

英語論說文範初集
SPECIMENS OF SHORT ESSAYS
ELEMENTARY COURSE

T. T. EUGENE TSEU

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BY
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英語論說文範初集

Specimens of Short Essay
Elementary Course

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INTRODUCTION

The elementary course of "Specimens of Short Essays" is the first of a series of three books, the other two to follow being the intermediate course and the advanced course. Each of the three books contains forty essays.

The elementary course is intended for the use of students who are beginning to write short essays as their weekly or biweekly exercises. The forty essays contained herein are arranged in accordance with the lengths of the essays and the simplicity of the language used in each of them, the shorter and the easier ones being placed at the beginning of the book.

Appended to every essay is an "Analysis of the Essay." This analysis shows how the subject is handled by the writer of the essay; that is to say, what ideas the writer has formed in his mind, in regard to the subject, before he puts them down on paper. Ideas are very important in respect to essay writing. They are, as it were, the backbone of the essay. They are formed after the subject has been carefully examined, and before the essay can take its proper shape. When these ideas are logically and systematically tabulated, they form what is called an outline. Therefore, the outline and the analysis are one and the same thing. But the former is made before, and the latter is made after, the essay has been written. It

is well for a student to write an outline before he proceeds to write an essay.

The two "Suggested Subjects" following the "Analysis of the Essay" bear, more or less, some relation to the essay just studied. Whether the student will be asked to choose for himself one of the two subjects to write on or the teacher will decide for him, is a question to be settled by the teacher. But the teacher is free to give his students subjects of his own selection, which naturally come more within the range of his students' interest, experience, and ability.

The forty essays contained in this book will cover a year's course in English composition; that is to say, one essay a week will be assigned to the class. On account of the difficulty experienced in selecting suitable essays, the majority of the forty essays contained in this book were written by the author, the rest being adapted from various sources. The compilation of a book which will give concrete examples of short essays has long been felt a necessity, and this book, it is hoped, will be the very one that is wanted.

The author is especially indebted to Dr. Fong F. Sec, Miss Alice M. Roberts, Mrs. G. M. Chew Wu, and Mr. Tseu Yih Zan, the author's brother, whose criticisms and suggestions are highly valued.

BASIS OF SELECTION

Concerning the preparation of this little book, a difficult question arose for solution: Upon what basis

should these essays be selected and what should be the number of these essays?

According to their nature, essays can generally be divided into four classes: the narrative, the descriptive, the reflective, and the expository. Narrative essays are those which narrate some event; descriptive essays are those which describe some place or thing; reflective essays consist of reflection upon some topic, which is generally of an abstract nature; and expository essays consist of the exposition or explanation of the subject. To each of the four classes belong various kinds of topics, some of which are more connected in character than others. There are altogether thirty odd topics on which subjects for essays are usually chosen. If one essay for one topic be our basis of selection, the number of essays must fall between thirty and forty. Therefore, forty essays have been selected.

Below is a table showing what these topics are and how the forty essays may be classified (the Roman numerals inclosed in parentheses, after the titles of the essays, indicate the order in which the essays appear in the book):

I. NARRATIVE ESSAYS

- I. (a) Legends. (b) Historical Events.
Canute and His Courtiers (V)
A Short Sketch of the "Three Kingdoms" (XXI)
Causes of the French Revolution (XXXIX)

2. *(a)* Incidents. *(b)* Stories.
The Heroic Act of an American Girl (XXV)
A Ghost Story (XXXI)
3. Biographies.
Socrates (XXXVIII)

II. DESCRIPTIVE ESSAYS

1. *(a)* Plants. *(b)* Fruits. *(c)* Animals. *(d)* Minerals.
Gold (VI)
The Whale (XV)
The Orange (XVIII)
The Fox (XXII)
The Structure of the Palm Tree (XXIV)
2. *(a)* Ships. *(b)* Towns. *(c)* Buildings of All Kinds
(Towers, Temples, Museums, Bridges, etc.).
Steamships (XI)
Tientsin (XXIX)
Confucian Temples (XXXVII)
3. *(a)* Countries. *(b)* Islands. *(c)* Mountains. *(d)*
Seas. *(e)* Rivers. *(f)* Canals.
Australia (XIII)
The Five Great Oceans (XIV)
Mountains in China (XX)
The Grand Canal (XXVII)
The Yangtze River (XXX)
China (XL)
4. Aspects and Phenomena of Nature.
A Volcano (II)
The Atmosphere (IV)
5. Manufactured Articles.
Glass (IX)

III. REFLECTIVE ESSAYS

1. (a) Habits. (b) Qualities. (c) Capacities. (d) Feelings.

The Aim of a Young Man (I)

A Walk Along the Seashore (VIII)

Thrift (X)

Recreation (XVI)

The Disadvantages of Telling a Lie (XVII)

The Instinct of Fear (XXVIII)

"Reading Maketh a Full Man" (XXXV)

2. (a) Social Topics. (b) Political Topics. (c) Domestic Topics.

What Is Education? (III)

Clothing (VII)

Good Manners (XXIII)

Our Duty to the Community (XXVI)

Four Indispensable Elements of a State (XXXII)

IV. EXPOSITORY ESSAYS

1. (a) Occupations. (b) Institutions. (c) Industries.
A Sailor's Life (XII)

The Palace of Peace (XXXIV)

Diamond Factories in Amsterdam (XXXVI)

2. Scientific Topics.

How I Measured the Height of a Mountain Opposite
My Room (XIX)

3. Literary Topics.

Classification of Literature (XXXIII)

Teachers who use these forty essays as models for teaching elementary composition may assign the essays to

the students, either in the regular order of the book, or in accordance with the classification shown in the table.

DIRECTIONS FOR PREPARING MANUSCRIPT

The following rules should be carefully observed by the students in their preparation of manuscript :

1. Write the essay on paper of uniform size approved by the instructor. Ruled paper, about ten by eight inches, has been found to be a convenient size.

2. Use black ink. Red ink or pencil is not allowed in manuscript prepared by the students.

3. Write the subject above the essay. Arrange the words so that they occupy the central part of the line. In case the subject is too long for one line, let it occupy two lines. Leave a space about two lines between the subject and the essay.

4. Write only on one side of the paper. The convenience of the reader and the general custom in the preparation of manuscript have made this practice necessary.

5. On the left-hand side of each page, leave a margin of about two inches. This is a convenient place for the instructor's criticisms as well as for fastening. At the top and the bottom of the page, leave a margin of not less than one inch.

6. Make the manuscript neat and the handwriting legible. In order to do so, do not slant the writing too much or unduly extend the loops of letters so that they run into the line above or the line below. Proper names

should be written with care, capital letters being made larger than other letters. Avoid all flourishes. Dot all the "i's" and cross all the "t's."

7. Leave sufficient space between words, and do not run two words together as if they form a single unit. Between sentences leave more space than between words, so that words and sentences will stand out as separate units. On the other hand, never leave a space between two letters of the same word (such a break often occurs immediately after a capital).

8. Indent the paragraphs. The first word of each paragraph should be indented about an inch.

9. Spell the words correctly. When there is any doubt about the spelling of a word, consult a dictionary. In essays and all other scholarly productions, numbers are usually spelled out. But in dates, addresses, and in numbers containing more than three digits, figures are commonly used. Abbreviations should be avoided, but the following are exceptions:

- (1) i. e. = *id est* (that is); e. g. = *exempli gratia* (for example); viz. = *videlicet* (namely, to wit); A. D. = *Anno Domini* (in the year of our Lord); B. C. = *Before Christ*; A. M. = *ante meridiem* (between midnight and noon); P. M. = *post meridiem* (after midday).
- (2) Mr. = *Mister*, Mrs. = *Mistress*, Messrs. = *Messieurs*, Dr. = *Doctor*, Rev. = *Reverend*, and similar abbreviations when used before the names of persons.

- (3) Jr. = Junior, Esq. = Esquire, M. A. = Master of Arts, Ph. D. = Philosophiæ Doctor (Doctor of Philosophy), and similar abbreviations when used after the names of persons.
- (4) inst. = instant, ult. = ultimo (in the month preceding that now current), prox. = proximo (of next month), P. S. = Postscript, and similar abbreviations used in letters.

10. Do not crowd the writing at the end of a line. When a word is long and the space at the end of the line is not wide enough for it, separate it into two parts, in accordance with syllabic division, so that the first part of the word will fill up the space exactly. Annex a hyphen to that part of the word. In case you are not sure of the way in which the word should be divided into syllables, consult a dictionary. Never separate a word at a place where syllabic division does not properly belong. A monosyllable should not be divided, nor should a syllable of only one letter be allowed to stand at the beginning or end of a line.

11. Arrange the manuscript in the right order, and number the pages.

12. Fold the paper once lengthwise and on the outside sheet write, about two inches from the top of the paper or at the places indicated, — in case your school provides a special kind of essay paper, — the subject of the essay, your name, your class, and the date on which the essay was written.

凡 例

一。本書三集，每集載論說文四十首，皆採足資初學模楷者。初集文字最淺最短，大約有一二年之英文程度者即能讀之。二集稍深。三集則採名人著作。

二。初集論說文四十首，按文字之深淺長短，以次排列。若每星期授文一首，適足一年之用。

三。初集各文之後，皆有“本文之分析”(Analysis of the Essay)與“擬用題目”(Suggested Subjects)二則。分析所以見本文之大意與層次，學者細心玩索，神而明之，則御題不患無術。至於擬用題目，皆採與本文略有關係者，教師或嫌不合於學者程度，可隨時易以適宜之題目。

四。初集附卷載有漢文註釋，最便學者自修之用。

五。初集各文之採取法，已見“導言”(Introduction)中之“選例”(Basis of Selection)節，茲不贅。

六。“導言”中之“預備文稿規例”(Directions for Preparing Manuscript)極為切要，學者不可不讀。

十三年一月著者識

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The Roman numerals and the figures in the parentheses refer, respectively, to the four classes of essays (see "Basis of Selection ") and their subtopics.

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SPECIMENS OF SHORT ESSAYS

ELEMENTARY COURSE

I

THE AIM OF A YOUNG MAN

It is not wise for a young man to expect only to be rich, nor is it good for him to direct his attention solely to power and fame. The mark that is set before every young man for him to aim at is this — BE SOMEBODY.

A young man who expects to be somebody often turns out to be one. The story told of Disraeli is illustrative of the case. On entering public life, Disraeli aspired to be both scholar and orator. He succeeded better in his literary work than in his oratorical efforts. He was at first a total failure as a public speaker. However, he felt sure that he could overcome every obstacle, and devoted himself with invincible purpose to the trial. Some of his friends thought he was foolish and even cranky. But he stuck to his purpose, and finally accomplished it. He became one of the ripest scholars and most eloquent public speakers that Great Britain has ever produced.

This story is not cited to show that to be somebody is to be a great scholar, or a public speaker, or both. Besides a scholar and a speaker there are many callings which are as noble and as respectful. But a young man must aim high; for, "It is much better to aim high and not hit the mark, than to aim low and hit it."

ANALYSIS OF THE ESSAY

1. What not to aim at: wealth, power, fame. What to aim at: to be somebody.
2. The realization of expectations: an example.
3. The meaning of the story: "It is better to aim high than to aim low."

SUGGESTED SUBJECTS

1. Why I Study English.
2. What I Shall Do When I Have Graduated from This School.

II

A VOLCANO

Some people describe a volcano as a "burning mountain." This is inaccurate, as the mountain itself does not burn. It would be more accurate to define it as a mountain from which issue steam, mud, stone, and lava.

The way in which a volcano is formed may be briefly told. The crust of the earth, at a certain point, gives way. Through the rent large volumes of steam and other vapors are forced. Red-hot ashes and molten rock are afterwards shot into the air. These solid materials fall around the opening and form a cone-shaped hill. When a volcano is thus sending forth the materials mentioned above, it is said to be in eruption.

One of the best-known volcanoes is Vesuvius in Italy. Its eruption in 79 A. D. buried three cities, one of which was Pompeii. The deposits which covered the three cities were in some places thirty feet in thickness. From that date to the present time, Vesuvius has been more or less active