





# MODEL ENGLISH READINGS

FOR

## ADVANCED STUDENTS

### BOOK I

SELECTED AND EDITED WITH BIOGRAPHICAL  
SKETCHES, EXPLANATORY NOTES, QUESTIONS,  
HISTORICAL REFERENCES, ETC.

BY

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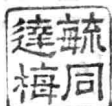
P. W. WANG

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DAH TUNG BOOK COMPANY, LIMITED  
SHANGHAI





高級中學教本

# 模範高級英文選

(全三冊)

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## 模範高級英文選編輯大意

- 一・本書根據高級中學英語學科課程標準編輯
- 一・本書計三冊選文一百二十篇適供高級中學三年之用
- 一・本書選文均係歐美名家富有興趣之作品
- 一・本書每冊選文分類列序由淺入深以提起及調節讀者興味為原則
- 一・本書第一冊選文五十篇記事文占十之六對白及演說占十之二詩歌占十之一論說及尺牘占十之一
- 一・本書第二冊選文四十篇記事文占十之五論說文占十之二詩歌占十之一對白及演說占十之一尺牘及雜著占十之一
- 一・本書第三冊選文三十篇記事及論說文各占十之四詩歌占十之一演說及尺牘占十之一
- 一・本書選文每篇篇後均附下列各項
  - 甲・著者略傳 Biographical Sketch
  - 乙・本文說明及詳註 Explanatory Notes
  - 丙・就各篇文字性質分別酌加 (a) 問題 Questions (b) 名句記誦 Memory Work (c) 歷史考證 Historical Reference (d) 名句模倣 Imitation Work (e) 作文習題 Topics for Composition 等項

編者織



## PREFACE

The compiling of English textbooks for senior middle schools demands careful consideration as regards to what extent should the selected material be utilized to increase the student's linguistic command, to stimulate his literary interest, and to impart him such knowledge as may contribute to the usefulness, the beauty, and the nobleness of his life. It is not without cause that so far there have been few books which can meet these requirements and fewer books which can meet them satisfactorily. In recent years, however, a bright prospect seems to be emerging from the fact that the teachers of English have become more scrupulous in selecting texts for students, being perfectly aware of the impropriety of using as texts the full works of standard authors like "Tales from Shakespeare," "Vicar of Wakefield," "Sketch Book," etc. Such books are not properly graded on the one hand, and unable to acquaint the students with a larger range of the best writers of English literature on the other.

It is a universal awakening on the part of the teachers of English in China that only books of selections from different great authors should be used in senior middle schools. Experience tells us that they yield much better results. But the question is: Which selections can be said to have been compiled in accordance with the three principles mentioned above? Of all the books of selections that we can procure to-day, do the materials selected just become the average English standard of the senior students, neither too hard nor too easy? Don't they emphasize too much on literary interest at the expense of drilling on their linguistic command? Are they of such ennobling nature as to be both inspirational and informational? In fact, a good textbook is required not only to appeal to the students psychologically, but also to give the teachers expediency pedagogically. That is the reason why the texts from the hands of professional textbook compilers without teaching experience are far short of satisfaction.



The editors of this series of books have been teaching English in senior middle schools for more than ten years. Their ample experience has called forth their consciousness of the absolute necessity for attempting to compile three books strictly designed for the use of senior middle schools in China. In compiling them, special care has been taken to choose only those materials which can arouse readers' literary interest and yet are within their easy grasp. To give the senior middle school students pure literature for their reading material is to frustrate the original purpose of offering the subject, as the graduates from our junior middle schools to-day are far from being sufficiently prepared in the daily idioms of the English language to go into the study of English literature with real profit. Therefore it is the editors' belief that in order to raise the average standard of English among the students, easy material is more desirable than what is hard and high-sounding.

With this principle in view, the editors have carefully selected one hundred and twenty pieces to be contained in three volumes. Being well graded, fifty of them go into Book I; forty into Book II; and thirty into Book III. The materials are of such variety as to include narratives, poems, dialogues, letters, speeches, essays, and other miscellaneous writings. Each selection is followed by a biographical sketch of the author, and explanatory notes. To these are now and then added questions, memory work, historical reference, imitation work, and topics for composition. They are helps to the teachers as well as to the students and should be utilized to the full.

The editors of these three books are grateful to all the authors and publishers from whose books the selections have been taken. They are also indebted to Messrs. S. S. Lü and N. K. Shih, for their valuable suggestions. Any further advice and criticism from experienced teachers for the improvement of the books will be cordially welcomed.

Editors

December 5, 1931.



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# Model English Readings

For

## Advanced Students

### BOOK I

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#### HOW TO READ

WILLIAM MAKEPEACE THAYER (1820-1898)

If a person reads for amusement alone, it is of little consequence how he reads. He may read by the yard, ton, or acre, and the result will be the same,—intellectual dwarfishness; but if he reads for culture, as he should, his method of reading is of the greatest importance. Get a habit, a passion for reading; not flying from book to book, but read systematically, closely, thoughtfully, analyzing every subject as you go along, and laying it up carefully and safely in your memory. It is only by this mode that your information will be at the same time extensive, accurate, and useful.

Once a great scholar divided readers into four classes: “The first may be compared to an hour-glass; their



reading being as the sand, it runs in and it runs out, and leaves not a vestige behind. A second class resembles a sponge, which imbibes everything, and returns it nearly in the same state, only a little dirtier. A third class is like a jelly-bag which allows all that is pure to pass away, and retains only the refuse and the dregs. The fourth class may be compared to the slaves in the diamond mines of Golconda, who, casting aside all that is worthless, preserve only the pure gem." The fourth class alone is respectable. How to read so as to belong to it is worthy of the closest attention.

Benjamin Franklin belonged to the fourth class of readers, pre-eminently so. He became a reader when a mere child, always reading slowly, critically, and, therefore, profitably. He was not more than twelve or thirteen years of age, when he read with a pen in hand, and a note-book in which he jotted down references to particular facts and statements, and thoughts inspired by the book read. He continued this practice through life. In his mature years, he wrote to a young lady as follows :—

"I would advise you to read with a pen in your hand, and enter in a little book short hints of what you find that is curious, or that may be useful; for this will be the best method of imprinting such particulars on your memory, where they will be ready, either for practice on some future



occasion, if they are matters of utility, or, at least, to adorn and improve your conversation, if they are, rather, points of curiosity ; and, as many of the terms of science are such as you cannot have met with in your common reading, and may, therefore, be unacquainted with, I think it would be well for you to have a good dictionary at hand, to consult immediately when you meet with a word you do not comprehend the precise meaning of."

The foregoing advice was given one hundred and fifty years ago, but it is just as good counsel for readers to-day as it was then.

### Biographical Sketch

William Makepeace Thayer, an American author, was born at Franklin, Massachusetts. He was a prolific writer, producing works on a considerable variety of subjects. Some of his important works treat of character building and moral inspiration.

### Explanatory Notes

This selection is abridged from Thayer's "*Ethics of Success*", which was the outcome of the author's forty years' study of biography, as illustrative of the elements of success. His purpose was to inspire the readers to live nobly by showing them how true men and women have achieved their success. The book was written in a style peculiarly attractive alike to young and old.

Of little consequence : of little importance; insignificant.

By the yard, ton, or acre : in any way.

Intellectual dwarfishness : poverty of intelligence or knowledge.

Culture : intellectual development; improvement.

Laying up : storing.

Memory : the power of remembering.

Information : knowledge.



**Hour-glass** : an instrument for measuring time, esp. the interval of an hour. It consists of a glass vessel, having two compartments. From the upper compartment a quantity of sand, water, or mercury occupies an hour or any other short period of time in running through a small aperture into the lower one.

**Vestige** : a trace

**Imbibes** : absorbs ; drinks in.

**Jelly-bag** : a bag, usually made of cheesecloth or flannel, through which the material for jelly is strained.

**Refuse and dregs** : worthless material.

**Golconda** : a town in India, formerly

noted for its diamond mines.

**Benjamin Franklin (1706-1790)** : an American philosopher and statesman.

**Pre-eminently** : decidedly.

**Critically** : judiciously ; censoriously.

**Jotted down** : wrote down briefly.

**Inspired** : infused into the mind.

**Mature** : full-grown.

**Short hints** : brief notes.

**Imprinting** : impressing ; fixing.

**May be unacquainted with** : may not know.

**At hand** : close by.

**Consult** : refer to.

**Comprehend** : understand.

**Counsel** : advice.

## Questions

1. What should we do when we read not for amusement, but for culture?
2. What were the four classes of readers likened to? 3. Do you think that Benjamin Franklin belonged to the fourth class of readers? Why? 4. What did Franklin consider to be the best method of imprinting anything on one's memory? 5. What should we do when we meet with a word the meaning of which we do not understand?

## Memory Work

1. In reading it is well to propose to ourselves definite ends and purposes.—*Noah Porter*.
2. Some books are to be tasted; others to be swallowed; and some few to be chewed and digested.—*Bacon*.
3. There is nothing more wonderful than a book. In books, one has the soul of the whole past time. All that mankind has done, thought, or seen, it is lying, as in magic preservation, in the pages of books.—*Carlyle*.
4. Life being very short and the quiet hours of it few, we ought to waste none of them reading valueless books.—*Ruskin*.



## HANS IN LUCK

JACOB GRIMM (1785-1863)

AND

WILLIAM GRIMM (1786-1859)

### I

Hans had worked for his master seven years. At the end of that time he said: "Master, my time is up. Now I should like to go home to my mother. Give me my pay."

His master answered: "You have worked well and fairly. As your work has been, so shall your pay be." Then he gave Hans a piece of gold as big as his head. Hans took his handkerchief out of his pocket, wrapped the lump in it, put it on his shoulder, and set out on his way home.

As he went along, putting one foot before the other, a man came in sight, trotting quickly and merrily on a high-stepping horse. "Ah!" said Hans, quite loud, "what a fine thing it is to ride! There you sit as if you were in a chair. You fall over no stones. You save your shoes. You move along almost without knowing it."

The horseman, hearing him, stopped and cried out, "Hello, Hans, why do you go on foot?"



"I must," answered Hans, "because I have this lump to carry home. It is gold, to be sure, but I can't carry my head straight, because of it. Then, besides that, it hurts my shoulder."

"I will tell you what!" said the horseman. "We will trade. I will give you my horse and you can give me your lump."

"With all my heart!" said Hans. "But I can tell you, you will have to creep along with it."

The horseman got down, took the gold, and helped Hans up on the horse. He then put the reins into his hands and said, "If you wish to go fast you must click your tongue and cry, 'Get up! get up!'"

Hans was happy when he found himself sitting upon the horse and riding away, so brave and free. After a while he thought he should like to go a little faster. So he began to click his tongue and to cry, "Get up! get up!"

The horse set off at a quick trot, and before Hans knew what he was about, he was thrown head over heels into a ditch which was between the fields and the road. The horse would have run away if it had not been stopped by a farmer who came along the road driving a cow.

Hans picked himself up and stood on his legs again. But he was cross, and said to the farmer: "This riding is a poor joke when one gets hold of such a beast as this. It



kicks and throws you off, so that you almost break your neck. Never again will I ride it! Now, I like your cow. One can walk quietly behind her, and can have, besides, milk, butter, and cheese every day. What would I not give for such a cow!"

"Well," said the farmer, "if it would please you so much, I will exchange the cow for the horse." Hans agreed, with a thousand thanks. The farmer jumped upon the horse and rode quickly away.

Hans drove his cow quietly before him and thought of his lucky bargain. "If I only have a bit of bread,—and I shall surely always have that,—then I can have butter and cheese to eat with it whenever I please. If I am thirsty, I can milk my cow and have a drink. What more can I want?"

When he came to an inn, he stopped and ate joyfully all the food that he had brought with him both for his dinner and for his supper. Then he drove his cow along the road towards his mother's home.

About noon it grew very warm, and Hans found himself on an open plain which it took nearly an hour to cross. He was so hot and thirsty that his tongue stuck to his mouth. "The thing to do," thought Hans, "is to milk my cow and drink the milk." He tied her to the stump of a tree, and as he had no pail he put his leather cap under her. But as



hard as he tried he could not get a drop of milk. He did his milking in such a clumsy way that the beast at last became cross. She gave him such a rap on the head with her hind foot that he tumbled over upon the ground, and for a long time he did not know where he was.

By good luck a butcher, with a wheelbarrow, came along the road about that time. In the wheelbarrow was a young pig. "What's the matter here?" cried the butcher, as he helped poor Hans to get upon his feet. Hans told him what had happened. "The cow will give no milk," said the man. "It is an old beast, fit only for the plow or for the butcher."

"Well, well," said Hans, smoothing his hair down over his head, "who would have thought it? It is all very well when one can kill such a creature at home. Then one can have a lot of meat. But I don't care much for beef. It is not tender enough. A young pig like that is the thing to have. That tastes different. Then think of the sausages!"

"Listen, Hans," said the butcher. "For love of you, I will exchange with you and will let you have the pig for the cow."

"Bless you for your kindness!" said Hans. He then gave the cow to the butcher, and the butcher untied the pig from the wheelbarrow and gave Hans the rope to which it was fastened.



## II

Hans went on, thinking to himself how everything was happening just as he wished. If he had any trouble it was set right at once. Before long a boy came up with him, carrying a fine white goose under his arm. Hans and the boy said good day to one another. Then Hans began to tell of his good luck and how he always made such good bargains.

"Just lift her," said the boy, and held up his goose by the wings. "How fat she is! She has been fattened up for eight weeks. Whoever bites her when she is cooked will have to wipe the fat from both sides of his mouth."

"Yes," said Hans, lifting her with one hand; "she is heavy, but my pig is no light thing."

While Hans was speaking, the boy kept looking around on all sides and shaking his head. "Listen," said he at last. "It may not be all right with your pig. In the village through which I have come, a pig has just been stolen out of the sty of the mayor himself. I am afraid, very much afraid, that you have hold of it there. They have sent out some to look for it, and it would be a bad thing for you if they caught you with the pig. The very least thing that they would do to you would be to shut you up in the dark hole."

Honest Hans was frightened and cried: "Goodness! Help me out of this trouble! You know more about this.