob,” I said, “keep your eye on that spot. I’ll climb up the side, and you tell me when I’m near it.”

After I had slipped and climbed for about twenty feet, Rob called up, “Just a little to your left—right there!”

Hanging on to a projecting rock, I leaned down and looked to where my friend was

naturalist’s [nætʃrəlistz]

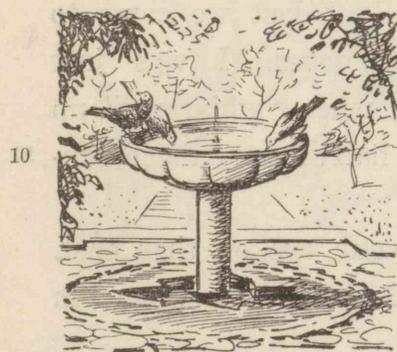
ferns [fɜːnz]

whirrrrr [wɜː]

projecting [prədʒektɪŋ]

leaned [liːnd]

pointing. There, on some loose stone and gravel, were a few pieces of dried grass and two white eggs! "Here it is!" I yelled, pointing with the camera and hanging on to the rock for dear life. Rob presently came up, and together we managed to photograph the nest.



Then we returned home; but there were films still remaining and there were more subjects. In my yard is a bird bath to which come many visitors. About three feet from the bath I mounted the camera, focused it, attached a piece of strong thread to the shutter release, and from there ran it about sixty feet to my bedroom window. After about twenty minutes of waiting, along came a fat robin,

loose [luis] gravel [grævəl] focused [fókəst]
 release [rilis]

who, after a critical look at the camera, finally hopped in for a swim. When he was thoroughly wet, he paused for a minute to look again at the camera. As I tightened the thread, he watched fearfully, and when the shutter clicked, he chirped and made a hasty getaway.

Throughout the remainder of the afternoon we took photographs in this way. Once a brilliant warbler flew to the bath for a drink, and as he raised his head to swallow a long sip, I snapped him. Still later in the afternoon a squirrel hopped up on the bath, and as he quenched his thirst, unmindful of the camera, I secured his picture.

The day had been a most successful one from every angle. We had a morning of thrills, climbing high cliffs and "shooting" in the most humane way. The afternoon had required great patience, but it was worth it. I now

critical [krítikəl] getaway [gétəwèi] brilliant [briljənt]
 warbler [wó:blə] squirrel [skwírel] quenched [kwentʃt]
 required [rikwáíəd]

have a complete record of a naturalist's day. For those who love nature and the out-of-doors, I can earnestly recommend taking nature pictures as a pastime.

GRAMMAR

A Sentence is composed of two parts, the **Subject** and the **Predicate**. The Predicate is the part which says something about the Subject. Point out these two parts in the following sentences:—

1. Taking nature pictures is a sport that stands by itself.
2. It was largely with the aim of locating the nest of these birds that we made the trip.
3. After about twenty minutes of waiting, along came a fat robin, who, after a critical look at the camera, finally hopped in for a swim.

pastime [pá:staim]

LESSON 3

THE BREAD THAT WAS CAST UPON
THE WATERS*



The snow lay deep in the streets, and it was as cold as only mid-January can be, when a boy about fourteen years old approached a man who was standing at a corner, waiting for a car,

*Cast the bread upon the waters; for thou shalt find it after many days.—Ecl., XI. 1.

cast [kɑ:st]

approached [əpróutʃt]

and asked him for a nickel. The man looked at the boy keenly, and saw that his clothes, although poor, were neat, and that he had an honest face.

5 “What would you do with the nickel?” he inquired.

“I would buy some papers and start in business,” was the reply.

10 “Are you sure you wouldn’t spend it foolishly?”

“Sure, mister. I want to earn some money. I only want to borrow the nickel. I’ll give it back to you tomorrow afternoon at five o’clock.”

15 “Well, here’s the nickel,” and the man put the coin in the boy’s outstretched hand. “Now, remember, I’m merely lending you five cents, and I trust you to return it as you promised.”

“That’s all right, sir,” cried the boy, as he hurried away. “I’ll be here with the money,

nickel [nɪkl]

keenly [ki:nli]

inquired [ɪŋkwáíəd]

foolishly [fú:lɪʃli]

just as I told you.”

The man kept the appointment, but he was twelve minutes late. The boy was there waiting for him, and he had the nickel, which he returned with some very earnest expressions of gratitude. 5

“It helped me to earn sixty-five cents,” he said.

“What did you do with it?” the man inquired.

10 “I gave fifty cents to mother, kept ten for my papers today and gave five to you.” And the lad was again away to resume business.

That was fifteen years ago. The boy has become a man. He is married, and has an excellent position in the electrical department of a great manufactory. But rheumatism has forced his friend, who was a carpenter, to abandon his trade. He has been idle nearly three years. His savings were soon exhausted,

appointment [əpóintmənt]

gratitude [grætítju:d]

resume [rizjú:m]

manufactory [mænju:fæktəri]

rheumatism [rú:mətizm]

carpenter [kú:pintə]

abandon [əbændən]

exhausted [igzɔ:stɪd]

although his habits are good, and he is a bachelor.

But some one paid more than one hundred and fifty dollars for medical attendance, and has⁵ been paying for his board at the rate of six dollars a week, for more than a year. And the payments still continue.

It was a small thing that the carpenter did— but a good many men would not have done it.
¹⁰ And the boy, as it happened, was not only honest, but grateful.

bachelor [bætʃələ] medical [médikəl] attendance [əténdəns]

GRAMMAR

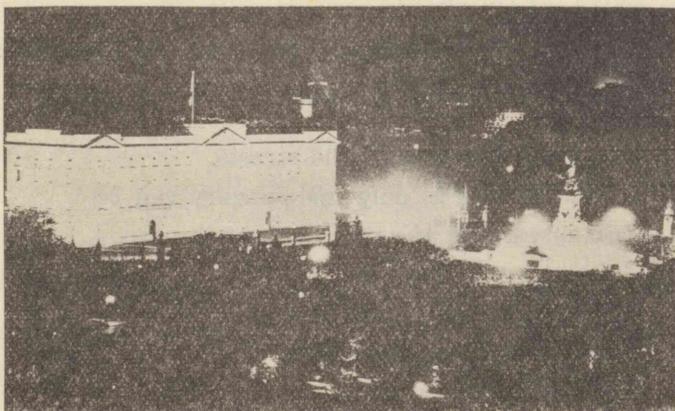
*The Verb is the most important word in the Predicate. It is either **Transitive** or **Intransitive**, according as it takes an Object (or Objects) or not.*

Classify the Verbs in next sentences, and show the Objects, if there are any :—

1. The snow *lay* deep in the streets.
2. It *was* as cold as only mid-January can *be*.
3. A man *was standing* at a street-corner.
4. A boy *approached* him.
5. The boy *had* an honest face.
6. I *am lending* you five cents.
7. The boy *became* a man.
8. The man *was waiting* for a car.
9. The man *looked at* the boy.

LESSON 4

HOMAGE TO KING GEORGE V



BUCKINGHAM PALACE & ITS NEIGHBOURHOOD DURING THE FLOODLIT NIGHT.

An empire of 450,000,000 people paid homage to its King today.

In every part of the British Empire which covers one-fourth of the globe, they were
5 celebrating the twenty-fifth anniversary of His

homage [hómɪdʒ] celebrating [sélɪbreɪtɪŋ]
anniversary [ænɪvə'sɜːri]

Majesty's accession to the Throne. A quarter of a century of rule—May 6, 1910, to May 6, 1935—through one of the greatest periods in world history, has made King George V one of the best loved of all Britain's kings. 5

The loyalty and respect of his subjects were demonstrated today to an extent never known before. In every town, village and hamlet; in the native villages of Africa, and the frozen wastes of northern Canada; there were celebra- 10 tions of the King's Silver Jubilee.

In London itself three months of festivities, the greatest round of pageantry that anyone here can remember, was officially opened with a thanks-giving service at St. Paul's Cathedral. 15 The whole city is one mass of flags, flowers and decorations. Excursion trains from every part of Britain have been arriving almost by the minute, packed with loyal provincials.

accession [æksésən] loyalty [lɔɪəlti]
demonstrated [démənstreɪtɪd] hamlet [hæmlɪt]
Jubilee [dʒú:bili:] festivities [festɪvɪtɪz] officially [ɔfɪʃəli]
pageantly [pædʒəntri] decorations [dɛkəreɪʃənz]

From dawn, today, the route from Buckingham Palace to St. Paul's has been one solid mass of people, patiently and good-humouredly standing for hours and hours for the royal procession to pass. All shops and businesses were closed, for today has been proclaimed a national holiday. It seemed as if every one of Greater London's eight million population was along the route. There is no doubt that it was one of the biggest crowds London has ever known. Many in the crowd fainted from standing in the sunshine and were attended by first-aid staffs that were kept on hand.

At nine o'clock all traffic around the procession area was stopped, and scarlet-coated guards with fixed bayonets lined both sides of the one and half mile route. Behind them were the people standing twelve and more rows deep, and behind them rose the huge wooden stands,

Buckingham [bʌkɪŋəm] proclaimed [prəkleɪnd]
fainted [feɪntɪd] scarlet [skɑ:lɪt] bayonets [beɪənɪts]

the cheapest seats in which were 2s. 6d. and the dearest anything from five to ten pounds.

Promptly at six minutes to ten the Royal procession emerged from Buckingham Palace to a vast roar of cheering. In the first open carriage drawn by six of the famous Windsor Greys were the King and Queen. The King wore the uniform of a Field Marshal, ablaze with orders and medals. The white plumes on his cocked hat waved gaily in the breeze. The Queen wore a fashionable dress across which flared the bright blue sash of the order of the Garter. On her head was one of her famous close-fitting hats.

Behind them came five similar carriages each drawn by four bays. They bore Princes and Princesses of the Blood, and ladies and gentlemen of the Royal Household.

The procession proceeded at a smart pace.

Windsor [wɪnzə] plumes [plu:mz] cocked [kɒkt]
flared [fleəd] sash [sæʃ]

All along the route the King saluted, smiled and bowed, and the Queen waved her hand to the one long continuous roar of cheering and a sea of waving flags.

5 The service started promptly at half past eleven, by which time all were in their seats. About five thousand people were crowded into the cathedral. Most of these were statesmen, city dignitaries and high churchmen, but the
10 ordinary folk were not barred. They were, however, the regular members of the congregation who had been allotted seats in order of application.

The service, a simple one, lasted one hour. A
15 special prayer had been prepared by the Archbishop of Canterbury, who officiated. There was also a short address by the Archbishop.

Today there will be a hundred and one entertainments going on in London for the people

saluted [sælú:tid] continuous [kəntínjuəs] statesmen [stéitsmən]
dignitary [dígnitəri] congregation [kəŋgrigéiʃən] allotted [əlótíd]
prayer [prəə] archbishop [á:rt]b[í]ʃəp Canterbury [kæntəbəri]
officiated [əfíʃieitíd] entertainments [entətéinmənts]

to choose from. There will be special performances at all the theatres and cinemas. There will be Jubilee dinners, dances and concerts.

In the open air there will be fire-work displays, a parade of boats on the Thames from
5 Greenwich to Chelsea while searchlights will pattern the sky and all London will be as light as day under the vast floodlighting scheme that has been prepared.

Buckingham Palace is being flood-lit for the
10 first time in its history. Similarly Westminster Abbey, the Houses of Parliament, and many other public and important buildings will be thrown into splendour of light by powerful arc
lamps. 15

performances [pəfó:mənsiz] Greenwich [grínidʒ] Chelsea [tʃélsi]
searchlights [sá:t]laits splendour [spléndə] arc [a:k]

GRAMMAR

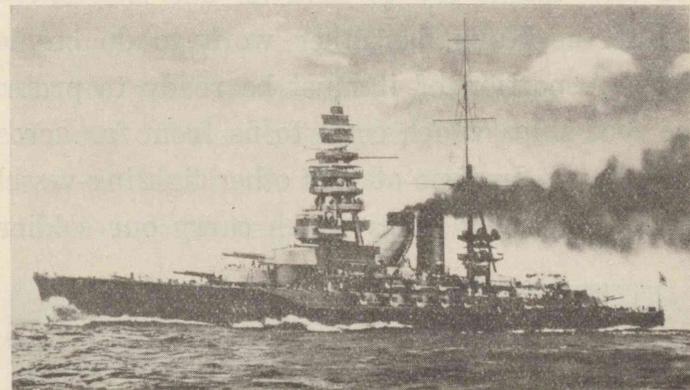
Some Transitive Verbs, in order to make the sense complete, must have a word or words, besides the object, added to them.

*The word or words thus used are called **Complements**. A few examples are shown below :—*

1. You would think that *strange*.
 2. Can you imagine yourself *grabbing it and gobbling it?*
 3. A quarter of a century of rule has made King George V *one of the best loved of all Britain's Kings*.
-
-
-

LESSON 5

OUR NAVY



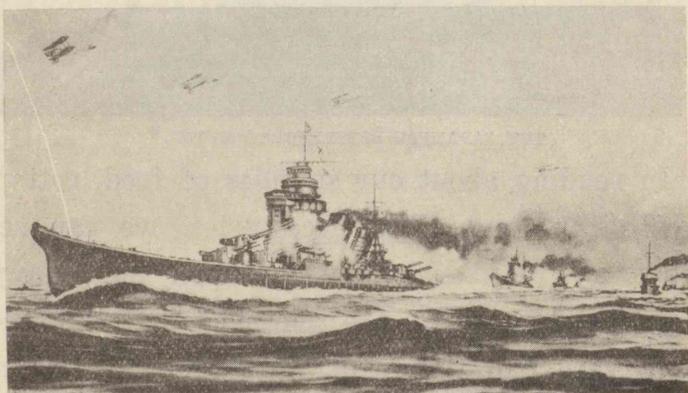
THE JAPANESE BATTLESHIP "MUTSU."

In reading about our supplies of food, cotton, wool, iron, and other necessities, we can see what a great deal depends upon our Navy. Again and again we are reminded that it would be a very bad thing for us if the Navy were ⁵ not kept as strong as possible.

navy [névi]

We live in a group of islands; and though the sea is truly a bulwark against foreign enemies, we must have many ships ready to engage any foe that might try to land on our shores.

5 But the Navy has other work to do besides this. A portion of it must be ready to protect the food-ships which come to us from far across the ocean. In time of war other fighting-vessels must protect the ships which carry our soldiers



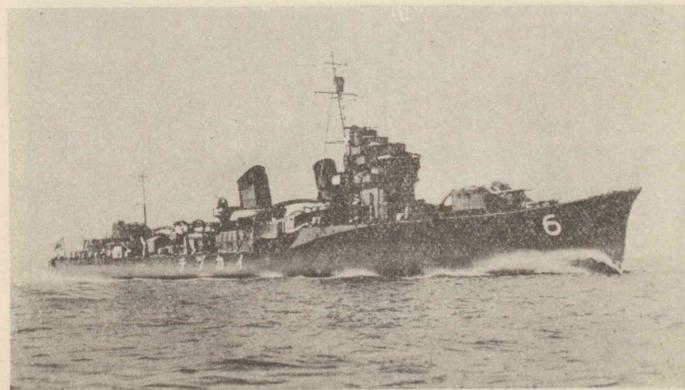
SOME OF THE JAPANESE CRUISERS.

group [gru:p] bulwark [búlwək] foe [fou]
portion [pó:ʃən]

across the sea.

Others again must search out the enemy's trading ships and capture them if they can; while some must go to the enemy's ports and 5 naval bases and do all the harm they can to them, in order to bring the unhappy war-time to an end as quickly as possible.

And above all, the largest and newest of our battleships must keep together in a strong fleet,



THE JAPANESE DESTROYER "IKAZUCHI"

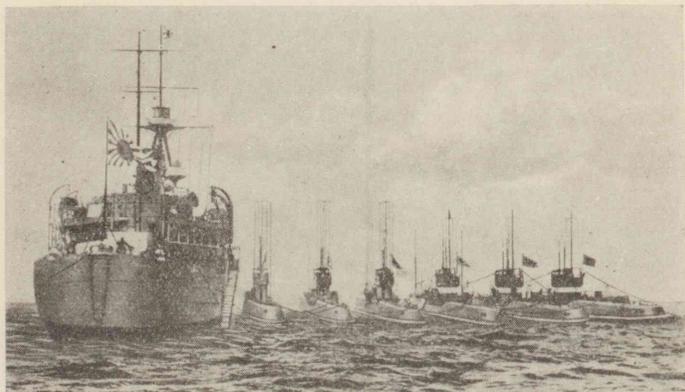
battleships [bæt|ʃɪps]

in order to engage the enemy's main fleet as soon as a meeting can be brought about.

You see then what important and heavy work the Navy has to do in time of war.

Even in peace-time, the Navy is very busy. The men must keep themselves fit and practise their firing and other work; for they never know when or where war may break out.

New ships are always being built, for it is

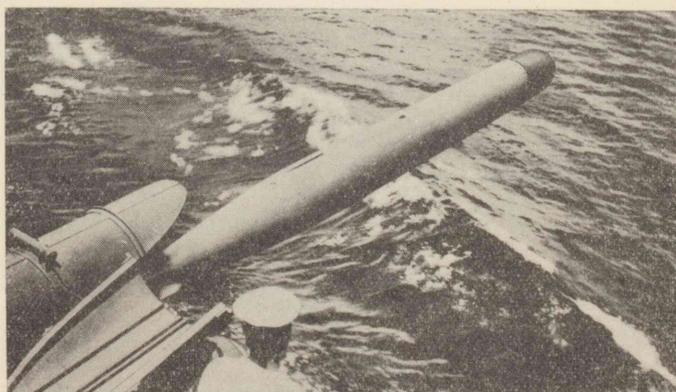


JAPANESE SUBMARINES.

practise [práktis]

not long before one kind gets out of date and has to be replaced by another. Clever men in other navies as well as in our own are continually inventing some new thing, and it would be foolish if we were to fall behind in the game; our very life depends upon keeping up to date.

So we keep a large fleet of steel ships of the very latest pattern. Some of these are huge battleships with heavy guns. Others are smaller



A TORPEDO JUST DISCHARGED.

replaced [ripléist]

pattern [páetən]

but swifter, and are known as cruisers. Then there are torpedo boats, which are smaller still, and which send out the deadly torpedoes that are meant to pierce the side of the enemy's ship
5 and sink it if possible.

We have also a large number of small swift vessels which can be moved under the water, and are known as submarines. These are really small torpedo boats, and they send out torpedoes



THE JAPANESE AIRPLANE CARRIER "AKAGI"

deadly [dédli]

when they get near enough to the foe.

The Navy also has a number of flying machines known as sea-planes, as well as special ships for launching them. These air-craft are very useful for flying over the enemy's fleet or
5 naval bases and finding out what is being done. They have also been used to drop bombs on hostile ships.

I need scarcely tell you that even in peacetime we spend a great deal of money upon our
10 Navy. It does not seem a great deal to pay for safety after all.

launching [lɔ:ntʃɪŋ]

naval [néivəl]

bombs [bɒmz]

hostile [hóstail]

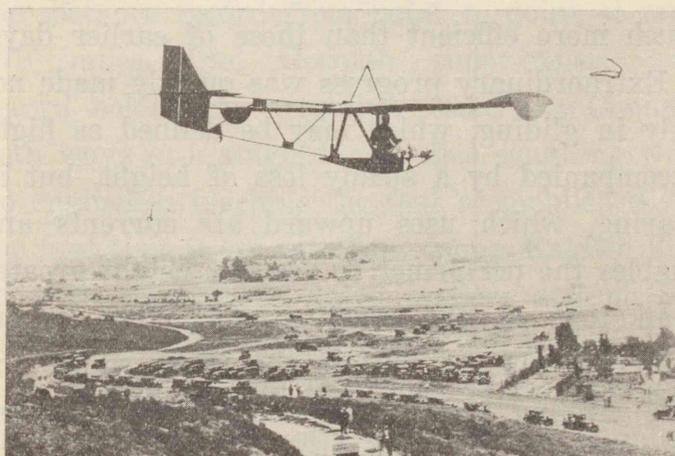
GRAMMAR

Some Intransitive Verbs must also have Complements to make their statements complete. A few examples of these verbs are shown below :—

1. Some of our ships *are* huge battleships.
2. It does not *seem* a great deal to pay for safety after all.
3. Our battleships must *keep* together in a fleet.

LESSON 6

MOTORLESS FLIGHT



In 1920 there began, in Germany, a great revival of interest in motorless flight. This revival was due primarily to the Treaty of Versailles, which restricted the construction of power-driven aeroplanes in that country, but 5

revival [riváivəl] primarily [práimərili] Versailles [vɛəsáil]

put no limitation on the use of engineless gliders. German youth threw itself whole-heartedly into building gliders which, thanks to the experience gained in the designing of power machines, were
 5 much more efficient than those of earlier days.

Extraordinary progress was quickly made not only in gliding, which may be defined as flight accompanied by a steady loss of height, but in soaring, which uses upward air currents and
 10 enables the performer to reach a height greater than that of the starting-point. The expert soarer is able to imitate the rooks which one sees circling round and round on motionless wings and yet climbing steadily upwards.
 15 Having attained height, the soarer can use the only motive power at his command—gravity—to propel him horizontally into another region of rising air, where height that has been lost may be regained for further progress. Incred-

designing [dizáiniŋ]	extraordinary [ikstró:dnri]
imitate [imiteit]	gravity [grævity]
	propel [prəpél]
	horizontally [hòrizóntəli]

ible as it would have seemed twenty years ago, the duration record for remaining aloft in a soaring machine stands at over 15 hours, and the distance record from point to point at over
 170 miles. One German super-expert and
 5 record holder has actually crossed the Channel both ways in a single flight, thus equalling with an engineless machine the feat accomplished for the first time in an aeroplane by an English flier in 1910, twenty-one years earlier; and he has
 10 risen to heights approaching 9,000 feet.

It is only natural that such performances in machines far less costly to build and maintain than the cheapest of power craft should have aroused the enthusiasm of thousands of young
 15 people all the world over. Gliding clubs have sprung up by the hundred in Germany and the United States, and by the score in England. International contests are held, at which prizes

equalling [í:kwəliŋ]	internationally [intənəʃnəli]
----------------------	-------------------------------

are offered; and large crowds witness the competitions. In short, there has arisen a new and fascinating sport, which offers its lovers the delights of noiseless and unhurried progress
5 through the air, and is fascinating, thrilling, and safe, besides being an introduction to ordinary flying in a powered machine. It may be added that the construction of gliders offers opportunities to young people who like doing
10 things with their hands and making things for themselves.

It must not be thought, however, that learning to use a glider properly is as simple a matter as, say, learning to ride a bicycle or drive a
15 motor-car. One must walk before one can run, and run before one can fly. In other words, the aspirant to soaring has to go through a careful course of tuition on machines suitable for the various progressive stages before he can qualify

witness [wɪtnɪs]

construction [kənstrʌkʃən]

aspirant [æspáɪərənt]

tuition [tuɪʃən]

suitable [sju:təbl]

to ride the air to great heights or through considerable distances.

GRAMMAR

A Sentence becomes longer when one or more modifiers are added to its parts. A few examples are shown below.

1. There has arisen a new and fascinating sport (+ which offers.....in a powered machine).
 2. It [=that the construction.....to young people (+ who likefor themselves)] may be added.
 3. This revival was due primarily to the Treaty of Versailles (+ which restricted.....the use of engineless gliders).
 4. German youth threw itself whole-heartedly into building gliders {+ which were (thanks to the experience (which was gained in ~ machines)) much more efficient than ~ earlier days}.
-

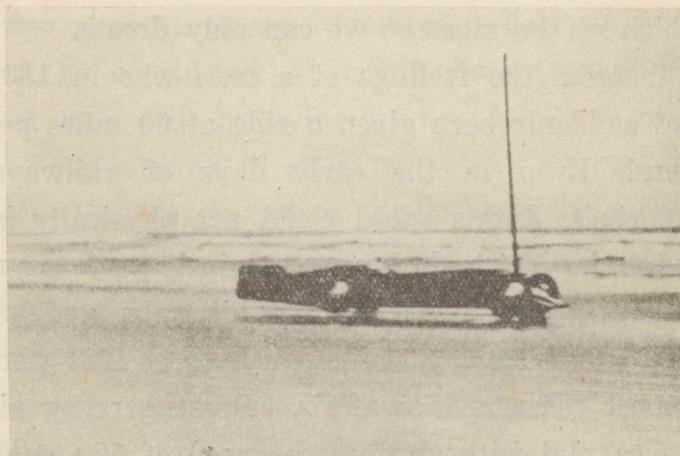
LESSON 7

HOW FAST CAN MAN TRAVEL?

How fast can man travel? That is a question that interests everyone, especially the inventor who is concerned in devising means of enabling man to travel faster and faster.

5 It is frequently said that a speed of five or six hundred miles an hour will be impossible because no man could endure it. In this connection it is interesting to recall the words of a famous air expert who, in the early days of flying, when
10 aeroplanes were travelling between forty and fifty miles an hour, said that 100 miles per hour represented the limit. When this speed was reached, the supposed limit was raised to 200 miles per hour, and finally people said: "Well,
15 at any rate, 300 miles per hour is impossible."

especially [ispéʃəli] inventor [invéntə] devising [diváiziŋ]
recall [ri:kó:l]



They had not realized that there is no such word as impossible in the scientist's vocabulary.

Speed is entirely relative. Every second of the day you are moving hundreds of miles, but you do not realize it, for the simple reason that
5 everything around you is moving at the same speed. You can say, if you like, that we have become accustomed to this speed. So in the future shall we become accustomed to speeds of

vocabulary [vøkæbjuləri] relative [rélativ]
accustomed [ækástəmd]

which at the moment we can only dream.

Imagine the feelings of a man who in 1800 had suddenly been given a ride at 60 miles per hour! Even in the early days of railways, 5 experts said this speed could not physically be endured. Yet to-day we complain if we find our express trains travelling at this rate, and we read our books at 80 miles an hour as if it were a most commonplace affair. Passengers by air 10 are carried with an average speed of 120 miles per hour, and they show no signs of speed sickness!

It is true that when the 300 miles per hour mark is passed, some fliers begin to show signs 15 of strain and even suffer from a sense of nausea when turning corners, but this I think is only because the human body is not accustomed to the speed.

There is no reason to doubt that in two or

physically [fʒikəli]	endured [indʒuəd]
commonplace [kómənples]	nausea [nú:siə]
sensation [senséiʃən]	

three generations two hundred miles per hour will be considered a very ordinary pace and that man will be flying at five hundred miles an hour without ill effect.

Civilization is often little more than an 5 increase of comfort and speed, an attempt to reduce the use of our bodies so that minds may work the better over a larger relative time. Atlantic aeroplanes, radio-controlled postal 10 planes and railway electrification are all sources of the increase in speed, which is necessary to ensure the efficient operation of the world's ever-increasing traffic.

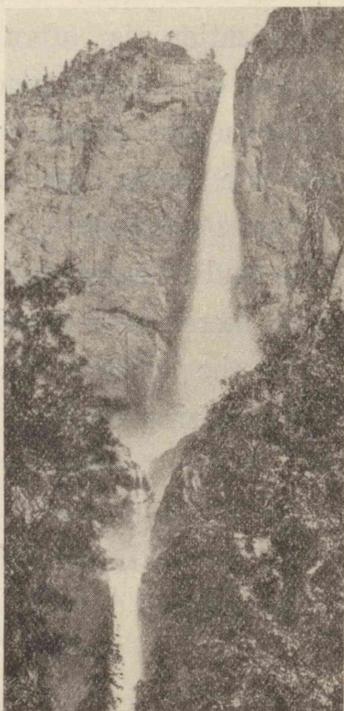
generation [dʒenəréiʃən]	reduce [ridjú:s]
postal [póustəl]	radio-controlled [réidioukəntróuld]
electrification [ilèktrifikéiʃən]	sources [só:siz]
	ensure [insjúə]
	operation [ɒpəréiʃən]

LESSON 8

THE WATERFALLS OF THE YOSEMITE

The mighty rocks in the valley are indeed grand and awe-inspiring, some standing
 5 straight up from the ground three, four, even six thousand feet into the sky, but the most beautiful
 10 feature of the Yosemite is its waterfalls.

When that first party of explorers returned to tell the
 15 settlers in the village



Yosemite [jousémiti]

awe-inspiring [á:inspáierɪŋ]

explorers [ɪkspló:rəz]

of the wonderful valley which they had discovered, they spoke of a waterfall one thousand feet in height. In reality, the Yosemite cataract is nearly twenty-five hundred feet high, more than fifteen times as high as
 5 Niagara, and is the highest waterfall in the world.

A powerful stream, thirty-five feet broad, makes this plunge from the brow of the awful precipice. At the first leap, it clears fourteen
 10 hundred and ninety-seven feet; then it tumbles down a series of steep stairways four hundred and two feet, and then makes a jump to the meadows, five hundred and eighteen feet more.

But it is the uppermost and highest cataract
 15 that is most wonderful to the eye and most musical to the ear. The cliff is so steep that there is no break in the body of water during the whole of its descent of more than a

reality [riáelɪti]

cataract [kætərækt]

plunge [plʌndʒ]

brow [braʊ]

awful [á:ful]

tumbles [tʌmblz]

stairways [stéəweɪz]

uppermost [ʌpəmoust]

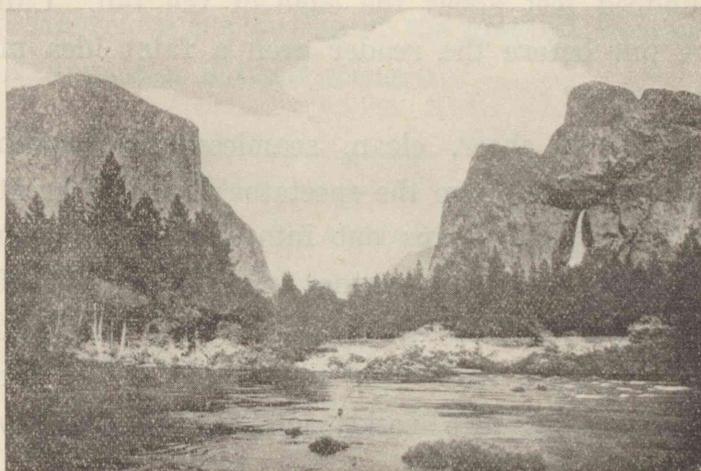
descent [disént]

quarter of a mile. From the summit it pours down nearly fifteen hundred feet to the basin that keeps it but a moment for the cascades below.

5 The cataract is comparatively narrow at the top of the precipice, but widens as it descends and curves a little on one side so that before it reaches its first bowl of granite, it shapes itself into the figure of a comet. But more
10 beautiful it is than the comet because the substance of this watery liveliness ever renews itself and ever pours itself away.

“The Bridal Veil,” called by the Red Man “The Spirit of the Evil Wind,” is another
15 marvelous waterfall. It casts its waters from a smooth ledge into a bouquet of pine tree tops nine hundred and forty feet below. Another beautiful cascade is the “Vernal,” the “Wild Water” of the Indians. You forget the Bridal

cascades [kæskéidz] bowl [boul] granite [gráenit]
comet [kómit] bridal [bráidl]
bouquet [búkei] vernal [vó:nl]



THE BRIDAL VEIL.

Veil in the new loveliness of this broad sheet of water which in a most exquisite curve drops three hundred and fifty feet.

We ride on now higher up and all at once are face to face with the Nevada Fall. Close
5 beside it, steep as the face of a wall, rises the Cap of Liberty, a single solid rock, thirty-eight

exquisite [ékskwizit] Nevada [nevú:də]

hundred feet above the edge of the fall. Can we put before the reader even a faint idea of the scene?

From a sheer, clean, seamless rock, seven
5 hundred feet above the spectator's head, a great body of water leaps out into space. As soon as it has taken the spring, innumerable jets of snowy spray like bouquets of white lilies are cast forward from the mass, and these jets
10 lengthen out into rockets of crystal, as they quicken their descent.

This wonderful fall has many companions. There are few places in the entire valley from which the eye cannot discern the beauty of water
15 falling perpendicularly great distances, no places in which the ear does not catch the roar or the murmur of a cataract or rill, and the music of these waterfalls is one of the charms of the Yosemite. Truly the Valley of the Yosemite is

innumerable [injú:mərəbl] rockets [rɔkits] crystal [krístl]
discern [dizə:n] perpendicularly [pə:pəndíkjuləli]

a marvelous place—one of the greatest wonders of American natural scenery.

GRAMMAR

The Subject of a Sentence is very often a Noun, but not always. There are several other forms of Subject, some of which are shown below:—

1. *It* clears fourteen hundred and ninety-seven feet.
(Pronoun)
 2. *To climb these rocks* is impossible. (Infinitive)
 3. *Hiking* as well as *cycling* is very popular among the young people of the country. (Gerund)
 4. *It is frequently said that a speed of five or six hundred miles an hour will be impossible because no man could endure it.* (Clause)
-

LESSON 9

CODE OF THE ALPS



THE LYSKAM, 14,888 FT. HIGH

High on the narrow, slippery ridge of ice on the Lyskam, a peak of the Swiss Alps, Guide Knubel and the climber picked and dug and felt their slow way.

5 To the right of the glistening ridge, no

ridge [ridʒ]

Lyskam [lɪskəm]

Knubel [knú:bel]

glisten [glɪsn]

more than a foot broad and never level, a precipitous wall of ice sloped steeply down. As Knubel, leading the way, dug foot-steps out of the treacherous path with his ice ax, the little pieces of ice fell and rattled down its slope 5 for hundreds of feet. Nothing stopped them until they crashed to the floor of the glacier below.

The other side of the ridge was no better than this. Normally a steep rock wall, now it 10 had been turned to ice and it glistened like the glacier face. Knubel turned to his "passenger," tied securely to the other end of the always tight rope thirty feet away. He shouted to make his voice heard above the wind. 15

"How'd you like to camp here for the night?" he grinned.

Always grinning, always cheery was this Knubel, even in the face of peril. He was a

level [lévl]

precipitous [prɪsɪpɪtəs]

treacherous [trɛtʃərəs]

grinned [grɪnd]

Swiss guide. He knew that to let his client realize how great was their danger, was to increase it tremendously. Still smiling, he turned to continue his careful step-by-step
5 progress.

As he did so, the thing happened.

Somehow—a little less caution, a little more wind, a trick of the climbing irons on his shoes—the man behind slipped. Before his yell of
10 terror reached Knubel, the quick pull on the rope had warned the guide, and he had braced himself. Because he had taken the precaution to keep the rope always tight, the jerk on it, as the man swung helplessly below on the ice
15 wall, did not completely knock him down off the ice. But it did pull him toward the edge, and dig as he would with ax and shoes, he was slowly sliding from the ridge.

For ten seconds, perhaps, he could hold on.

client [kláíənt]

caution [kó:ʃən]

precaution [prikóʃən]

swung [swʌŋ]



SWISS GUIDES NEVER COME BACK ALONE.

Then he would follow his companion, and both would crash to death far below. There seemed no possibility of saving the other; the best he could do, it appeared, was to cut the rope and save himself. A horrible alternative; but would not one death be better than two? 5

Not to this man. Not to any Swiss guide. "Swiss guides never come back alone". Never for an instant did any such scheme occur to Knubel. Instead, he did a thing that seemed as desperate as sliding to death down the glacier face. 10

He threw himself off the ice ridge—on the opposite side from that on which his companion had fallen. 15

Suspended there, one man's body balancing the other's, they hung for a moment. Then Knubel, with the ice ax which he had instinctively held tight, went calmly and systematically

alternative [ɔlté:mətiv]
suspended [səspéndid]
instinctively [instɪŋktivli]

desperate [déspərit]
balancing [bælənsɪŋ]
systematically [sistimætikəli]

about the business of working himself back up. A niche cut in the icy rock; a careful step upward, and a hitch in the rope as he rose. Another, and a dozen more. At last he had
5 reached the ridge again, had hewn in its narrow edge two pairs of secure foot holes.

And two minutes later he had hauled his companion back to safety and helped the man to the unoccupied foot holes.

10 "We both went coasting, didn't we?" he grinned.

A brief halt to catch their breath; then, as though nothing had happened, they headed slowly up the ridge again toward the white heights of
15 the mountain.

niche [nitʃ]

hitch [hitʃ]

hewn [hju:n]

GRAMMAR

In the following sentences, the italicized words are used as Complements. Can you give the reasons for classifying them as Complements?

1. He shouted and made his voice *heard* above the wind.
2. He did not let his client *realize* how real was their danger.
3. He kept the rope always *tight*.
4. The thing seemed *desperate*.

LESSON 10

TEWKESBURY ROAD

It is good to be out on the road, and going one
knows not where,

Going through meadow and village, one
knows not whither nor why;

5 Through the gray light drift of the dust,
in the keen cool rush of the air,

Under the flying white clouds, and the
broad blue lift of the sky.

And to halt at the chattering brook in the tall
10 green fern at the brink

Where the harebell grows, and the gorse,
and the foxglove purple and white;

Where the shy-eyed, delicate deer troop down to
the brook to drink

Tewkesbury [tjú:ksbəri] gorse [gɔ:s] delicate [délikit]

When the stars are mellow and large at the
coming on of the night.

Oh, to feel the beat of the rain, and the homely
smell of the earth,

Is a tune for the blood to jig to, a joy past 5
power of words;

And the blessed green comely meadows are all
a-ripple with mirth

At the noise of the lambs at play and the
dear wild cry of the birds. 10

—John Masefield

jig [dʒig]

LESSON 11

EARNING ONE'S OWN WAY

There is a strong tradition upon the North American Continent that every individual should be judged and rewarded according to his own merits, regardless of family connections. Among
 5 students this tradition takes the form of their being obliged to support themselves during student days, in whole or in part.

This gives the poor man's son an equal opportunity with the rich man's. Although
 10 education is very expensive, the main qualifications of a student are a good mind and a determined spirit.

This system has another advantage in that it gives the student direct contact with his environment, while studying. He can thus avoid, to

qualifications [kwɒlɪfɪkේjənz] environment [ɪnváɪərənment]

some extent, that terrible disillusionment which very often disappoints a student thrust out upon a cold world at graduation time, driving him to morbid and even radical thought, making
 his life very unhappy. 5

It is easy to find examples of this independent and self-supporting spirit. President Hoover, for example, waited at table while attending Stanford University. In a recent report, the Yale Bureau of Appointments announced
 10 that, in one year, self-supporting students had earned over three million dollars in that University alone.

I knew a boy who was no exception to this rule. First, he conceived of the idea of spending
 the spare time of his summer vacation in selling
 15 daily papers to the summer residents in his small town. Finding this successful, he added magazines. From gardeners he bought vegetables,

disillusionment [dɪsɪljú:zənmənt] thrust [θrɒst]
 graduation [grædjuේjən] morbid [mɔ:bid] radical [rædɪkəl]
 Hoover [hú:və] Stanford [stænfəd]

fruits, and flowers; and from farmers, chickens and eggs. These he re-sold for profit to his visiting customers. At other ^{at a} times, during these vacations, he mowed lawns and did jobs ^{for the cottagers, some of whom were leading figures in the life of the Dominion.} ^(Canada) As he grew older, he engaged in many occupations during his vacations; helped build roads, worked in sewer pipe, wooden box, and furniture factories, ^{helped build brick houses, was employed once on a farm, and in a store, sold books to farmers and coal miners, during the school year washed dishes and waited at table for his board, and did a little tutoring.} Despite these many forms ^{of self-supporting employment, he did not lose any time in his regular school work.}

Another boy I knew worked on his father's farm during his vacations, for which his father gave him the wages of a first-class labourer.

sewer [sjuə]

despite [dispáit]

Later, when away from home studying in College, in spare time he drove trucks, worked at electrical engineering, and in lawyers' offices. By studying hard, he also won various scholarships, which paid for fees and other necessities. ⁵ What little money he borrowed from his father during College years, he paid back after graduation.

These are but a few examples, which show the occupations followed by North American students ¹⁰ bent on securing the best that schools can give. Such students gain a wide outlook through contact with many types of people. Of such a similar group also were many of the members of the English Labour Government.

GRAMMAR

Noun Modifiers include, not only Adjectives but some other words or combinations of words such as Nouns, Participles (Present and Past), Infinitives, Phrases and Clauses. See the following examples :—

1. The boy worked in *furniture* factories.
2. *Self-supporting* students earned over three million dollars in one year.
3. Some of them were *leading* figures in the life of the Dominion.
4. Disillusionment often disappoints a student *thrust* out upon a cold world at graduation.
5. There is no reason *to doubt* that.
6. Civilization is an attempt *to reduce* the use of our bodies.
7. These are all sources *of the increase* in speed.
8. This is necessary to ensure the efficient operation *of the world's ever-increasing traffic*.
9. These examples show the occupations *followed* by North American students *bent on* securing the best *that schools can give*.

LESSON 12

NECESSARIES, COMFORTS, AND LUXURIES

Everyone has heard of or read the famous story of Robinson Crusoe. The following passage is an extract from the account of his shipwreck.



passage [pæsidʒ]

extract [ékstrækt]

shipwreck [ʃɪprek]

“My raft was now strong enough to bear any reasonable weight. My next care was what to load it with, . . . but I was not long considering this. I first laid all the boards upon it that

5 I could get, . . . and got three of the seamen’s chests and lowered them down upon my raft. The first of these I filled with provisions, namely, bread, rice, cheese, five pieces of dried goat’s flesh, and a little remainder of corn. . . .

10 There had been some barley and wheat together, but to my great disappointment I found afterwards that the rats had eaten and spoiled it all. As for liquors, I found several cases of bottles belonging to our captain.

15 “While I was doing this, I found the tide began to flow, and I was vexed to see my coat, shirt, and waistcost swim away. . . . However, this made me search for clothes, of which I found enough, but took no more than I wanted

reasonable [rí:znəbl]	load [loud]	chests [tʃests]
provisions [prəvɪdʒənz]	goat’s [gouts]	barley [bá:lɪ]
remainder [rɪméɪndə]	liquor [líkə]	tide [taɪd]
vexed [vekst]	waistcoat [wéiskout]	

for present use, for I had other things which my eye was more upon—as, first, tools to work with on shore; it was after long searching that I found out the carpenter’s chest, which was indeed a very useful prize to me, and much

5 more valuable than a shiploading of gold would have been at that time. . . .

“My next care was for some ammunition and arms. There were two very good fowling-pieces and two pistols, . . . and a small bag of shot. 10 I knew there were three barrels of powder in the ship, . . . and with much search I found them, two of them dry and good; the third had taken water. Those two I got to my raft with the arms; and now I thought myself pretty well

15 freighted, and began to think how I should get to shore with them.”

By careful reading you will have noticed that Robinson Crusoe exercised care in taking from

ammunition [æmjunɪʃən]	fowling-pieces [fáulɪnpí:sɪz]
freighted [fréítɪd]	

the vessel what he first wanted. There was a chance that another storm might arise and break the ship to pieces; so he took with him, first of all, what was absolutely necessary.

5 His choice fell on food to eat, in case the island proved barren, clothes to wear, carpenter's tools with which to build a hut and a boat, and firearms for hunting or defence against wild beasts or wilder men. These were Robinson

10 Crusoe's primary necessities. It is interesting to note the high value he set on the carpenter's tools and the low value on the gold, so reversing the usual everyday point of view. His reason for thinking gold relatively worthless will be

15 easily understood.

After Crusoe's first wants were satisfied, he naturally wanted other things. If you know the story well, you can make out a list of his other wants; even if you have not read it, you can

absolutely [æbsəljʊ:tli] barren [bæ'rən] primary [praɪməri]
 necessities [nisésítiz] reversing [rivé:siŋ]
 relatively [rélətívlɪ]

make intelligent guesses. A number of boys and girls were once asked this question: Supposing you were cast upon a South Sea Island, what things would you like to possess to make you happy? Each made out a list of some fifty wants. 5 Most of their wants agreed with one another, but some lists differed widely.

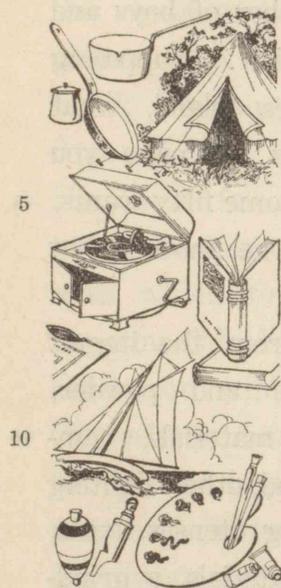
The following is a selection from the items: water, clothing, huts, fire-arms and powder, bread, fruits, medicine, sewing materials, com- 10 panions, carpenters' tools, oil and other lighting



materials, cooking utensils, tents, boats, writing materials, a grindstone, tea, coffee, cocoa, maps, natural history books, a gramophone, a dictionary, pictures, drawing materials, tales of adventure, toys and games, a yacht, jellies, jams, mineral waters,

items [áitemz]

utensils [ju:ténsilz]



cake, cream, ornaments, a hymn book, and imagination.

You will doubtless notice that the wants vary much in value to a shipwrecked person. The dictionary, however useful to a boy at home, would be of far less value than food, clothing, or shelter; even natural history books, though valuable, are not so important as water and tools. From the point of view of "value is use," therefore, a

classification can be made into Necessaries, which Robinson Crusoe must have; Comforts, which help to make his life more varied and so happier; and Luxuries, which however pleasant, satisfy his least urgent wants.

This lesson, then, draws our attention to the

hymn [him]

imagination [imædʒɪnේʃən]

urgent [ú:dʒənt]

fact that however greatly human wants may differ in detail, they can all be classified into these three great groups.

GRAMMAR

Point out the modifiers of the words printed in italics.

1. I wanted to have *tools* to work with on shore.
2. His choice fell on *food* to eat, *clothes* to wear, carpenters' *tools* with which to build a hut and a boat, and *fire-arms* for hunting.
3. I found several *bottles* belonging to our captain.
4. I was vexed to see my *coat*, *shirt*, and *waistcoat* swim away.
5. I thought *myself* pretty well freighted.

detail [dí:teíl]

LESSON 13

THE OCTOPUS



One morning at dawn, I floated along over the coral reefs. A small canoe with a native fisherman attracted my attention ahead. He was a youth perhaps sixteen years of age, though
 5 his body was as big as that of an average white boy of eighteen or nineteen. Floating nearer, I

octopus [ɒktəpəs] coral [kɔːrəl] reefs [ri:fs]
 Seychelles [seɪʃəlz] canoe [kənu:]

noticed that he was naked except for a small loincloth, and that he kept leaning over the side of his canoe, peering intently through the water to the reef only a few feet beneath him. I swung a little to port to pass directly astern of
 5 him.

When I was about thirty yards from him, he suddenly dived over the side of the canoe with a gentle splash. I thought he must be trying to pick up the broken mooring line of some fish-trap
 10 he had there, so paid little attention to him. But when I was opposite his boat, I was aware that all might not be well. The fisherman had not yet come to the surface again. In the water by the canoe was violent commotion, as if a
 15 struggle of some sort were going on.

My canoe came about with a strong stroke of the oar, and the pulley on the mast gave a little squeal as the sail dropped. As I was wearing

loincloth [lɔɪŋklo:θ] intently [ɪntɛntli] astern [əstɜːn]
 splash [splæʃ] mooring [muːərɪŋ] opposite [ɒpəzɪt]
 aware [əwɛə] commotion [kəmjuːʃən] squeal [skwi:l]

only a pair of shorts, with no shirt or shoes, I was ready for action if needed. I decided to stand by until the struggle stopped.

“Sharks!” the thought flashed through my mind.

“No, impossible,” argued my reasoning brain; “the water is much too shallow, and we are on the inner reef with an ebbing tide.”

For a few more seconds the water boiled and churned, stirring up sand and cloudiness. Then appeared a head, which spluttered, took a deep breath, and finally was followed by a body trying to regain its feet. A thrill of horror shot through me; round the body were the tentacles of an octopus!

Another violent struggle, and the boy was on his feet on the coral, as my hand drew the knife from the sheath on my belt. Holding at arm's length he had the body of an octopus clutched

argued [á:gju:d] churned [tʃɜ:nd] spluttered [splátəd]
tentacles [téntəklz] sheath [ʃi:θ]

in his left hand. Its tentacles, some three to four feet long, writhed about him. One after another his right hand tore them free, but they were eight and he had only one hand to use.

Shouting to him that I was coming with a knife, I seized the oar. But as I did so he called back, “It's all right. I can manage him. Leave it to me, sir.”

I felt only too inclined to do so! The sight fascinated me. I had a sensation of unspeakable horror, almost of nausea. The octopus looked like an appalling great spider; and a man was in its ghastly clutches! At the length of an arm, that horrible creature, with tentacles waving, now one, now another, fastened about its victim. As the boy wrenched the tentacles away, they gave with a sucking sound, as of tearing stiff silk. Red marks covered his body. Now one whipped down over his face, only to

fascinated [fásineítid] horror [hórə] appalling [əpó:liŋ]
ghastly [gá:stli] sucking [sákiŋ] tearing [téəriŋ]

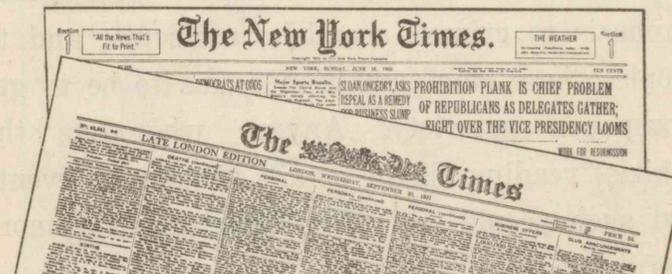
GRAMMAR

Adverbs and Adverb Equivalents of different forms are shown in italics in the following sentences. Point out the word or words they modify.

1. *Floating nearer*, I noticed that he was naked.
 2. *When I was about thirty yards from him*, he suddenly dived.
 3. He dived *over the side of the canoe, with a gentle splash*.
 4. I swung a little to port *to pass* directly astern of him.
 5. One tentacle whipped down over his face, *only to be torn off in a second*.
 6. The boy was trying to free his right arm *so as to reach to the body of the octopus*.
 7. He needed all his strength *to hold it at arm's length*.
-

LESSON 14

READING THE NEWSPAPER



Nearly everyone nowadays reads the newspapers and magazines. As an introduction to the newspaper, you may have in your school some of the little papers that are definitely planned to put you in touch with the interesting things that are going on in the world. These papers are much like the newspapers that your father reads. In many ways, however, they are better for you, because they are planned defi-

definitely [définitli]

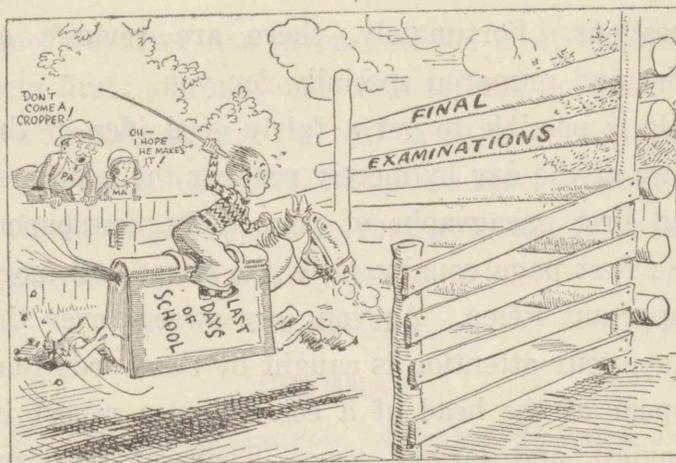
nately for young people of your grade.

Another valuable feature of these papers is their selection of the most important news. Some of the regular newspapers give great
5 emphasis to crimes, scandals, accidents, and to people whose chief ambition seems to be to get newspaper notoriety. Anyone who gets the habit of reading all the details about such events and such people will have little time for more
10 useful reading.

Remember that your reading will have a great deal to do with your thinking. If you read good magazines and books, you will soon acquire much valuable information. When you hear
15 people talking of the thing you have read, you will understand them, and will be able to join in the conversation.

Another good habit to form is that of reading a weekly and a monthly review of current

emphasis [émfəsis] scandals [skændlz] ambition [æmbɪʃən]
notoriety [nɒtərəiəti] current [kʌrənt] reviews [rivjuz]



events. These reviews gather up the important happenings in much the same way as do the little papers planned specially for schools. They contain some of the best articles in the newspapers and other articles prepared by the best writers. You will be interested also in the cartoons, which really are comments on affairs of the day. Some of the best of these weekly periodicals aim to present both sides of public

prepared [prɪpɛəd] cartoons [kɑ:tú:nz] comments [kómənts]
periodicals [pɪəriədikəlz]

questions. Fortunately, there are reviews of this kind prepared specially for you.

It is possible to get a fairly good idea of the news of the day by merely reading the headlines and first paragraphs of your daily newspaper. The first page usually gives the latest and more important items. As your eye sweeps over the page, your attention is caught by the words that appear at the head of a column or a report in heaviest and largest type. Then, if you are interested, you continue to read the smaller headlines that follow and perhaps skim a paragraph or two at the beginning of the article.

Reading a newspaper is not like reading a book of adventure. In your book the author tries to save the most important and exciting part of the story to the very end or climax, but in a newspaper the most important and exciting part comes at the very beginning. The news-

column [kóləm] report [ripó:t] adventure [ədvéntʃə]
author [á:θə] climax [kláimæks]

paper reporter has given you the most striking facts first; you may not wish to read to the end of an article to find the real cause of an accident or the result of a fire. The headlines place the main facts before you so that you may know at a glance what the story has to tell.

GRAMMAR

In the following sentences, Adjectival Modifiers and Adverbial Modifiers are shown in italics. Point out which of them are Adjectival, and which Adverbial, and also the words which they modify.

1. These papers are much like the newspapers *that your father reads*.
2. *If you read good books*, you will soon acquire much valuable information.
3. Another good habit *to form* is that of reading a weekly review of current events.
4. You may not wish to read *to the end of an article to find the result* of a fire.

reporter [ripó:tə] glance [glá:ns]

LESSON 15

THE BOAT RACE

500,000 SEE OXFORD LOSE TO CAMBRIDGE

Light Blues Win by 5 Lengths for Ninth Straight Triumph
Over Rival Crew.

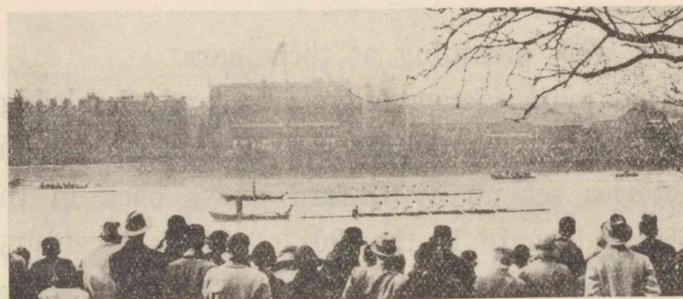
SPURT AFTER FIRST MILE

Trailing Early in Race, Cantab Oarsmen Take Lead
With Powerful, Rhythmic Strokes.

THRONG IN HOLIDAY MOOD

Spectators Line Four-Mile Course on Thames for 84th
Meeting of Traditional Foes.

Cambridge [kéimbridʒ]	rival [ráivəl]	spurt [spə:t]
Cantab [kæntæb]	oarsmen [ó:zmən]	rhythmic [ríðmik]
	throng [θrɒŋ]	



LONDON, March 19.—For the ninth year in
succession the Cambridge University crew
flashed to victory on the Thames today, Oxford
finishing five lengths behind.

For nine long years Cambridge has lorded it ⁵
over London's river, but never more impres-
sively than on this warm, sunlit afternoon.
Rowing smoothly and rhythmically, with power
in every stroke, the Light Blues leaped into the
lead after the first mile and never were headed. ¹⁰

The tiring four miles of the course never
daunted them, and at the end they were rowing
as freshly as when they started, while the Oxford

succession [səkséʃən]	impressively [imprésvli]	sunlit [sʌnlit]
	daunted [dó:ntid]	

crew were straining at their oars.

One more victory next year and Cambridge will have shattered the record of nine straight victories set up by Oxford crews back in the
5 '60s and again in the '90s of the last century.

Except for Oxford's triumph in 1923, Cambridge has won every race since the war. There never has been such undisputed supremacy in all the hundred years of Oxford-Cambridge
10 rowing, and it never was more apparent than today.

The 500,000 persons who lined the river banks hoped Oxford would win, just to break the spell, but the crowd, in another sense, cared little who won or lost.

Race a National Festival.

The hundred years' tradition has established the race unshakeably as a national festival, and

shattered [ʃætəd]

undisputed [ʌndɪspjuːtɪd]

supremacy [sjuːprɛməsi]

apparent [əpɛərənt]

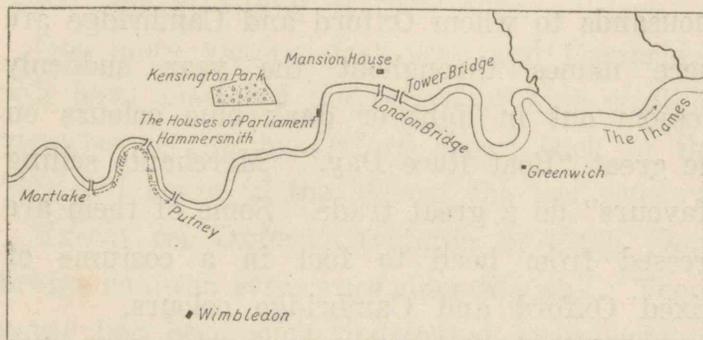
festival [fɛstɪvəl]

thousands to whom Oxford and Cambridge are mere names throughout the year suddenly blossom out in light or dark blue colours on the great "Boat Race Day." Merchants selling
"favours" do a great trade. Some of them are
5 dressed from head to foot in a costume of mixed Oxford and Cambridge colours.

Looking among the crowd, we noticed that there were more men who favoured Oxford, and more women who favoured Cambridge.
10 Perhaps the ladies prefer the light blue colour, or perhaps they preferred to be on the winning side. Today with the Thames sparkling in sunlight it was as much a festival as ever, with the two shells gliding past, followed by a fleet
15 of launches and with a dozen airplanes circling the sky.

The race was a quarter mile shorter than usual this year because of construction work

launches [lɔːntʃɪz]



on Putney Bridge near the start. Even so, Cambridge's time was 19 minutes, 11 seconds, two seconds slower than on the full course of 4¼ miles two years ago.

5 Oxford started fast, digging in at thirty-nine strokes, and soon led by three-quarters of a length. But Luxton, Cambridge's crafty Australian stroke, bided his time.

Four minutes after the start, Cambridge
 10 spurted with magnificent reserve power, and by the time the shells were sweeping under

Putney [pʌtni] Luxton [lʌkstən] crafty [krɑ:fti]
 Australian [ɔ:streɪljən] magnificent [mægnɪfɪsnt]

Hammersmith Bridge at the halfway mark, the Cantabs were about two lengths ahead. Yard by yard to the finish there was a lengthening stretch of clear water between the Cambridge and Oxford boats.

Fresh at the Finish.

At the finish the picture was as it has been for nine years—Cambridge's victors sitting fresh and erect in their shell, Oxford's men exhausted and slumped over their oars. 10

There is reason to believe, however, that Cambridge's long reign of triumph is ending. Not only are the Light Blues losing many of their best oarsmen through graduation, but Oxford has just acquired a new coach, Colonel
 15 H. A. Gibbons, who stroked the greatest Cambridge eight of all time in 1900.

Colonel Gibbons is trying to rebuild Oxford's

Hammersmith [hæməsmiθ] slumped [slʌmpt] reign [reɪn]
 acquired [əkwaɪəd] coach [kəʊtʃ] Colonel [kə:nl]
 Gibbons [dʒɪbənz]

lowered morale and also recruit better material for the varsity crew, and in another year or two there is a good chance Oxford will come out of the shadows.

—The New York Times.

GRAMMAR

Point out the phrase or clause that modifies italicised words in the following sentences.

1. There is *reason* to believe that Cambridge's long reign of triumph is ending.
2. *Thousands of people* to whom Oxford and Cambridge are mere names throughout the year suddenly blossom out in light or dark blue colours on the great "Boat Race Day."

morale [mə'ra:li] recruit [rikrú:t] varsity [vá:siti]

LESSON 16

A FURIOUS ELEPHANT CHARGE

We had just arrived at the mountain, which we were now leaving to our left, when we suddenly halted, our attention having been arrested by the loud roaring of elephants in a jungle at the foot of the hills, within a quarter 5 of a mile of us. The roaring continued at intervals, re-echoing among the rocks like distant thunder, till it at length died away to stillness.

We soon arrived in the vicinity of the sound, and shortly discovered tracks upon a hard, 10 sandy soil, covered with rocks and overgrown with a low jungle at the base of the mountain.

Following the tracks, we began to ascend steep flights of natural steps formed by the layers of rock which girded the foot of the mountain. 15

furious [fjúəriəs] jungle [dʒʌŋgl] intervals [intəvəlz]
vicinity [visiníti] overgrown [ouvəgroun] layers [leəz]
girded [gó:did]

These were covered with jungle, with here and there large masses of granite, which in some places formed alleys through which the herd had passed. The surface of the ground being
5 nothing but hard rock, tracking was very difficult, and it took me a considerable time to follow up the elephants by the pieces of leaves and twigs which they had dropped while feeding. I at length tracked them to a small pool formed
10 by the rain water in the hollow of the rock. Here they had evidently been drinking only a few minutes previously, for the tracks of their feet upon the margin of the pool were still wet.

I now went on in advance of the party, with
15 great caution, for I knew that we were not many paces from the herd. Passing through several openings among the rocks, I came suddenly upon a level piece of ground covered with dense grass about twelve feet high, which was so thick

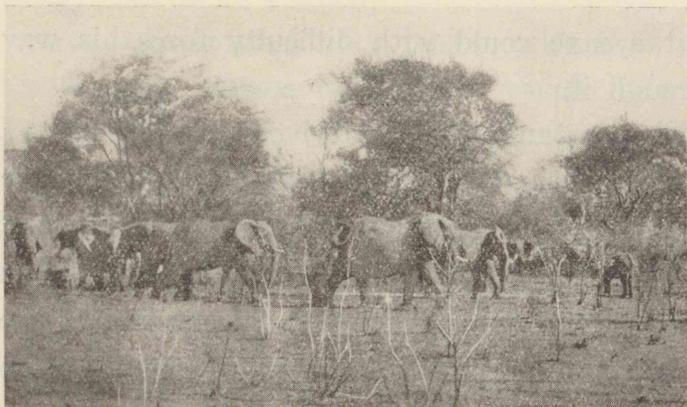
alleys [æliz] crunched [krantʃt] evidently [évidəntli]
previous [pri:vjəs] dense [dens]

that a man could with difficulty force his way through it.

The instant that I arrived in this spot I perceived the flap of an elephant's ear in the high grass, about thirty paces from me, and
5 upon careful inspection I saw two elephants standing close together. By the rustling of the grass in different places I could see that the herd was scattered, but I could not make out the elephants individually, for the grass was above
10 their heads.

I paused for some minutes to consider the best plan of attack; but the gun-bearers behind me, in a great state of excitement, began to whisper to each other, and in arranging their positions
15 behind their respective masters, they knocked several of the guns together. In the same moment the two leading elephants discovered us, and throwing their trunks up perpendicularly,

instant [ɪnstənt] perceived [pə'si:vɪd] inspection [ɪnspekʃən]
respective [rɪspɛktɪv]



they blew the shrill trumpet of alarm without attempting to retreat. Several trumpets answered the call immediately from different positions in the high grass. Trunks were thrown up, and
 5 huge heads appeared in many places as the beasts endeavored to discover the danger which the leaders had announced.

The growl of an elephant is exactly like the rumbling of thunder, and from their deep lungs
 10 the two leaders that had discovered us kept up

immediately [imí:djətli] endeavored [indévød] growl [graul]

an uninterrupted peal, thus calling the herd together. Nevertheless, they did not attempt to retreat, but stood gazing attentively at us with their ears cocked, looking extremely vicious. In the meantime we stood perfectly motionless, lest
 5 we should scare them before the whole herd had closed up. In about a minute a dense mass of elephants had collected round the two leaders, and these were all gazing at us. Thinking this a favorable moment, I gave the word, and we
 10 pushed toward them through the high grass. A portion of the herd immediately wheeled round and retreated as we advanced; but five elephants, including the two which had first discovered us, formed in a compact line abreast. Thrashing
 15 the long grass to the right and left with their trunks, with ears cocked and tails up, they came straight at us. We pushed forward to meet them, but they still came on in a perfect line

uninterrupted [ʌnɪntərʌptɪd] extremely [ɪkstri:mli]
 vicious [vɪʃəs] compact [kəmpækt] abreast [əbrést]

until within ten paces of us.

A cloud of smoke hung over the high grass as the rifles cracked in rapid succession, and the five elephants lay dead in the same order as they had advanced. The spare guns had been beautifully handled; and running between the fallen elephants, we got into the lane that the remaining portion of the herd had made by crushing the high grass in their retreat. We were up with them in a few moments. Down went one! Then another! Up he got again, almost immediately recovering from the shot. Down he went again, as I floored him with my last barrel!

I suddenly heard Wallace shriek, "Look out, sir! Look out! An elephant's coming!"

I turned round in a moment; and close past Wallace, from the very spot where the last elephant lay, came a "rogue" elephant in full

Wallace [wólæs]

rogue [roug]

charge. His trunk was thrown high in the air; his ears were cocked; his tail stood erect above his back as stiff as a poker; and screaming exactly like the whistle of a railway engine, he rushed toward me through the high grass with a velocity that was perfectly wonderful. His eyes flashed as he came on, and he had singled me out as his victim.

I have often been in dangerous positions, but I never felt so totally devoid of hope as I did in this instance. The grass rendered retreat impossible. I had only one barrel loaded, and that was useless, as the upraised trunk protected his forehead. I felt myself doomed; and I resolved to wait for him till he was close upon me before I fired, hoping that he might lower his trunk and expose his forehead.

He rushed along at the pace of a horse in full speed. In a few moments, as the grass flew

velocity [vilóstiti]

victim [víktim]

totally [tóutæli]

devoid [divóid]

rendered [réndəd]

forehead [fórid]

resolved [rizólvd]

expose [ikspóuz]

to the right and left before him, he was close upon me; but still his trunk was raised, and I would not fire. One second more, and at this headlong pace he was within three feet of me!
5 Down slashed his trunk with the rapidity of a whip-thong, and with a shrill scream of fury he was upon me!

I fired at that instant; but in the twinkling of an eye I was flying through the air like a ball
10 from a bat. At the moment of firing I had jumped to the left, but he struck me with his tusk in full charge upon my right thigh, and hurled me eight or ten paces from him. That very moment he stopped, and, turning round, he
15 beat the grass about with his trunk, and commenced a strict search for me. I heard him advancing close to the spot where I lay as still as death, knowing that my last chance lay in concealment. I heard the grass rustling close

rapidity [rəpɪdɪti] whip-thong [wɪpθɒŋ] fury [fjʊəri]
commenced [kəmɛnst] concealment [kənsiːlmənt]

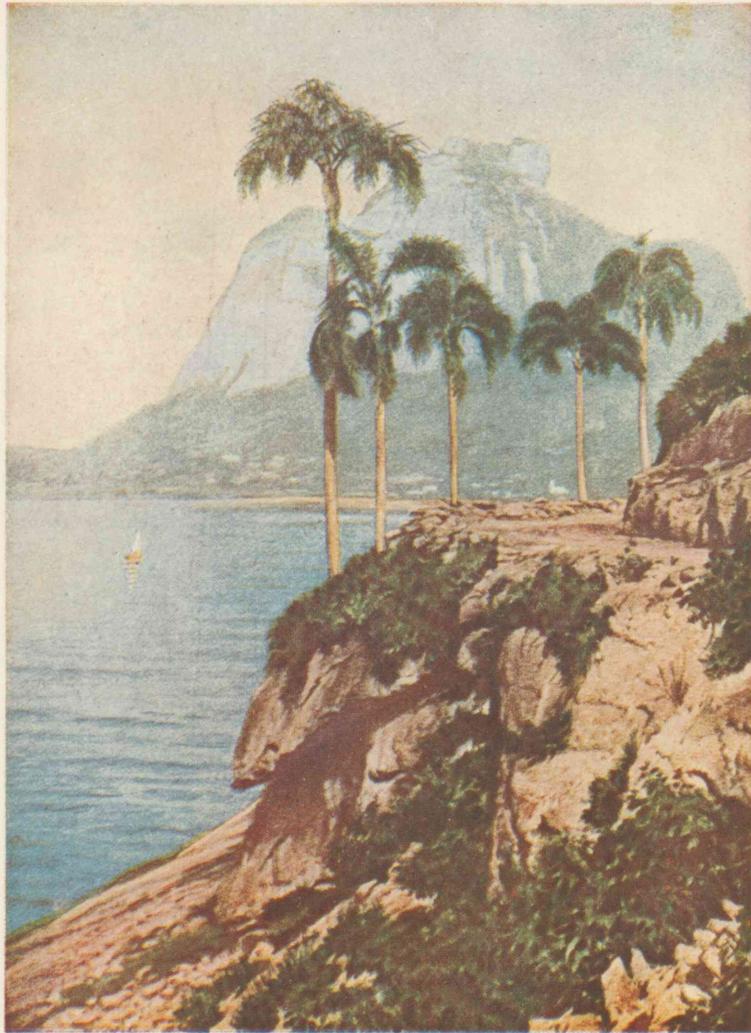
to me; closer and closer he approached, and he at length beat the grass with his trunk several times exactly above me. I held my breath, momentarily expecting to feel his heavy foot upon me. Although I had not felt the sensation
5 of fear while I had stood opposed to him, I felt as I never wish to feel again, while he was deliberately hunting me up. Fortunately, I had reserved my fire until the rifle had almost touched him, for the powder and smoke had
10 nearly blinded him and had spoiled his acute power of scent. To my joy, I heard the rustling of the grass grow fainter; again I heard it at a still greater distance; at length it was gone!

momentarily [məʊməntərɪli] opposed [əpəʊzd]
deliberately [dɪlɪbərɪtli] acute [əkjú:t]

GRAMMAR

The italicised words, phrases and clauses in the following sentences are all modifiers. Point out which word or words they modify.

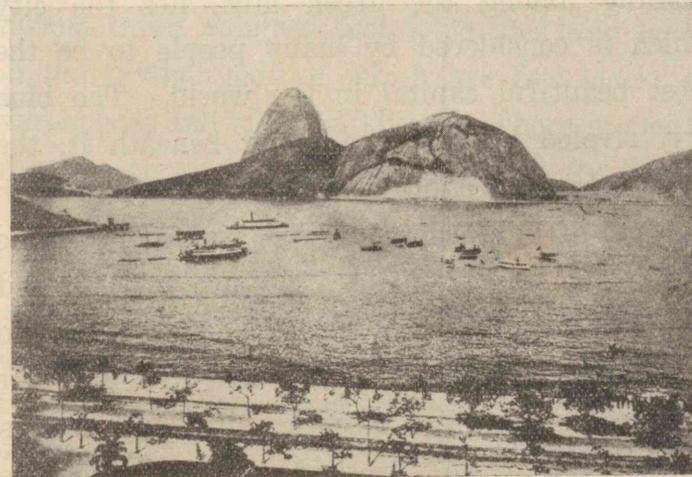
1. We *soon* arrived in the vicinity of the sound.
I *at length* tracked them to a small pool.
Here they had *evidently* been drinking.
 2. *Upon careful inspection* I saw two elephants standing close together.
They still came on *in a perfect line*.
 3. *Screaming like the whistle of a railway engine*, he rushed toward me.
I held my breath, *momentarily expecting to feel his ponderous foot upon me*.
 4. I paused to *consider the best plan of attack*.
I pushed forward to *meet them*.
 5. A portion of the herd retreated *as we advanced*.
We stood motionless, *lest we should scare them*.
Although I had not felt the sensation of fear before, now I felt *as I never wish to feel again*.
 6. *To my joy*, I heard the rustling grow fainter.
-



THE CITY OF RIO.

LESSON 17

THE CITY OF RIO



As we enter the harbor of Rio de Janeiro, we 5
notice the famous old Sugar Loaf, the mountain
which guards the entrance. Rising out of the
water around it are other and higher peaks,
green to their very summits. Passing Sugar

summits [sámits]

Loaf we find ourselves in what appears to be a calm inland sea dotted with green islands. This is the landlocked bay of Rio. At its head, nestling among the green hills, lies the city
5 which is considered by many people to be the most beautiful capital in the world. The blue sky, rivaled by the blue water beneath it, the lovely islands around, and the hills covered with terraces of light-colored houses rising out of the
10 deep-green foliage make a picture unsurpassed in any country of the world. The city of Rio lies between the mountains and the sea. It occupies the shore, climbs the hills, and presses against the green, forested heights which lie
15 just behind. At one end of many of the long city streets lie the blue waters of the bay, and at the other end a wall of green.

As we near the shore we notice first of all the stone quay, more than two miles in length,

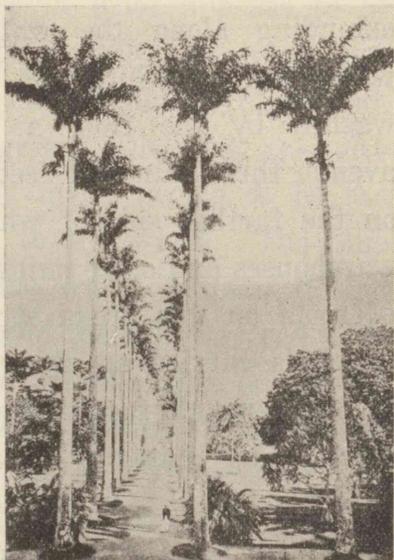
landlocked [láendløkt] nestling [néslɪŋ] terraces [térəsiz]
foliage [fóuliidz] quay [ki:]

extending along the water. Behind this sea wall, on land which not many years ago was washed by the tide, a splendid palm-shaded avenue three hundred feet wide has been built,
5 on the farther side of which are fine blocks of warehouses and office buildings. There is plenty of room on this broad street for all the traffic which is carried on along the water front. It is wide enough for railroad tracks, electric-car tracks, and driveways for heavy wagons and
10 lighter vehicles. On the docks and in the warehouses we see the most modern machinery for loading and unloading vessels, and we begin to realize as never before that we are in one of
15 the great commercial cities of the world.

A trip which no visitor to Rio ever misses is one to the Botanical Gardens. The electric car takes us out through narrow, crowded streets into wider avenues, where beautiful houses are

commercial [kəmə:ʃəl] botanical [botənikəl]

surrounded by shady trees and lovely flowers. Reaching the Gardens we
 5 alight before a massive stone entrance. Inside this gateway we pause in wonder at the beauty before
 10 us. Every park which we have seen in the tropical countries of South America has seemed extremely beautiful to us. In all of them there have been
 15 trees, shrubs, and flowers which we have never seen before, and many others which we recognized as our choicest hothouse products. The sight which greets our eyes in the Botanical Gardens of Rio, however, is far more wonderful



massive [mæsi:v] tropical [trɒpɪkəl] shrubs [ʃrʌbz]
 recognized [rɛkəgnaɪzd]

than anything we have yet seen. Leading into the Gardens for half a mile or more from the entrance is an avenue of royal palms one hundred feet high. As we follow it we feel as if we were walking down the aisle of some
 5 magnificent cathedral. On either side of us rise tall, straight columns of silvery gray, each topped with a huge green tuft of long, waving leaves, which cast flickering shadows on the smooth walk beneath. 10

A person who visited Rio twenty-five years ago would hardly recognize the city today. It was then an unattractive, unhealthy place. Today Rio is a healthy, beautiful city. 15

aisle [ail]

unattractive [ʌnətræktɪv]

GRAMMAR

A clause sometimes has the force of a noun, an adjective, or an adverb. It is accordingly called a **Noun Clause**, an **Adjective Clause**, or an **Adverb Clause**.

Classify the italicised clauses in the following sentences.

1. *As we enter the harbor*, we notice the famous old Sugar Loaf.
2. A trip *which no visitor to Rio ever misses* is one to the Botanical Gardens.
3. Remember *that your reading will have a great deal to do with your thinking*.
4. *As we follow it* we feel as if we were walking down the aisle of some magnificent cathedral.
5. *What is worth having* comes at the cost *which corresponds to its worth*.

All these clauses are called **Dependent Clauses**. A Sentence which has one or more **Dependent Clauses** in it is called a **Complex Sentence**.

LESSON 18

GAUTAMA BUDDHA



In the sixth century before Christ there arose in India and China three great teachers* who tried to⁵ make men understand that it was important to do what was right for its own sake, quite apart from whether¹⁰ there was a God or not.

Of these teachers the most important was Gautama Buddha (568–488 B.C.). Buddha was a rich young Indian, born of a noble family. At the age of nineteen he married a beautiful¹⁵

* By the "three great teachers" the author means Lao-Tse (about 600–510 B. C.), Confucius (550–478 B. C.), and Buddha.

Gautama [gáutəmə] Buddha [búde] Christ [kraist]

cousin, and until he was twenty-nine lived the ordinary life of an Indian nobleman of his times.

Then he suddenly became discontented; this life that he had been living was not, he felt, the
5 real life, but a sort of holiday. He wanted to find out the meaning and purpose of being alive, and with this object he joined for a time the ascetics.

There have been ascetics at all times and in
10 all countries, but they have always been particularly numerous in India. They are people who believe that power and holiness may be obtained by making one's body uncomfortable, as for example by not eating or sleeping, and
15 by beating oneself. But after a time Buddha turned from these ideas. Having come to see that the way to discover truth is not to have a weak or diseased body, he horrified his companions by demanding food. Accordingly they

discontented [dískənténtid]

holiness [hóulinis]

horrified [hórifaid]

ascetics [əsétiks]

diseased [dizi:zd]

demanding [dimá:ndiŋ]

cast him out as a failure, and for a time he wandered quite alone.

We know nothing of his wanderings, but presently we find him sitting under an enormous fig tree. Here he had a kind of vision. And
5 his vision resulted in the first great teaching about good and right which was given to mankind.

Buddha taught that all man's unhappiness comes from wanting the wrong sort of things,
10 the pleasures that money can buy, power over other men, and, most important of all, to go on living forever after one is dead. The desire for these things makes people selfish, he said, so that they come to think only of themselves, to want
15 things only for themselves, and not to mind overmuch what happens to other people. And since they do not get all their wishes, they are restless and discontented. The only way to

vision [vizi:n]

restless [réstlis]



HONGANJI TEMPLE, TOKYO.

avoid this restlessness is to get rid of the desires that cause it. This is very difficult, but when a man achieves it, he reaches a state of perfect
5 quiet and calm.

Buddhism and the other religions* were addressed to individual men and women. They all of them tried to show that happiness lay in somehow forgetting that you were an individual
15 man or woman, and in losing yourself in some-

e. i. Confucianism and Laoism
achieves [əʃi:vz]

Buddhism [búdzɪzm]

thing greater than yourself. In this they were saying precisely what Jesus Christ was to say nearly 600 years later.

All the great religious teachers of mankind have insisted on this: that men ought not to
5 live for themselves alone. We ought not, they have said, to spend all our time and energy in getting just what we want for ourselves, power and money and importance in the world: we ought to serve something greater than ourselves,
10 whether a god, a cause or our fellow-men.

It is by serving this something greater that men will forget themselves and so achieve happiness. This or something like it is what the great religions have taught, and it is one of the
15 most important of the things that civilization means. It is also the hardest to learn and practise; in fact most people have found it much too hard.

precisely [prɪsáɪsli]

energy [éɪnədʒi]

GRAMMAR

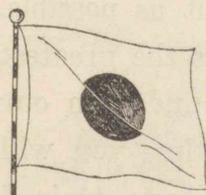
The following sentences are composed each of two clauses, but none of the clauses is a *Dependent Clause* (Cf. *Grammar, Lesson 17.*); they are all **Independent Clauses**.

A sentence composed of *Independent Clauses* is called a **Compound Sentence**.

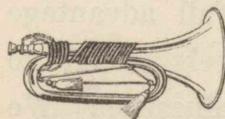
1. At the age of nineteen, he married a beautiful cousin, | and (he) lived for some years the ordinary life of an Indian nobleman of his times.
2. He wanted to find out the meaning and purpose of being alive, | and with this object he joined for a time the ascetics.
3. There have been ascetics at all times, | but they have always been particularly numerous in India.

LESSON 19

MY COUNTRY AND MYSELF



If we consider for a moment what our country has to offer us, we must acknowledge that it is the best country of the world in which to live. We should now and then ask ourselves what we owe to our country in return for what she gives to us.



We owe her service, and when she needs it we must be ready to rally to her call. We have an Army and Navy, and both are the best of their kind; but times may arise when the country needs more men; and then the question for each lover

acknowledge [əknəʊlɪdʒ]

rally [ræli]

of his native land is, "How can I help?"



5

Meanwhile the best way to get ready to respond to this summons when it comes is to keep yourself as fit as possible.

This call to war is the greatest call, which has not often been sounded in our history; but if it comes in your time you will answer it more usefully if you have trained
10 your body for hard service.

But our country has need of our service in time of peace as well as in time of war. What can we do for her when all is quiet and secure?



15

We can take full advantage of what is so freely offered to us in the way of education. We can do our best at school and college to make ourselves as fit as possible for doing useful work when we go

respond [rɪspɒnd]
education [ɛdʒukeɪʃən]

summons [sʌmənʒ]
college [kɒlɪdʒ]

out into the world of business; for no country can now hold up its head, to say nothing of taking a foremost place in the world, unless its people are well educated.



When we begin our chosen
5 work we shall be serving our country in the best possible way if we follow the old command, "Whatsoever thy hand findeth

to do, do it with thy might." We ought not to
10 do this merely that we may "get on"; for our good and careful work is a matter which concerns the whole country.



For some years, our goods
15 have had the reputation of being among the best and the cheapest in the world. We ought to be very jealous of this fine character, and make up our minds to do all we can

whatsoever [wɒtsouévə]

to uphold it. In this way we shall do our country a real and lasting service.



5

It is also due to our native land that we should get to know her as well as we can. Many people, and grown-up people too, know very little about their own land, though they may know a great deal about foreign countries.

10



15

You will also wish to take a share in the management of your own town or district; and this kind of service is one of the things we owe to our mother-land. We ought all to take an interest in what is going on round about us, as well as in the work of the town or city council, and in the law-making of the Parliament in the capital.

The Navy and Army, schools and colleges,

uphold [ʌphóuld]

council [káunsl]

roads and railways, and whatever concerns you and your country ought to be of interest to you; and you will help to pay for them as soon as you get a home of your own, and begin to pay rates and taxes.

5

These are a few of the services that our native country requires of us in return for what she gives us so freely and lavishly.

GRAMMAR

Classify the following sentences into Compound and Complex, and explain the reasons for your classification.

1. We have an Army and Navy, and both are the best of their kind.
2. What can we do for our country when all is quiet and secure?
3. We ought to be very jealous of this fine character, and make up our minds to do all we can to uphold it.

lavishly [læviʃli]

LESSON 20



Ring out, wild bells, to the wild sky,
 5 The flying cloud, the frosty light:
 The year is dying in the night;
 Ring out, wild bells, and let him die.

Ring out the old, ring in the new,
 Ring, happy bells, across the snow:
 The year is going, let him go;
 Ring out the false, ring in the true.

frosty [frósti]

false [fə:ls]

Ring out the grief that saps the mind,
 For those that here we see no more;
 Ring out the feud of rich and poor,
 Ring in redress to all mankind.

Ring out a slowly dying cause, 5
 And ancient forms of party strife;
 Ring in the nobler modes of life,
 With sweeter manners, purer laws.

Ring out the want, the care, the sin,
 The faithless coldness of the times; 10
 Ring out, ring out my mournful rhymes,
 But ring the fuller minstrel in.

Ring out old shapes of foul disease;
 Ring out the narrowing lust of gold;
 Ring out the thousand wars of old, 15
 Ring in the thousand years of peace.

saps [sæps]

feud [fju:d]

redress [ridrés]

strife [straif]

*Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christ that is to be.*

—Alfred Tennyson.

5



10

valiant [væliənt]

minstrel [mɪnstərəl]

LESSON 21

BOYS WHO READ



A READING ROOM IN A TOWN LIBRARY.

In reading biography, nothing strikes one more than the fact that most men of note have been boys who improved their time in reading. Gladstone and Bright among politicians, Macaulay and Scott among literary men, are notable

biography [baɪɒgrəfi]

politician [pəlɪtɪʃən]

5

examples. I once heard of a working-man who, as a lad, made a resolution to read something profitable for at least one hour every day. This resolve he carried out for fifty years, and
5 became one of the most learned men in the country.

To many a boy such a course would seem little short of drudgery: but it will not be so if you try it. Once get the reading habit well estab-
10 lished, and you will be as unwilling to miss your dinner hour as to slip your reading hour. It will become one of your highest sources of pleasure as well as of profit.

But before your reading can be of any advan-
15 tage to you, you must learn to distinguish between good literature and bad. There must be no half-and-half work here. Your own moral sense will guide you; and, if in any case you begin to doubt, throw the book aside at

resolution [rɛzəlú:ʃən]
established [ɪstæblɪʃt]

drudgery [drʌdʒəri]
literature [lɪtərɪtʃə]

once. There are so many good books in the world that you need waste no time over a bad or even a doubtful one.

Bad literature can never be stamped with a word strong enough to set forth even a shadow
5 of the evil it does. If you wished to become intellectually dead, if you wished to qualify yourself as a law-breaker familiar with police courts and prison cells, you could not take a surer way of doing so than to steep the mind
10 in such reading. A lad whose leisure time is given up to such light reading can never acquire any but a light, trifling cast of mind; and will be wanting in that solidity and steadiness needed by one who means to “get on” in life. 15

To get profit from your reading, there must be some plan about it. It is deliberate, thoughtful reading far more than much reading that “maketh a full man” intellectually. I know a

intellectually [ɪntɪléktʃuəli] trifling [traɪflɪŋ]
solidity [səldɪti] deliberate [dɪlɪbəɪt]

youth who read books of all sorts. He was very fond of reading, and had a vague notion that it would make a wonderful man of him. But after reading whole shelves of histories and 5 volumes of essays, he could not give a dozen facts or arguments in either.

In choosing your books, consider well your circumstances and business, and think what line of reading is likely to be most useful 10 as well as interesting. You will find that it is a good thing for a lad to be acquainted with every subject connected with his business. It is just this that makes the difference between the master-workman and the mere automaton.

15

vague [veig] essays [éseiz] arguments [á:gjumənts]
 automaton [ɔ:tómətən]

GRAMMAR

The breaking up of a sentence into its parts, (e. i. Subject, Predicate Verb, Object, Complement, Modifiers, Connectives) is called "Analysis." Analysis of sentences is valuable to students of a foreign language for acquiring exact knowledge about sentence-construction. See the examples below.

1. A working-man once made a resolution to read something profitable for at least one hour every day.

<u>Subj.</u>	<u>Pred. V.</u>	<u>Obj.</u>	<u>Compl.</u>
A working-	made	a resolution	
man	—once	—to read something profitable	
		—for at least one	
			hour every day

2. It is a good thing for a lad to be acquainted with every subject connected with his business.
-

<i>Subj.</i>	<i>Pred. V.</i>	<i>Obj.</i>	<i>Compl.</i>
It	is		a good thing
(to be acquainted with every subject			for a lad
		connected with his business	

It is a good thing
 ||
 (to be acquainted with every subject for a lad
 connected with his business)

Analyse the following sentences:—

1. Gladstone and Bright are notable examples.
2. This resolve he carried out for fifty years.
3. You will be unwilling to miss your dinner hour.
4. A youth read books of all sorts.

LESSON 22

THE HAT

I had long believed that all was not right with my hat. I could prove nothing, but I had no doubt in my own mind that the girl took liberties with it. It is very easy to brush a silk hat the wrong way, for instance, but silk hats do not brush themselves the wrong way; if it is done, someone must have done it. Morning after morning I found marks on my hat which I could not account for. Well, I said nothing, but I made up my mind to keep my eyes open. It was not only the injury to the hat—it was the impertinence to myself that affected me.

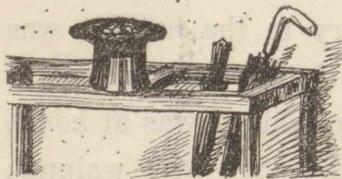
One Saturday afternoon, while I was at home, a costermonger came to the door with walnuts. The girl answered the bell, and presently I saw

impertinence [impé:tinəns]

costermonger [kóstəmλŋgə]

the coster and his cart go past the dining-room window. I don't know why it was, or how it was, but a suspicion came over me. I stepped sharply to the door, and looked out into the
5 passage. There was no one there. The front door was open, and the kitchen door was open, and in a position between the two, against the umbrella-stand, was—something worse than ever I had expected.

10 I picked that hat up just as it was, with the walnuts inside it, and placed it on the dining-room table. Then I called Eliza to come downstairs.



15 “What is it?” she asked, as she entered the dining-room.

I pointed to the hat. “This kind of thing,”

suspicion [səspɪʃən]

Eliza [ɪlɪzə]

I said, “has been going on for years!”

“Oh, do talk sense!” she said. “What do you mean?”

“Sense!” I said. “You ask me to talk sense, when I find my own hat standing on the floor
5 in the hall, and used as a—a receptacle for walnuts!”

She smiled. “I can explain all that,” she said.

“I’ve no doubt you can. I’m sick to death
10 of explanations. I give ten or eleven shillings for a hat, and find it ruined. I know those explanations. You told the girl to buy the walnuts, and she had got nothing else to put them in, and the hat was handy; but if you think
15 I take that as an excuse, you make a mistake.”

“I wasn’t going to say that at all.”

“Or else you’ll tell me that you can paste in a piece of white paper, so that the stains on

receptacle [rɪsɛptəkl]

ruined [ruɪnd]

paste [peɪst]

the lining won't show. Explanations, indeed!"

"And I wasn't going to say that either."

"I don't care what you were going to say. I won't hear it. There's no explanation possible.

5 For once I mean to take a strong line. You see that hat? I shall never wear it again!"

"I know that."

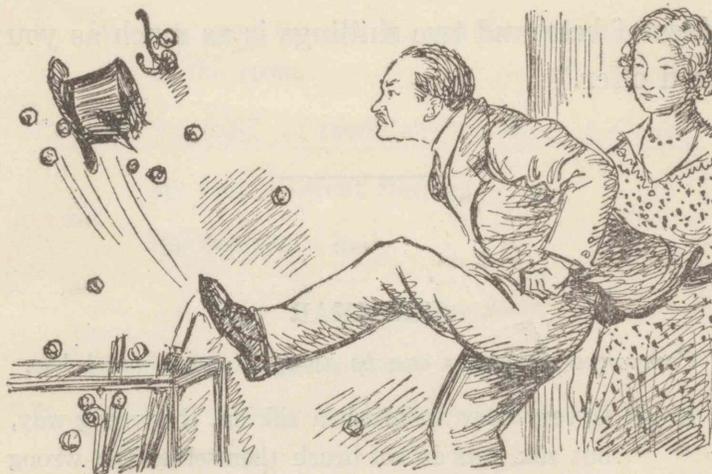
"No one shall wear it! I don't care for the expense! If you choose to let that servant-girl
10 ruin my hat, then that hat shall be ruined, and no mistake about it!"

I picked the hat up, and gave it one sound, savage kick. My foot went through it, and the walnuts flew all over the room. At the same
15 moment I heard from the drawing-room a faint tink-tink-tink on the piano.

"Yes," said Eliza. "That's the piano-tuner. He came at the same time as the walnut-man, and bought those walnuts. And he put them in

savage [sávidz]

tuner [tjúmæ]



his hat. His hat, mind you, not your hat. Your hat's hanging up in the usual place. You might have seen it if you'd looked. Only you're—"

"Eliza," I said, "you need say no more. If that is so, the servant-girl is much less to blame
5 than I had supposed. I have to go out now, but perhaps you'd drop into the drawing-room and explain to the tuner that there's been some slight misunderstanding with his hat. And, I say, a

misunderstanding [mísandæstændiŋ]

glass of beer and two shillings is as much as you need offer."

GRAMMAR

Compound Sentences can be analysed as shown below.

1. It is very easy to brush a silk hat the wrong way, but silk hats do not brush themselves the wrong way.

<i>Connect.</i>	<i>Subj.</i>	<i>Pred. V.</i>	<i>Obj.</i>	<i>Compl.</i>
	It	is		very easy
				(to brush a silk hat the wrong way)
but	silk hats	do not brush	themselves	
				└the wrong way

2. My foot went through it, and the walnuts flew all over the room.

<i>Connect.</i>	<i>Subj.</i>	<i>Pred. V.</i>	<i>Obj.</i>	<i>Compl.</i>
	My foot	went through	it	
and	the walnuts	flew		
				└all over the room

Analyse the following sentences:—

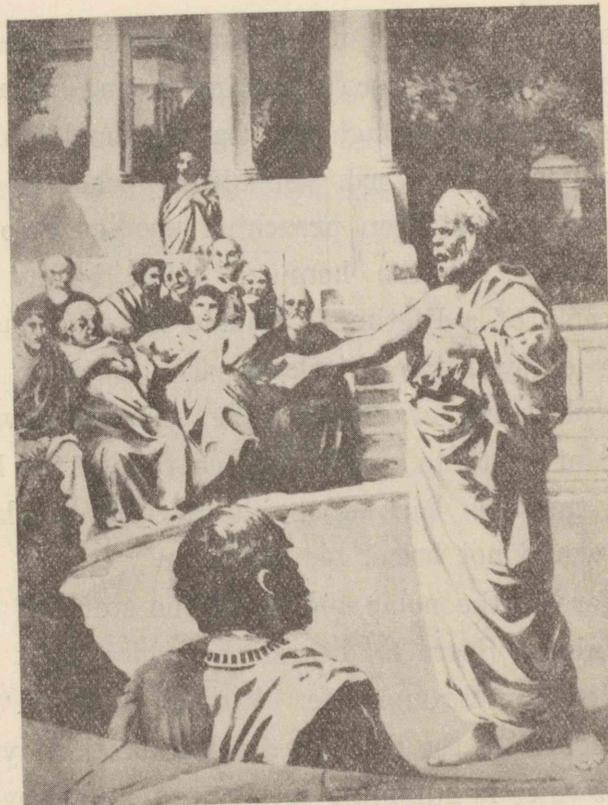
1. I stepped sharply to the door, and looked out into the passage.
2. The front door was open, and the kitchen door was open.
3. I said nothing, but I made up my mind to keep my eyes open.
4. I picked the hat up, and gave it one sound, savage kick.

had caused his death brought pity and not anger to the mind of Socrates. "This man is happy," he said, "as if he had done something noble in causing my death, because I said he ought not
5 to bring up his son among the ox-hides. How foolish he is not to know that whichever of us who has done what is best and noblest for all time is the superior."

On the day before the last, Crito came earlier
10 than usual to the prison. It was hardly dawn when he woke the sleeping Socrates. "I bring sad news," he said. "The sacred vessel has been seen, and will reach Athens by to-morrow." The good Crito implored Socrates to escape. Neither
15 friends nor money were wanting, the goaler could be bribed, and Socrates would find a home in Thessaly.

The story of the talk between Crito and Socrates, as almost the last dawn that Socrates

superior [sju(:)piəriə] Crito [kri:tou] .bribed [braɪbd]
Thessaly [θésəli]



would see was breaking over Athens, is among the most moving pictures that Plato has left us

immortal [imó:tl]

in all his memories of his immortal master—for Socrates himself wrote nothing down. Socrates was as a rock; though the heavens should fall he would keep his word. Should he, who for half
5 a century had been preaching obedience to the law, now, in the hour of trial, betray the precepts of a lifetime? Should he, who had so long enjoyed the privileges of citizenship and the pleasures of freedom, be tempted now by
10 fear of death to break his treaty with the laws and turn his back upon his city like a slave? He would not break his word.

Here is the noble ending of the story of that morning. Socrates hears the voice that has
15 guided him through life. "It is," he says, "like the sound of the flute in the ears of the mystic. That voice is humming in my ears, and prevents me from hearing any other voice. Yet speak if you have anything to say."

trial [tráíəl] betray [bitréi] precepts [prí:septs]
privileges [prívilidziz] freedom [frí:dəm] mystic [místik]

CRITO: "I have nothing to say, Socrates."

SOCRATES: "Then let me follow the intimations of the will of God."

And now the next dawn breaks. It is the last day of Socrates.

GRAMMAR

Complex Sentences can be analysed as shown below.

1. While all around him wept, he could smile upon the world.

<u>Subj.</u>	<u>Pred. V.</u>
he	<u>could smile</u>
	┌ upon the world
	└ while all around him wept.

2. The sight of the man who had caused his death brought pity to the mind of Socrates.

<u>Subj.</u>	<u>Pred. V.</u>	<u>Obj.</u>
the sight	<u>brought</u>	pity
of the <u>man</u>	┌ to the mind of S.	
┌ who.....death		

LESSON 24

THE DEATH OF SOCRATES—II



The glory of Athens is at its height; the sun is shining on the noblest city that the hands of men have set up on the earth. Like a glimpse of Paradise the Acropolis must have looked, but in the plain below Socrates is leaving his friends. 5

Acropolis [əkrɒpəlɪs]

He is about to die, and the talk is of immortality.

To Socrates there is no death; he is out on a great adventure; “fair is the prize and the hope great.”

5 “Let a man be of good cheer,” he says, “who has adorned his soul in her own proper jewels, which are temperance, justice, courage, nobility, and truth. In these arrayed she is ready to go on her journey when her time comes. Me
10 already, as the tragic poet would say, the voice of Fate calls. Soon I must drink the poison.”

And then, in almost the last utterance we know of Socrates, we have those few words in which we see so well the wit and wisdom of this
15 immortal man. “Where shall we bury you?” Crito asks him; and Socrates replies: “Wherever you will, if you can catch me.”

The day was nearly over, and after a bath Socrates came out and sat down again with his

immortality [imɔ:tæliiti] jewels [dʒú(:)jilz] nobility [noubility]
arrayed [æreid] tragic [trædzik] utterance [ʌtərəns]

friends. The silence of the last hour was over them, and soon the gaoler entered and stood by Socrates, saying:

“To you, Socrates, whom I know to be the noblest and gentlest and best of all who ever
5 came to this place, I will not impute the angry feelings of other men, who rage and swear at me when, in obedience to the authorities, I bid them drink the poison. Indeed, I am sure that you will not be angry with me, for others, and
10 not I, are the guilty cause. And so fare you well, and try to bear lightly what must needs be. You know my errand.” Then, bursting into tears, he turned and went out.

Holding the cup of hemlock to his lips, 15 Socrates “quite readily and bravely” drank the poison. Those friends who till then had been able to control their sorrow could now no longer forbear. “In spite of myself my own tears were

impute [impjút] swear [swæə] authorities [ɔ:θɔritiz]
guilty [gilti] hemlock [hémlɔk] control [kəntróul]

flowing fast," said Phaedon, "So that I covered my face, but certainly I was not weeping for him, but at the thought of losing such a companion."

5 "I could hardly believe," says Phaedon, "that I was present at the death of a friend, and therefore I did not pity him. His manner and his language were so noble and fearless in the hour of death that he appeared blessed. I thought
10 that in going to the other world he could not be without a Divine call, and that he would be happy, if ever man was, when he arrived there."

Socrates alone was calm as the life of the wisest man in all the world was passing from
15 the gaze of men.

"What is this strange outcry?" he said. "I sent away the women that they might not offend in this way, for I have heard that a man should

Phaedon [fɛ:ðən] Divine [diváin] outcry [áutkraí]

die in peace. Be quiet, then, and have patience!" When we heard that we were ashamed, and restrained our tears; and he walked about until, as he said, his legs began to fail, and then he lay on his back according to the directions, and
5 the man who gave him the poison now and then looked at his feet and legs; and after a while he pressed his foot hard and asked him if he could feel, and he said "No."

And he felt them himself and said: "When
10 the poison reaches the heart, that will be the end." He was beginning to grow cold about the groin when he uncovered his face and said (they were his last words): "Crito, I owe a cock to Asclepius. Will you remember to pay the debt?"
15 "The debt shall be paid," said Crito. "Is there anything else?" There was no answer to this question. But in a minute or two a movement was heard, and the attendants uncovered him.

restrained [ristréind] groin [gróin] Asclepius [asklépiəs]

His eyes were set, and Crito closed his eyes and mouth.

Such was the end of our friend, whom I may truly call the wisest, justest, and best of all the
5 men whom I have ever known.

It is this scene that Cicero, the friend of Julius Caesar, hundreds of years afterwards, could never read without tears; and we are told
10 of the schooldays of Lady Jane Grey, hundreds of years later still, that while the horns were sounding and the dogs were in full cry she "sat in the lonely oriel with eyes riveted on that immortal page which tells how meekly and bravely the first martyr of intellectual liberty took the cup from his weeping gaoler."

Cicero [sísərou] oriel [ó:riəl] riveted [rívítid]
martyr [má:tə]

LESSON 25

TO A WATERFOWL

*Whither, midst falling dew,
While glow the heavens with the last steps of
day,
Far, through their rosy depths, dost thou pursue
Thy solitary way?* 5

*Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly painted on the crimson sky,
Thy figure floats along.*

*Seek'st thou the plashy brink 10
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean side?*

depths [depθs] dost [dast] thou [ðəu]
pursue [pəsju:] solitary [sólitəri] thy [ðai]
thee [ði:] crimson [krímzn] seek'st [si:kst]
plashy [plæʃi] brink [brɪŋk] chafed [tʃeift]

There is a Power whose care
Teaches thy way along that pathless coast—
The desert and illimitable air—

Lone wandering, but not lost.

5 All day thy wings have fanned,
At that far height, the cold, thin atmosphere,
Yet stoop not, weary, to the welcome land,
Though the dark night is near.

And soon that toil shall end;
10 Soon shalt thou find a summer home, and rest,
And scream among thy fellows; reeds shall bend,
Soon, o'er thy sheltered nest.

Thou'rt gone, the abyss of heaven
Hath swallowed up thy form; yet, on my heart
15 Deeply hath sunk the lesson thou hast given,
And shall not soon depart.

illimitable [ilímítəbl] atmosphere [ætməsfiə]
abyss [abís] hath [hæθ]

He who from zone to zone
Guides through the boundless sky thy certain
flight,

In the long way that I must tread alone,

Will lead my steps aright.

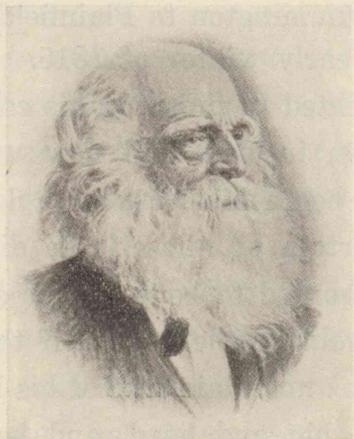
—William Cullen Bryant.

5

This beautiful poem was composed during a walk from Cummington to Plainfield, Massachusetts, in the early winter of 1815. Bryant had been disappointed in finishing his college course, had read law, instead, and now was going to 10 Plainfield to begin his work as a lawyer. But he was uncertain of himself; he did not know whether he wanted to be a lawyer after all; he thought he would rather write, if the way were open. He was uncertain also of his health. The 15 world looked big and hard, and he felt lonely

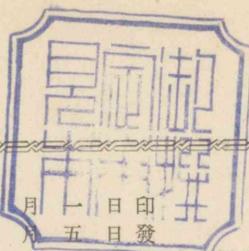
tread [tred] aright [əraít] waterfowl [wó:təfaul]
Cummington [kámɪŋtən] Plainfield [pléinfi:ld]
Bryant [bráíənt]

and ill prepared to face it. As he walked, twilight settled upon the earth, and looking up he saw a wild duck that had been separated from its fellows and was winging its way through the sky. It seemed like himself, alone, wandering from home through a limitless expanse! But an unseen Power was guiding it, and he felt that there were in store for it days of joy and comradeship.



twilight [twáilait]

expanse [ikspáens]



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著 作 者 三省堂編輯所
 代表者 龜井寅雄

發 行 者 東京市神田區神保町一丁目一番地
 株式會社 三省堂
 代表者 龜井寅雄

印 刷 者 東京市蒲田區仲六郷一丁目五番地
 株式會社 三省堂蒲田工場
 代表者 龜井豐治

發 行 所 東京市神田區神保町一丁目一番地
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