SELECTIONS
IN
ENGLISH PROSE & VERSE
FOR
THE S. S. L. C. EXAMINATION
(TRAVANCORE-COCHIN GOVERNMENT)

EDITED BY
THE COMMITTEE
APPOINTED BY GOVERNMENT.

Price Re. 1-4-0.

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Trivandrum,
May, 1951.

MATHEW M. KUZHIVELIL
Text Books Officer

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INTRODUCTION

These selections have been made by a committee of experts and the task of providing notes for them has fallen to me. I have done my best, but I am quite conscious that many students will wish for more and many teachers will say there are too many already. Had I more time, the work might be more thorough. In particular a better range of helpful exercises might be thought out.

My chief aim has been to make clear the meaning of the original, though not to do away with the necessity of using a dictionary. Students ought to have a good dictionary and to be able to use it quickly and wisely. That is part of their training for further studies. I have, notwithstanding, frequently taken an interesting word and given examples of its use and of the words connected with it. "It pays to improve your word power". In years to come it will not matter if students know this story or that story; but it will matter very much whether they have a good vocabulary. A vague idea of the meaning of a word is not enough. An accurate idea is needed and the power to use words correctly.

I think I have succeeded in touching on every important point of grammar as the texts gave

opportunity, though I do not want to turn this into a grammar book. As indirect speech is so constantly needed and so much misunderstood, I have tried to give in an appendix a few simple rules for frequent reference.

In conclusion I may say that I shall welcome suggestions from responsible people as most probably the notes will be revised before they are reprinted next year.

Trivandrum,
21st April 1951.

P. BROOKES-SMITH

PROSE

1. THE WORLD AROUND US

[Pandit Nehru (1889 –) is too well known to need much introduction. All the best of great men have loved children, and the Prime Minister of India is no exception to this rule. It is a fortunate thing for the school-going population of the country that he writes such beautiful English. Boys and girls cannot do better than to take him for their model in this as well as in his other excellencies.]

Dear Children,

Shanker asked me to write something for the Children's Number of his Weekly. In a weak moment, thinking more of the children than of the Weekly, I promised to write. But I soon realised that I had made a rash promise. What was I to write about?

I like being with children and talking to them and, even more, playing with them. For a moment I forget that I am terribly old and that it is a very long time ago since I was a child. But when I sit down to write to you, I cannot forget my age and the distance that separates you from me. Old people have a habit of delivering sermons and good advice to the young. I remember that I disliked this very much long long ago when I was a boy. So I suppose you do not like it very much either.

Grownups have also a habit of appearing to be very wise, even though very few of them possess much wisdom. I have not quite made up my mind yet whether I am wise or not. Sometimes, listening to others, I feel I must be very wise and brilliant and important. Then, looking at myself, I begin to doubt this. In any event, people who are wise do not talk about their wisdom and do not behave as if they were very superior persons.

So I must not give you a string of good advice as to what you should do and what you should not do. I suppose you have enough of this from your teachers and others. Nor must I presume to be a superior person.

What then shall I write about? If you were with me, I would love to talk to you about this beautiful world of ours, about flowers and trees and birds and animals and stars and mountains and glaciers and all the other wonderful things that surround us in this world. We have all this beauty all around us and yet we, who are grownups, often forget about it and lose ourselves in our arguments of our quarrels. We sit in our offices and imagine that we are doing very important work.

I hope you will be more sensible and open your eyes and ears to this beauty and life thta

surrounds you. Can you recognise the flowers by their names and the birds by their singing? How easy it is to make friends with them and with everything in nature, if you go to them affectionately and with friendship. You must have read many fairy tales and stories of long ago. But the world itself is the greatest fairy tale and story of adventure that was ever written. Only we must have eyes to see and ears to hear and a mind that opens out to the life and beauty of the world.

Grownups have a strange way of putting themselves in compartments and groups. They build up barriers and then they think that those outside their particular barrier are strangers whom they must dislike. There are barriers of religion, of caste, of colour, of party, of nation, of province, of language, of customs, and of rich and poor. Thus they live in prisons of their own making. Fortunately children do not know much about these barriers which separate. They play or work with each other, and it is only when they grow up that they begin to learn about these barriers from their elders. I hope you will take a long time in growing up.

I have recently been to the United States of America, to Canada and to England. It was a long journey, right on the other side of the

world. I found the children there very like the children here, and so I easily made friends with them and, whenever I had the chance, I played with them a little. That was much more interesting than many of my talks with the grown-ups. For children everywhere are much the same; it is the grownups who imagine they are very different and deliberately make themselves so.

Some months ago the children of Japan wrote to me and asked me to send them an elephant. I sent them a beautiful elephant on behalf of the children of India. This elephant came from Mysore and travelled all the way by sea to Japan. When it reached Tokyo, thousands and thousands of children came to see it. Many of them have never seen an elephant. This noble animal thus became a symbol of India to them and a link between them and the children of India. I was very happy that this gift of ours gave so much joy to so many children of Japan and made them think of our country. So we must also think of their country and of the many other countries in the world, and remember that everywhere there are children like you going to school and work and play, and sometimes quarrelling but always making friends again. You can read about these countries in your books, and when you grow up, many of your will visit

them. Go there as friends and you will find friends to greet you.

You know that we had a very great man amongst us. He was called Mahatma Gandhi. But we used to call him affectionately Bapuji. He was very wise, but he did not show off his wisdom. He was simple and child-like in many ways and he loved children. He was a friend of everybody, and everybody, peasant or worker, poor man or richman came to him and found a friendly welcome. He was a friend not only to all the people of India but also to all the people in the rest of the world. He taught us not to hate anybody, not to quarrel, but to play with each other and to co-operate in the service of our country. He taught us also not to be afraid of anything and to face the world cheerfully and with laughter.

Our country is a very big country and there is a great deal to be done by all of us. If each one of us does his or her little bit, then all this mounts up and the country prospers and goes ahead fast.

I have tried to talk to you in this letter, as if you were sitting near me, and I have written more than I intended.

New Delhi,
December 3, 1949. Jawaharlal Nehru.

AIDS TO STUDY

asked—Notice that *asked* is a form of request and not a form of command. Many people misunderstand the word.

in a week moment—feeling too kind for a moment.

being, talking, playing: What part of the verb are these? What is their grammatical connection with *like*.

ago: Make sentences of your own. 'Ago' means 'back from now.'

Before—means 'back from that time.'

deliver—to give out, to deliver a speech, an address, an opinion. The postman delivers the letters He delivered the prisoner.

advice: Notice the singular. It must never be used in the plural.

habit: Use in sentences also *bad habit, good habits.*

In any event—whatever happens, in any case, at all events.

as if they were: Notice that the rest of the sentence is in the present tense. This *were* is the subjunctive after *as if* which always introduces an unreal idea. The past subjunctive is regularly used for the present in such cases e.g. "She sometimes behaves as if she were mad".

a string of—a long sequence of.

as to—concerning.

what you should do—'should' in this sense expresses duty—'what you ought to do.'

Presume—to take it as an accepted fact.

If you were with me: Notice again the subjunctive. The children are not really with him. It is only something he imagines.

you must have read: *Must* with the Perfect Infinitive means that something has surely happened already. It is not a command. Use.

the greatest fairy tale—the most wonderful and surprising tale. 'Fairy' must not be taken literally.

Only—The one thing necessary.

of their own making—that they have made themselves.

much the same—largely, in a great degree, the same.

make themselves so: Notice *so*, and do not say 'like that.'

on behalf of—for, in the name of. 'The Treasurer received money on behalf of the club.'

this gift of ours—(not 'of us')—c.f. 'She is a friend of mine.'

to make friends with a person Notice plural

to show off—to display, to make other people notice.

What is the difference between *child-like* and *childish, manly* and *mannish, womanly* and *womanish?*

Co-operate—to work together with others. To operate is to work; 'Can you operate this machine?' 'The surgeon will operate on Mr. X to-morrow.' 'The Panchayat started a co-operative society.' 'I cannot succeed without your co-operation.'

mounts up—adds up to a good sum

goes ahead—makes progress.

Try to pick out the key sentences in Nehru's paragraphs. How would you sum up his advice to children ?

EXERCISE

'You do not like.'

When should you use *do, does* and *did ?*

They are used to form the Emphatic, the Negative and Interrogative of the Present Simple and Past Simple of the Active Voice. The compound tenses do not need the help of this verb to express this group of ideas.

Present simple: He likes mangoes.

Emphatic: He does like mangoes.

Negative: He does not like mangoes.
Interrogative: Does he like mangoes ?
Past simple: He liked mangoes
Emphatic: He did like mangoes.
Negative: He did not like mangoes.
Interrogative: Did he like mangoes?

The rule is well known but constantly forgotten by students. Particulary when doing Indirect question, a grasp of it is badly needed.

Form the negative and interrogative of the following:—

I easily made friends with them.
The children of Japan wrote to me.
I sent them an elephant.
This elephant came from Mysore.
It travelled to Japan. It reached Tokyo.

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2. THE QUESTION OF PRESENTS

[M. K. Gandhi (1868--1948) was born and brought up in Porbander. After his College days in India, he went to England to study Law. He started practice in India but was called to help in a case in South Africa. There he had such humiliating experiences of racial intolerance that he determined to devote his life to fighting for justice. Nevertheless, he organised an ambulance corps during the Boer war which was fought in South Africa between the English and the Dutch settlers. After the war, he wanted to return to India. The shower of presents he received on this occasion prompted the following passage.]

On my relief from war-duty I felt that my work was no longer in South Africa but in India.

Not that there was nothing to be done in South Africa, but I was afraid that my main business might become merely money-making.

Friends at home were also pressing me to return, and I felt that I should be of more service in India. And for the work in South Africa, there were, of course, Messrs. Khan and Mansukhlal Naazar. So I requested my co-workers to relieve me. After very great difficulty my request was conditionally accepted, the condition being that I should be ready to go back to South Africa if, within a year, the community should need me. I thought it was a difficult condition but the love that bound me to the community made me accept it.

'The Lord has bound me
With the cotton-thread of love,
I am His bondslave,'

sang Mirabai. And for me, too, the cotton thread of love that bound me to the community was too strong to break. The voice of the people is the voice of God, and here the voice of friends was too real to be rejected. I accepted the condition and got their permission to go.

At this time I was intimately connected only with Natal. The Natal Indians bathed me with the nectar of love. Farewell meetings were arranged at every place, and costly gifts were presented to me.

Gifts had been bestowed on me before when I returned to India in 1889, but this time the farewell was overwhelming. The gifts of course included things in gold and silver, but there were articles of costly diamond as well.

What right had I to accept all these gifts? Accepting them, how could I persuade myself that I was serving the community without remuneration? All the gifts, excepting a few from my clients, were purely for my service to the community, and I could make no difference between my clients, and co-workers; for the clients also helped me in my public work.

One of the gifts was a gold necklace worth fifty guineas, meant for my wife. But even that gift was given because of my public work, and so it could not be separated from the rest.

The evening I was presented with the bulk of these things I had a sleepless night. I walked up and down my room deeply agitated, but could find no solution. It was difficult for me to forgo gifts worth hundreds, it was more difficult to keep them.

And even if I could keep them, what about my children? What about my wife? They were being trained to a life of service and to an understanding that service was its own reward.

I had no costly ornaments in the house. We had been fast simplifying our life. How then could we afford to have gold watches? How could we afford to wear gold chains and diamond rings? Even then I was exhorting people to conquer the infatuation for jewellery. What was I now to do with the jewellery that had come upon me

I decided that I could not keep these things. I drafted a letter, creating a trust of them in favour of the community and appointing Parsi Rustomji and others trustees. In the morning I held a consultation with my wife and children and finally got rid of the heavy incubus.

I knew that I should have some difficulty in persuading my wife, and I was sure that I should have none so far as the children were concerned. So I decided to constitute them my attorneys.

The children readily agreed to my proposal. 'We do not need these costly presents, we must return them to the community, and should we ever need them, we could easily purchase them', they said.

I was delighted. 'Then you will plead with mother, won't you?' I asked them.

'Certainly' said they. 'That is our business. She does not need to wear the ornaments. She

would want to keep them for us, and if we don't want them, why should she not agree to part with them?'

But it was easier said than done.

'You may not need them', said my wife. 'Your children may not need them. Cajoled they will dance to your tune. I can understand your not permitting me to wear them. But what about my daughters-in-law? They will be sure to need them. And who knows what will happen tomorrow? I would be the last person to part with gifts so lovingly given.

And thus the torrent of argument went on, reinforced, in the end, by tears. But the children were adamant. And I was unmoved.

I mildly put in: 'The children have yet to get married. We do not want to see them married young. When they are grown up, they can take care of themselves. And surely we shall not have, for our sons, brides who are fond of ornaments. And if after all, we need to provide them with ornaments, I am there. You will ask me then.'

'Ask you? I know you by this time. You deprived me of my ornaments, you would not leave me in peace with them. Fancy you offering to get ornaments for the daughters-in-law! You who are trying to make *sadhus* of my boys from

today ! No. the ornaments will not be returned. And pray what right have you to my necklace?

'But', I rejoined, is the necklace given you for your service or for my service ?'

'I agree. But service rendered by you is as good as rendered by me. I have toiled and moiled for you day and night. Is that no service? You forced all and sundry on me, making me weep bitter tears, and I slaved for them !'

These were pointed thrusts, and some of them went home. But I was determined to return the ornaments. I somehow succeeded in extorting a consent from her. The gifts received in 1896 and 1901 were all returned. A trust deed was prepared, and they were deposited with a bank, to be used for the service of the community, according to my wishes or to those of the trustees.

Often, when I was in need of funds for public purposes, and felt that I must draw upon the trust, have been able to raise the requisite amount, leaving the trust money intact. The fund is still there, being operated upon in times of need, and has regularly accumulated.

I have never since regretted the step, and as the years have gone by, my wife has also seen its wisdom. It has saved us from many temptations.

I am definitely of opinion that a public worker should accept no costly gifts.

AIDS TO STUDY

Relief from—e. g. Relief from pain, from anxiety, from a burden or a duty; release.

Not that—The reason was not that there was nothing ····· 'That there was nothing', noun clause, completion of *was* (understood). 'Not that' is a fairly common way of beginning an explanation. Put the following into the above form:—'He is not getting on fast. He is not lazy. His eye sight is not good.,

Nothing to be done.—Here is a case where an infinitive is used to qualify a noun. It is one of the regular uses of the infinitive. Complete the following with infinitives, active or passive. 'I have work—' 'The shop has books—' 'The teacher has papers—'
How does Gandhi show that he despises money making as an aim in life ?

of service—of use, help. 'Can I be of service to you ? '

The condition being—There is no grammatical connection between this and the earlier part of the sentence. Some authors would use a dash instead of a comma. The above phrase is Nominative Absolute *i. e.* a noun and a participle together, not grammatically connected with the rest of the sentence. In this case the participle has a completion, in the shape of a noun clause, 'that.....' Why is love called a cotton thread ?

The voice of the people is the voice of God—Translation of a Latin proverb, meaning that a popular demand must be obeyed.

bathed me—.....In order to explain a metaphor, turn it into a simile. Give fully the facts in plain language and also the imaginative comparison. "The Natal Indians overwhelmed me with kindness as if they were pouring over me a precious fluid."

nectar—In Greek mythology, the gods drank nectar.

Overwhelming—The idea is of waves going over one's head.

Accepting them—If I accepted them. Notice that a participle regularly depends on the subject of the sentence. Turn these complex sentences into simple sentences on this pattern:—" if you hear the bell, do you not hurry ?" "When they saw the accident, they gathered round." Why can the following sentence not be turned in the same way? "When I wanted the dictionary, he took it away." What does Gandhi show to be his aim?

meant—intended.

forego—to give up, to do without. The past tense is not used. 'It is hard to forego tobacco once you get the habit of smoking.'

What about...?—'What should be done about.....?' A frequent form of enquiry. 'What about the match?'

Service is its own reward—Ther is no reward for service beyond the satisfying thought that one has served. Sometimes we say, 'Virtue is its own reward.' Gandhi uses the past tense because he is reporting his thoughts at that time. It is a kind of indirect speech. Put this paragraph and the next into the present, as the thoughts passed through Gandhi's mind that night.

The infatuation for jewellery—The mad love of jewellery. How far are we slaves to this crazy fashion ? What is the root of it ?

Trustees—have charge of money or property on behalf of others. They hold it in trust. The funds are trust funds.

in favour of—for the benefit of.

incubus—unpleasant presence.

I knew that I should have—many students find difficulty in dealing with Future Tense in Indirect Speech. Here is Gandhi's example. Follow it in turning these into indirect after 'He said':—I shall need Rs. 10 before tomorrow. I hope the M. O. will arrive to-day.

to constitute—to make, to appoint them my lawyers to plead my cause with their mother.

Should we ever need them—Express this with a conjunction. What kind of clause is it ?

You will plead, won't you ?—Notice the pattern of the request. Gandhi first expresses his hope in the affirmative. 'You will plead'. He follows it with a negative question. 'won't you?'

Remember a question in the negative means exactly the same thing as a question in the affirmative, and needs the same answer. The only difference is that a negative question shows that an affirmative answer is expected ! Try to remember this strange contradiction.

Express the following on the above pattern, so as to show that "Yes" is expected. "Will you forgive me?" "Has he passed his exam?" "Do you understand ?"

Part with—Give up. What is the difference between 'Part from' and 'part with'?

Easier said than done—a common expression. That is more easily said than it is done.

e. g. The mice decided to tie a bell round the cat's neck, but it was easier said than done.

You may not—It is possible that you will not. What is the other meaning of *may* ?

Cajoled—(past participle)—if they are cajoled—earnestly coaxed, forced to agree.

dance to your tune—follow your leading, do what you want.

Your not permitting—*Permitting* is here the verbal noun or gerund, object of *understand*.—Notice that the Pronoun must be in the possessive case. e. g. 'Do you mind my smoking?'

Nouns, however, are not put in the possessive.

tomorrow—in tho future.

What are the points of her arguments?

reinforced—strengthened. (Shakespeare speaks of "women's weapons, water drops".) e.g. Engineers used reinforced concrete for the bridge. The general needs reinforcements.

adamant—unyielding. An old word for diamond, the hardest of stones. Now only used figuratively.

put in—put a remark into the discussion.

have yet—Their marriage is still in the future. e.g. 'He has passed the intermediate but has yet to get his degree.'

I know you by this time—after all these years of married life, I know what sort of man you are.

Fancy—(verb, imperative)—Imagine ; used to introduce an extraordinary idea. 'Fancy that child going alone to Madras ! '

The ornaments will not be returned—Mrs. Gandhi uses the simple future as if the matter were already decided. Had she said, 'They shall not be returned,' that would have expressed her own determination. Which is the

more forcible? Write out the Future Simple, and the Future with Determination, (or Coloured Future) in parallel columns.

pray—please. (To pray is to make requst to God.)

as good as—(in this case) the same thing as.

toiled and moiled—These two words often go together to express dull, continual work. *Moil* is never used without *toil* and means exactly the same thing.

forced all and sundry—Gandhi had insisted that many guests of all kinds should be entertained in his house. She had to work for them whether she liked is or not.

Pointed—sharp, painful because true.

thrusts—metaphor from sword play, where the opponents try to pierce each other with the points of their swords.

went home—(figurative)—reached the spot they were aimed at. Gandhi felt their force.

deed—In this sense, a legal document by which he *did* this matter.

to deposit—(Lit.) to put down. 'He deposited his box on the ground.' Often used of placing money, deeds or valuables in a bank.

draw upon—draw out money from the fund.

intact—whole, unbroken. 'The seal must be intact.'

Operated upon—See notes to 'The World around Us.'

the step—(figurative)—the thing I did. e. g. 'I am thinking of resigning, but I do not know when to take the step (actually to resign.)

I am of opinion—It is my opinion, I believe.

3. THE COOK'S ADVENTURES

[W. W. Jacobs (1863—1944) was a writer of short stories and plays, chiefly about ships and seamen. Most of his tales are extremely amusing.

The following story is part of the amusing novel, "The Skipper's Wooing". Captain Gething, the skipper of a small ship, is trying to find the father of the girl he wants to marry. That gentleman is in hiding as he fears he has committed a crime. The girl refuses to think of marriage until her father can be found. The captain promises a reward to any member of his crew who can trace the missing gentleman. The ship's cook takes his turn at searching and gets into trouble. He kills a fine bull dog in order to escape.]

Safe for the time being, but with the memory of his offences pursuing him, the cook first washed his face and hands in a trough, and next removed the stains of the crime from his knife. He then pushed on again rapidly until he struck another road, and begging a lift from a passing waggon, lay full length on top of a load of straw and nervously scanned the landscape as they travelled. Half a dozen miles farther on the waggon halted before a comfortable farmhouse, and the cook, after bestowing on the carter two of the few coins left him, went his way, losing himself, with a view to baffling pursuit, among a maze of small lanes, turning right or left as the fancy took him, until nightfall found him tired and famished on the outskirts of a small village.

Conscious of the power of the telegraph, which he had no doubt was interesting itself in his behalf over the surrounding districts, he skulked behind a hedge until the lights went from the ground floor to the first floor of the cottages and then went out altogether. He then, with the utmost caution, looked round in search of shelter. He came at last to two cottages standing by themselves about half a mile beyond the village, one of which had a wooden shed in the garden which seemed to offer the very shelter he required. Satisfied that the inmates of the cottage were all abed he entered the garden, and treading on tiptoe, walked towards the shed, fumbled at the hasp and opened the door. It was pitch dark within and silent, till something rustled uneasily. There was a note of alarm and indignation. The cook tripped on a stone, and only saved himself from falling by clutching at a perch which a dozen fowls instantly vacated with loud and frenzied appeals for assistance. Immediately the shed was full of flapping wings and agitated hens darting wildly between his legs as he made for the door again, only to run into the arms of a man who came from the cottage.

"I've got him, Poll!" shouted the latter, as he dealt the cook a blow with a stick. "I've got him!"

He fetched him another blow and was preparing for a third, when the cook, maddened with the pain, struck at him wildly and sent him sprawling. He was up again in an instant and, aided by his wife, who had stopped to make a slight concession to appearances in the shape of a flannel petticoat, threw the cook down and knelt on him. A man came out from the adjoining cottage, and having, with great presence of mind, first found a vacant spot on the cook and knelt on it, asked what was the matter.

"After my hens," said the first man breathlessly. "just heard'em in time".

"I wasn't after your hens. I didn't know they was there!" gasped the cook.

"Lock him up!" said the second man warmly.

"I'm goin' to," said the other. "Keep still, you thief!"

"Get up!" said the cook faintly; "you're killin' me".

"Take him in the house and tie him up for the night, and we'll take him to Winton police station in the morning," said the neighbour. "He's a desperate character."

As they declined to trust the cook to walk, he was carried into the kitchen, where the

woman, leaving him for a moment, struck a match and hastily lit a candle. She then opened a drawer and, to the cook's horror, began pulling out about twenty fathoms of clothesline.

"The best way and the safest is to tie him in a chair", said the neighbour. "I remember my gran'father used to tell a tale of how they served a highwayman that way once."

"That would be best, I think," said the woman, pondering. "He'd be more comfartable in a chair, though I'm sure he don't deserve it."

They raised the exhausted cook, and placing him in a stout oak chair, lashed him to it until he could scarcely breathe.

"After my gran'father had tied the highwayman in the chair, he gave him a crack on the head with a stick," said the neighbour, regarding the cook thoughtfully.

"They was very brutal in those times," said the cook, before anybody else could speak.

"Just to keep him quiet like," said the neighbour, somewhat chilled by the silence of the other two.

"I think he'll do as he is," said the owner of the fowls, carefully feeling the prisoner's bonds. "If you'll come in the morning, Pettit,

we'll borrow a cart an' take him over to Winton. I expect there's a lot of things against him."

"I expect there is," said Pettit, as the cook shuddered. "Well, good-night."

He returned to his house, and the couple, after carefully inspecting the cook again, and warning him of the consequences if he moved, blew out the candle and returned to their interrupted slumbers.

For a long time the unfortunate cook sat in a state of dreary apathy, wondering vaguely at the ease with which he had passed from crime to crime, and trying to estimate how much he should get for each. A cricket sang from the hearthstone, and a mouse squeaked upon the floor. Worn out with fatigue and trouble, he at length fell asleep.

He awoke suddenly and tried to leap out of his bunk on to the floor and hop on one leg as a specific for the cramp. Then, as he realised his position, he strove madly to rise and straighten the afflicted limb. He was so far successful that he managed to stand, and in the fantastic appearance of a human snail, to shuffle slowly round the kitchen. At first he thought only of the cramp, but after that had yielded to treatment a wild idea of escape occured to him. Still bowed with the chair, he made his way to the

door, and, after two or three attempts, got the latch in his mouth and opened it. Within five minutes he had shuffled his way through the garden gate, which was fortunately open, and reached the road.

The exertion was so laborious that he sat down again upon his portable seat and reckoned up his chances. Fear lent him wings, though of a very elementary type, and as soon as he judged he was out of earshot he backed up against a tree and vigorously banged the chair against it.

He shed one cracked hind leg in this way, and the next time he sat down had to perform feats of balancing not unworthy of Blondin himself.

Until day broke did this persecuted man toil painfully along with the chair, and the sun rose and found him sitting carefully in the middle of the road, faintly anathematising Captain Gething and everything connected with him. He was startled by the sound of footsteps rapidly approaching him, and, being unable to turn his head, he rose painfully to his feet and faced about bodily.

The new-comer stopped abruptly, and, gazing in astonishment at the extraordinay combination of man and chair before him,

retired a few paces in disorder. At a little distance he had mistaken the cook for a lover of nature, communing with it at his ease; now he was undecided whether it was a monstrosity or an apparition.

"Mornin', mate," said the cook in a weary voice.

"Morning," said the man, backing still more.

"I s' pose," said the cook, trying to smile sheerfully, "you're surprised to see me like this?"

"I've never seen anything like it afore," said the man guardedly.

"I don't s'pose you 'ave," said the cook. "I'am the only man in England that can do it."

The man said he could quite believe it.

"I'm doin' it for a bet," said the cook.

"Oh-h," said the man, his countenance clearing, "a bet. I thought you were mad. How much is it?"

"Fifty pounds," said the cook. "I've come all the way from London like this."

"Well, I'm blest!" said the man. "What won't they think of next! Got much further to go?"

"Oakville," said the cook, mentioning a place he had heard of in his wanderings. "At least I was, but I find it's too much for me. Would you mind doing me the favour of cutting this line?"

"No, no," said the other reproachfully, "don't give up now. Why, it's only another seventeen miles."

"I must give it up," said the cook, with a sad smile.

"Don't be beat," said the man warmly. "Keep your 'art up, and you'll be pleased as Punch presently to think how near you was to losing."

"Cut it off," said the cook, trembling with impatience; "I've earned forty pounds of it by coming so far. If you cut it off I'll send you ten of it."

The man hesitated while an inborn love of sport struggled with his greed.

"I've got a wife and family," he said at last in extenuation, and taking out a clasp-knife, steadied the cook with one hand while he served his bonds with the other.

"God bless you, mate!" said the cook, trying to straighten his bowed back as the chair fell to the ground.

"My name's Jack Thompson," said his benefactor "Jack Thompson, Winchgate, 'll find me."

"I 'll make it twelve pounds," said the grateful cook, "and you can have the chair."

He shook him by the hand, and, freed from his burden, stepped out on his return journey, while his innocent accomplice, shouldering the chair, went back to learn from the rightful owner a few hard truths about his mental capacity.

Not knowing how much start he would have, the cook, despite his hunger and fatigue, pushed on with all the speed of which he was capable. After an hour's journey he ventured to ask the direction of an embryo ploughman, and wheedled out of him a small, a very small, portion of his breakfast. From the top of the next hill he caught a glimpse of the sea, and taking care to keep this friend of his youth in sight, felt his way along by it to Brittlesea. At midday he begged some broken victuals from a gamekeeper's cottage, and with renewed vigour resumed his journey, and at ten o 'clock that night staggered on to Brittlesea quay and made his way cautiously to the ship. There was nobody on deck, but a light burnt in the foc'sle, and after a careful peep below he descended. Henry, who was

playing a losing game of draughts with Sam, looked up with a start, and overturned the board.

"Lord love us, cookie!" said Sam, "where 'ave you been?"

The cook straightened up, smiling faintly, and gave a wave of his hand which took in all the points of the compass. "Everywhere," he said wearily.

"You've been on the spree," said Sam, regarding him severely.

"*Spree!*" said the cook with expression, "*Spree!*"

His feelings choked him, and after a feeble attempt to translate them into words, he abandoned the attempt, and turning a deaf ear to Sam's appeals for information, rolled into his bunk and fell fast asleep.

AIDS TO STUDY

for the time being – for the moment. Use.

trough.—(pronounced *troff*).—a hollow log or stone trough where horses and cows may drink.

stains.—blood stains; he had killed the dog with his knife.

pushed on.—continued his journey quickly.

struck a road. unexpectedly found a road.

a lift. a ride in the waggon

went his way.—(rather old-fashioned English) went on his way, went off.

losing himself.—wandering uncertainly.

with a view to.—in order to, Use.

as the fancy took him.—as he liked. Fancy is here personified, as one who controlled his decisions.

nightfall found him tired.—When darkness came, he was tired. Nightfall is personified. e. g. "Monday morning found Tom miserable".

Conscious.—The cook knows that the police are telegraphing to try and catch him.

until the lights.—People went upstairs to bed. The bedrooms are always upstairs even in small houses.

satisfied that.—sure that.

abed.—in bed.

hasp.—The hook which fastened the door.

pitch dark.—as dark as pitch or tar, absolutely dark.

perch.—a long bar in the fowl house where the hens perch at night.

to vacate.—to leave empty. (adj.) vacant, (n) vacancy vacation, vacuum.

appeals for assistance.—cries for help.

made for.—tried to reach.

only to.—This expression often introduces a disappointment. 'He went to visit his friend only to find he was away!'

to fetch a blow.—to deal a blow.

to concede.—(vb) to allow, to give way, for some special reason. *concession* (n)—special consideration. 'Some

students get fee concessions'. 'I will make a concession to your ignorance and explain very slowly.'

Though she was in a great hurry, for the sake of respectability (appearances) Polly had stopped to put on a thick petticoat over her night dress.

Presence of mind.—knowledge of what to do in a difficult situation. Here the auther is joking.

"After my hens".—He was trying to get my hens. c. f. 'We must seek after righteousness'.

'they was'.—The cook is an uneducated man and speaks bad English. Correct it.

"I'm going to (lock him up)".—Notice that English leaves unsaid words which are merely a repetition from the previous sentence. This is very common.

desperate.—Very violent because he has no hope. (Without hope)—

warmly—angrily. In other contexts *warmly* may mean *kindly*.

to the cook's horror.—horrifying the cook. Use:—'to my surprise', 'to our joy':

fathoms.—rope (and therefore depth) is measured in fathoms, two yeards, i. e, the full stretch of a tall man's arms

clothes-line.—The thin rope on which wet clothes can be dried.

served.—treated.....in that way.

he don't, they was.—The bad English of uneducated village people. Correct it.

like. (dialect English)—in a way.

he'll do.—He will be all right. c. f. 'That will do'—That is enough.

things against him.—police charges.

how much.—(punishment).

bunk—the narrow sleeping place of a sailor, almost like a shelf. He wakes bewildered, thinking he is on board ship

specific (remedy)—cure specially useful against a certain disease.

limb.—He had cramp in his leg.

a very elimentary type.—Fear is often said to lend wings, but the cook's flight was slow. His 'wings' were not well developed.

Blondin.—a famous acrobat.

faced about.—turned right round.

mate.—Seamen usually address their equals as 'mate'.

guardedly.—He is careful of what he says, as he does not want to get into trouble with this crazy-looking fellow.

for a bet.—He pretends that he had betted that he would make this journey with a chair tied on his back and that some other man had betted that he would not. Doing a thing 'for a bet' excuses much nonsense.

clearing.—He had looked troubled; now his face cleared. He thought he understood the situation.

I'm blest—exclamation of surprise. *I m blessed, (or I'll be blessed) if this is true.*

they.—people in general. 'What won't they think of?' expresses more surprise than 'What will they think of?' Otherwise there is no difference in the meaning.

At least.—often used when beginning to correct or modify a statement. Use.

I was (going to Oakville).— The tense indicates that he has given up the idea.

It is too much for me.—It is beyond my strength.

Would you mind ?—Would you object ? A common polite form for a request.

beat for 'beaten'. Warmly.—with feeling.

'art.—heart. The most common form of uneducated mispronunciation.

Punch.—a comic character with a wide grin.

In extenuation.—to make his weakness sound less dreadful. For the sake of money he is doing an unsporting thing.

will find me.—A letter with that address will reach me.

a few hard truths.—uncomfortable truths. The owner of the chair probably called him a fool.

start.—distance between the pursued and the pursuers.

embryo ploughman.—a very young ploughman, a plough boy.

friend of his youth.—The sea 'had been' his life-long friend.

felt his way.—went along cautiously.

broken victuals.—(pronounced *vittles*) remnants of food.

quay.—(pronounced *key*) landing place.

foc'sle.—Seamen's quarters on board.

below.—any part of the ship below the deck.

(May the) Lord love us !—Exclamation of astonishment.

on the spree.—on a lively holiday. Tom suspect that the cook has been drunk.

turning a deaf ear.—refusing to listen.

Revise the rules about indirect speech in the Appendix, and turn into indirect the coversation of the cook and the

man in the road. Try to use a good variety of verbs: remarked, answered, explained, exclamied, returned, replied, etc

EXERCISE

(*a*) Put into the Negative and Interrogative:—
He looked round in search of shelter.
He entered the garden and walked towards the shed.
He shook him by the hand.
A light burnt in the foc'sle.

(*b*) Put into the Affirmative:—
I didn't know they were there.
He doesn't deserve it.

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4. LETTER TO THE LOWRIE CHILDREN

[Lewis Carroll (1832—1898) was the pen name of Charles Lutwidge Dodgson, who was a celebrated Oxford mathematician. He was a bachelor but very fond of children, and he used to invite the children of other professors to tea parties. For them he wrote Alice's Adventures in Wonderland—a book which all children love. It is said that Queen Victoria read it, and asked for the rest of his works, and was alarmed at the pile of mathematical volumes which presently arrived.

Many of 'Lewis Carroll's letters to children survive. The present example is one in answer to certain American children who had written to him. Notice the naturalness and simplicity of his writing. He writes just as he would talk if the children were before him. If you have to write a letter, do not hunt for fine phrases. Put down quite simply what you would say if you could speak to your correspondent.]

My Dear Children,

It was a real pleasure to me to get your letter; but before I answer it, I have two humble requests to make: one is, please don't make it

generally known that I have written to you, so as to bring on me a flood of letters from all the American children who have read *Alice* and who would expect answers! I don't want to spend all the rest my life (being close on the age when Dr. O. W. Holmes says "old age" begins) in writing letters! (I wonder if you know his *Autocrat of the Breakfast Table*? I delight in it.) And my other request is please never again praise me at all as if any powers I may have, in writing books for children, were my own doing. I just feel myself a trustee, that is all—you would not take much credit to yourselves, I suppose, if a sum of money had been put into your hands and you had been told, "Spend all this for the good of the little ones"? And besides, praise isn't good for any of us: love is, and it would be a good thing if all the world were full of it; I like my books to be loved, and I like to think some children love me for the books, but I don't like them praised. I'll tell you what I like to think of best, about the *Alice* books. I've had a lot printed on cheaper paper, in plain bindings, and given them to hospitals and convalescent homes—for poor sick children: and it's ever so much pleasanter to think of one child being saved some weary hours, than if all the town followed at my heels crying, "How clever he is!" I am sure you would think so, too.

Some rather droll things happened about those hospitals: I sent round a printed letter, to offer the books, with a list of the hospitals, and asking people to add to the list any I had left out. And one manager wrote that he knew of a place where there were a number of sick children, but he was afraid I wouldn't like to give them any books—and why? do you think, "Because they are Jews!" I wrote to say of course I would give them some: why in the world shouldn't little Israelites read *Alice's Adventures* as well as other children!

Another—a "Lady Superior"—wrote to ask to see a copy of *Alice* before accepting it: for she had to be very careful, all the chidren being Roman Catholics, as to what religious reading they got! I wrote to say "You shall certainly see it first if you like: but I can guarantee that the books have no religious teaching whatever in them—in fact they do not teach anything at all." She said she was quite satisfied and would accept the books.

But while I am running on this way I'm leaving your letter unanswered. As to the meaning of the Snark? I'm very much afraid I didn't mean anything but nonsense! Still, you know, words mean more than we mean to express when we use them: so a whole book ought to mean a great deal more than the writer meant. So,

whatever good meanings are in the book, I'm very glad to accept as the meaning of the book. The best that I've seen is by a lady (she published it in a letter to a newspaper)—that the whole book is an allegory on the search after happiness. I think this fits beautifully in many ways—particularly about the bathing machines: when the people get weary of life, and can't find happiness in town or in books, then they rush off to the seaside to see what bathing machines will do for them.

Would you mind giving me a more definite idea of whom I am writing to, by sending me your names and your ages? I feel as if we were kind of friends already: but the one idea of "The Lowrie Children" is too shadowy to get hold of fairly. It is like making friends with a will-o'-the—wisp. I believe nobody ever succeeded in making an intimate friend of one of those things. Read up your ancient history and you won't find a single instance of it. I would have added, to "names and ages", "and your cartes", only I am afraid you'd then expect mine, and that I never give away (my reason is that I want to be personally unknown: to be known by sight by strangers would be intolerable to me), so I am afraid I can't, with a good grace, ask for yours.

I'm very fond of inventing games; and I enclose you the rules of one, "Misch-Masch":

see how you like it. One advantage is that it needs no counters or anything: so you can play it out walking or up in a baloon or down in a diving bell, or anywhere!

Your loving friend,
LEWIS CARROLL.

After posting the letter, I remembered I had never said a word about Jabberwocky and *Der Tyroler und sein Kind*. Thank you very much for it: it is one of the loveliest airs I know—and oh, so much too good for such words! Once more, your loving friend (your twopenny-halfpenny friend this time).

LEWIS CARROLL

AIDS TO STUDY

make it known—tell it. 'Make it known in school that the match will be this Saturday.'

generally—commonly, to people in general.

that.....—Noun clause in apposition to *it*.

so as to—This may express purpose or result. Which is it here? Make sentences.

Oliver Wendel Holmes—An American, who wrote a number of books of which this is the best known.

a trustee—See notes on 'A Question of Presents'.

any powers I may have—The author is so humble that he does not even say, 'the powers I have'.

to take credit to yourself—to be proud.

I suppose—Parenthetical clause, not connected with the rest of the sentence. Notice that two commas, or two dashes have the same value as a pair of brackets in separating the Parenthetical clause from the rest of the sentence.

Praise isn't good for any of us—Why? What does praise do to you? One poet has said, "Deepest wounds are given by praise".

love is,..... Complete the sentence.

It would be good if all the world were full of it—What is the subject of were? Is it singular or plural? No satisfactory explanation can be given why the past subjunctive should regularly be used about present time, but so it is. Make some more sentences to complete 'It would be good if.....'.

The Alice Books—(1) Alice in wonderland, (2) Through the Looking Glass.

at my heels—close behind me. *any (hospitals).*

and why? do you think.—Rather an irregular construction. 'Do you think' is parenthetical 'Why, do you think, he was afraid. I wouldn't like to give them any books?' Lewis Carrol is shocked by such racial exclusiveness.

as to—about, concerning. Anyone who knows 'Alice' will be much amused at the idea of any teaching being found in the books unless it is unconscious teaching on the accurate use of words. Much of the fun comes from plays upon words.

I am running on—chattering on.

The hunting of the Snark—a comic poem in which mixed company of people set out to find the Snark, a queer creature no one had ever seen.

"They sought it with thimbles, they sought it with care,
They pursued it with forks and hope;
They threatened its life with a railway share,
They charmed it with smiles and soap."

That is what Carroll means by 'nonsense', not rubbish, but comic words without any serious underlying purpose. The fun is in the unexpected linking together of odd ideas, and the

jolly, galloping rhythm. (Railway shares were a very risky investment at that time.)

Words mean more—This is true. Hence many misunderstanding and quarrels have arisen.

so a whole book—Is this true or is he joking?

bathing machines—little wooden huts on wheels which could be pulled up or down the beach according to the state of the tide. They were very useful to shy ladies who wanted privacy when changing into their bathing costumes, but most people thought they disfigured the views. The Snark was said to be fond of them.

kind of—friends of some kind, a colloquial expression.

get hold of—He cannot grasp properly what these children are like.

cartes—small photographs the size of visiting cards.

with a good grace—nicely, politely.

Jabberwocky—a poem in 'Alice'. Evidently the Lowrie children have found a Tyrolean tune (air) that fits it 'The Tyrolean and his child'.

twopenny - halfpenny—(pronounced 'tuppenny - ha'penny') Is he reminding them of the proper postage on foreign letters? At that time it was this.

EXERCISE

(*a*) Put into Affirmative:—
I didn't mean anything.
They didn't understand.
He does not want to be praised.

(*b*) Put into Negative and interrogative:—
I wrote to say thank you
My game needs no counters.

(*c*) Put into Direct speech :—(a) She said she was quite satisfied and would accept the books.
(b) One manager wrote.....books.

SPECIAL GRAMMAR NOTE

Learn these typical sentences. They mean the same thing.

1. They would be glad if the rain should come.
2. We should ... ... were to come.
3. We should ... ... come.

Notice these points.—

In the principal clause, *should* for 1st person, *would* for 2nd and 3rd. In the sub. cl., *should* for 1st, 2nd and 3rd. It is a form of the subjunctive. *Were* and *came* are here other forms of the subjunctive.

Other verbs can also be used according to the tense if some idea other than the future is intended.

I should be glad if we might stop here.
They might be glad if I could visit them.

Conditional clauses of this kind are called Unlikely Condition. The use of the subjunctive shows that they are not likely to happen. Of 1, 2 and 3 above, 2 suggests most improbability ; 3 is the most common form. It can be recognised as subjunctive only by noting the *would, could, should* or *might* in the Principal clause. The trouble for Indian students is that this subjunctive (though it looks so much like a past) refers to the present or the future.

5. THE HAPPIEST HALF-HOURS OF LIFE

[A. A. Milne (1882.....) has written many amusing stories, essays, plays, and poems. Many of the best known were written for his own little son. His humour is delicate and fantastic. It produces the happy chuckle rather than the loud laugh].

Yesterday I should have gone back to school, had I been a hundred years younger.

My most frequent dream nowadays—or nowanights I suppose I should say—is that I am back at school, and trying to construe difficult passages from Greek authors unknown to me. That they are unknown is my own fault, as will be pointed out to me sternly in a moment. Meanwhile I stand up and gaze blankly at the text, wondering how it is that I can have forgotten to prepare it. 'Er—him the—er—him the—theer many-wiled Odysseus—h'r'm—then, him addressing, the many-wiled Odysseus—er—addressed. Er—er the er—'. And then, sweet relief, I wake up. That is one of my dreams, and another is that I am trying to collect my books for the next school and that an algebra, or whatever you like is missing. The bell has rung as it seems hours ago, I am searching my shelves desperately, I am diving under my table, behind the chair.....I shall be late, I shall be late, late, late.....

No doubt I had these bad moments in real life a hundred years ago. Indeed I must have had them pretty often that they should come back to me so regularly now. But it is curious that I should never dream that I am going back to school, for the misery of going back must have left a deeper mark on my mind than all the little accidental troubles of life when there. I was very happy at school; but oh! the

utter wretchedness of the last day of the holidays.

One began to be apprehensive on the Monday. Foolish visitors would say sometimes on the Monday, 'When are you going back to school?' and make one long to kick them for their tactlessness. As well might they have said to a condemned criminal, 'When are you going to be hanged?' or, 'What kind of—er—knot do you think they'll use?' Throughout Monday and Tuesday we played the usual games, amused ourselves in the usual way, but with heavy hearts. In the excitement of the moment we would forget and be happy, and then suddenly would come the thought, 'We're going back on Wednesday.'

And on Tuesday evening we would bring a moment's comfort to ourselves by imagining that we were not going back on the morrow. Our favourite dream was that the school was burnt down early on Wednesday morning, and that a telegram arrived at breakfast apologizing for the occurrence, and pointing out that it would be several months before even temporary accommodation could be erected. No Vandal destroyed historic buildings so light-heartedly as we. And on Tuesday night we prayed that, if the lightnings of Heaven failed us, at least a pestilence should be sent in aid. Somehow, *somehow*, let the school be uninhabitable.

But the telegram never came. We woke on Wednesday morning as wakes the murderer on his last day. We took a dog or two for a walk; we pretended to play a game of croquet. After lunch we donned the badges of our servitude. The comfortable, careless, dirty flannels were taken off, and the black coats and stiff white collars put on. At 3-30 an early tea was ready for us—something rather special—a last mockery of holiday. (Dressed crab, I remember, on one occasion, and I travelled with my back to the engine after it—a position I have never dared to assume since.) Then good-byes, tips, kisses, a last look, and—the 4-10 was puffing out of the station. And nothing, nothing had happened.

I can remember thinking in the train how unfair it all was. Fifty-two weeks in the year, I said to myself, and only fifteen of them spent at home. A child snatched from his mother at nine, and never again given back to her for more than two months at a time. 'Is this Russia?' I said; and, getting no answer, could only comfort myself with the thought, 'This day twelve weeks!'

And once the incredible did happen. It was through no intervention of Providence; no, it was entirely our own doing. We got near some measles, and for a fortnight we were kept in quarantine. I can say truthfully that we never spent a duller two weeks. There seemed to be nothing

to do at all. The idea that we were working had to be fostered by our remaining shut up in one room most of the day, and within the limits of that room we found very little in the way of amusement. We were bored extremely. And always we carried with us the thought of Smith or Robinson taking our place in the Junior House Team and making hundreds of runs....

Because, of course, we were very happy at school really. The trouble was that we were so much happier in the holidays. I have had many glorious moments since I left school, but I have no doubt as to what have been the happiest half-hours in my life. They were the half hours on the last day of term before we started home. We spent them on a lunch of our own ordering. It was the first decent meal we had had for weeks and when it was over there were all the holidays before us. Life may have better half-hours than that to offer, but I have not met them.

AIDS TO STUDY

I should have gone, had I been—'If I had been a hundred years younger, I should have gone—' This is an important construction that must be understood and practised. It is used when considering some imaginary thing which did NOT happen. Notice perfect Subjunctive in the subordinate clause, and *should, would, could, might* or *ought* with the Perfect Infinitive in the principal clause.

Complete the following:—If you had come yesterday.....
If they had not quarrelled,—. Had I paid attention in

class.....He might have won the prize if—. You would have laughed if—. He could not have reached Madras in time even if.....

a hundred years—(Not to be taken literally.)

nowanights—Milne invents this word for fun. Do not use it.

construe—translate accurately, so as to make clear the grammatical construction of the original.

That they are unknown is my own fault—What is the subject of *is* ?

as will be pointed out—*as* is here a relative pronoun, subject of the clause. Here is an example of how an intransitive verb 'point' is made transitive by the addition of a completion. 'The master will point this *out*'. c. f. The dog was run *over* by the car. The proud girl wants to be looked *at*.

Odysseus – or Ulysses, proverbially wily.

h'r'm –represents the noise people make when they clear their throats.

school—period. A certain well-known boys' school calls each period a school.

searching my shelves—What is the difference between *searching* and *searching for* ?'—'searching a house' and 'searching for a house' ?

pretty – used colloquially to mean 'fairly'. Pronounced 'pritty.'

But it is curious.....Analyse. Remember that *for* is a co-ordinating conjunction. The meaning is not exactly the same as *because*. *When* is a conjunction and shows that there is a clause 'understood' after it.

foolish—silly, a much milder word than the noun 'fool'.

the Monday—that particular Monday before the return to school.

As well—They might equally well have said. See first note above about the tense.

hanged—What is the difference between *hanged* and *hung?*

knot—The knot which the hangman makes in the rope.

we would forget—It was our custom to forget. This is one of the regular uses of *will* and *would.* What are the others?

Vandals—barbarian tribe that invaded Italy. In their imagination the boys cheerfully pictured the destruction of the school. Rewrite the sentence making the subordinate clause the principal. Begin, 'We destroyed.....'

Let the school.....The first meaning of *let* is 'allow' But here it is used as a kind of Third person Imperative. c. f. 'Let everything that hath breath praise the Lord.'

We prayed that a pestilence should be sent. One way of turning Direct Command or Request into Indirect is by using a noun clause in the subjunctive mood. This is harder than the usual infinitive, and the teaching of it is left to the last years of school. Do the following in the same way: He said to us, "Join me next week." The master said, "Send that letter immediately."

Took a dog for a walk—In a country where people and their pets live so much indoors, it is necessary to take the dogs out for some healthy exercise.

donned.....put on our school uniforms.

flannels—clothes made of flannel (a light woollen material.) particularly trousers.

mockery—How did the nice tea seem a mockery?

dressed—prepared, made ready. This is the fundamental meaning of the word. Crab is very tasty, but rather indigestible. It is prepared with certain sauces.

back to the engine—Travelling backwards, either by train or by bus, is apt to make people sick

assume—to take for oneself, to take for granted. 'The King assumed the crown.' 'If you do not raise your hands, dare I assume that you all understand thoroughly?'

the 4-10—the train that left at 4-10—

Nothing had happened. Notice the tense. Why is it past perfect?

a nine—Many boys are sent to a junior boarding school at the age of nine, in preparation for their public school which they enter about the age of fourteen. Many people question the wisdom of this. It is not so common now as formerly, because many parents are poorer since the wars. It was done in order to find for the child not only the best teaching, but the best atmosphere in which to grow in mind, body and spirit.

Russia. Russian government was harsh long before the Communists got control of the country.

the incredible (thing)—that cannot be believed. c. f. creed credit, creditor.

Providence: In order to avoid using the Holy Name too commonly, such words as Heaven or Providence may be used

fostered—taken care of, protected. c. f. a foster-mother. They were supposed to be doing some work, but it was a farce. Still they had to remain in that room. "working."

in the way of amusement (or, by way of)—as amusement.

Smith or Robinson—very common names, any other boy.

hundreds of runs—at cricket. Each boarding house would have a junior team as well as its First Team.

Bacause—It is very unusual to have a paragraph beginning with a subordinating conjunction linking it to the previous paragraph. Yet in some way paragraphs should be linked together. The reader's mind should be carried on smoothly, not jerked and jolted as if by holes in the road. Study this essay, and see how the paragraphs are linked, either by some word or by the general sense. Put down briefly the main subject of each paragraph.

really—in truth, as a matter of fact.

of our own ordering—which we had ordered ourselves.

decent—nice, as it ought to be. Schoolboys always grumble about school food and pretend that it is worthless. A. A. Milne is expressing the boys' opinion not his own, when he calls this, 'the first decent meal'.

Life may—It is possible that Life will give (offer) ..

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6. JULIUS CÆSAR

[G. B. Harrison (1864—) is a well known professor whose special study is Shakespeare and his times. He has published a number of books and articles. Moreover he has retold the stories of Shakespeare's plays in simple English which is easier than "Lamb's Tales from Shakespeare" and closer to the original than some much simplified modern versions. Those stories form a good introduction to the best of English literature. It is interesting to note that Shakespeare took his material from an English translation of a contemporary Roman account. He kept close to his original most of the time. We consequently have a good picture of the stirring events which happened in Rome in B. C. 44.]

All that night the thunder and lightning continued. In all Rome no one slept. As soon as it was dawn Cæsar sent his servants to bid the priests, make sacrifice and consult the omens. While he was waiting for theira nswer, Calpurnia, his wife, came to him and begged him not to stir out of the house.

At first Cæsar was contemptuous of her fears: but she began to plead with him very urgently. She had heard strange tales of what

had been seen that night; how a lioness had whelped in the streets; and the dead had been seen to come from their graves; and in the clouds the sight and sound of battle; horses neighing, and dying men groaning, and ghosts shrieking in the streets.

"Nothing can be avoided," said Cæsar, "which the gods have purposed. These omens appear to every one, not only to Cæsar."

"There are no comets seen," answered Calpurnia, "when beggars die; but the heavens themselves foretell the death of princes."

When the servant came back he said that the augurers had found strange omens. When they slew a beast for sacrifice they could find no heart. Cæsar answered that it was a good sign, for he would be a beast himself without a heart if he stayed at home that day for fear.

Calpurnia still pleaded with him more urgently. She begged him that, if he would not stay willingly, at least he would yield to her fear. Let him send Mark Antony to the Senate House to say that he was not well. Cæsar at last agreed to this; but the conspirators were now arriving.

First came Decius. He bade Cæsar good-morrow and said that he was come to fetch him to the Senate House.

Cæsar replied, "You come in good time to take my greeting to the senators, and to tell them that I will not come today. Cannot, is false; that I dare not, falser; tell them I will not come today."

Decius asked that he would at least give some reason lest he should be laughed at.

"My will," replied Cæsar, "is cause enough to satisfy the Senate; but that you yourself may know the reason, I will tell you: Calpurnia keeps me at home. She dreamt to-night that she saw my statue like a fountain spouting blood in a hundred places, and many Romans came smiling and bathed their hands in it. This she takes for a warning."

"This dream," Decius answered quickly, "is misinterpreted. It was a lucky vision. Your statue spouting blood, in which so many smiling Romans bathed, signifies that from you Rome shall suck living blood."

"You have expounded it well," said Cæsar.

"I have," Decius replied. "Moreover, the senators have agreed this day to bestow a crown upon Cæsar. If you send them word that you will not come, their minds may change. Besides, it will become a joke; and some one will say, 'Dismiss the Senate untill another time when Cæsar's wife shall have better dreams.' If Cæsar

hides himself, will they not whisper Cæsar is afraid?"!

Cæsar was so convinced by Decius's words that he sent for his cloak and forthwith determined to go.

The other conspirators now came in to escort him to the Senate House. Cæsar greeted them all. Last of all came Antony. So they set off together.

As they passed through the streets and the crowds that came out to watch them, Cæsar noticed the soothsayer, and he said to him, smiling, "The Ides of March are come."

"Yes, Cæsar," he replied, "but not gone."

Then a crowd of petitioners pressed round him, each man begging him to read his petition.

Cæsar went up into the Senate House and took his seat. The conspirators drew near. First Trebonius took Antony by the arm and led him away. Then Metellus Cimber came forward to speak to Cæsar. He knelt down before him, and began to petition very humbly but eagerly that his brother might be recalled.

Cæsar answered him sternly. "Be not so foolish!" he said, "as to think that Cæsar will be moved by your fawning. Your brother is banished by decree; if you bow and pray and fawn for him, I shall turn you out of my way like a dog!"

So Metellus pretended to appeal to the others, and they crowded round Cæsar. First Brutus took his hand and kissed it. Then, on the other side, Cassius knelt before him; but the more they petitioned him for the return of Metellus's brother, the more sternly he answered them.

By this time Casca had crept round behind Cæsar's chair. Suddenly, with his dagger raised, he cried out, "Speak, hands, for me!"

Then all fell upon Cæsar and stabbed him again and again. For a while Cæsar resisted them; but when he saw that Brutus, his friend, was also one of them, he cried, "You too, Brutus?"

Then he hid his face in his toga and made no further resistance. He fell dead at the foot of Pompey's statue, which was all dabbled with his blood.

When the conspirators saw that he was dead they cried out loudly, "Liberty! Freedom! Tyranny is dead!"

The senators fled from the Senate House in terror, and the rest all began to shout at once, each urging the other to do something different. Brutus told all the others to go out except those who had done this deed.

Then he gathered the conspirators round the body of Cæsar; and he bade them stoop and

bathe their hands in Cæsar's blood, and to stain their swords in it.

They did so, and were about to go out into the market place to cry out to the people that tyranny was dead, when at this moment a servant came into the Senate House. He was Antony's man. He came up to Brutus and knelt.

Then he said, "Thus, Mark Antony told me to kneel. Then he bade me say: Brutus is noble, wise, valiant, and honest; Cæsar was mighty, bold, royal and loving. Say, I love Brutus, and I honour him. Say I feared Cæsar, honoured him, and loved him. If Brutus will grant that Antony may come to him safely, and learn how Cæsar deserved to die, Mark Antony will love Brutus living better than Cæsar dead, and will follow his fortunes with true faith."

Brutus gave his promise that if Antony came he should be allowed to go away again in safety. So after a while Antony came in to them boldly. If they hated him, he said, let them kill him now, for there would never be a time or place so fit for him to die as here by Cæsar.

Brutus answered him kindly, and said that they would receive him as a brother with all kind love.

"Your voice," added Cassius, "will be as strong as any man's in the disposing of new offices."

"Only, be patient," Brutus added, "until we have appeased the terrified people; and then we will tell you the cause, why I, who yet loved Cæsar even when I struck him, have done this deed."

"I do not doubt your wisdom," Antony answered.

He took each man by the hand, all covered with Cæsar's blood. Then he said, "What can I say? Whatever I say I must appear either a coward or a flatterer. I loved Cæsar. When his spirit looks down upon us, will it not grieve to see me shaking the bloody hands of his enemies?"

And with that he began to grieve over the body of Cæsar. But Cassius interrupted him.

"Mark Antony", he said, "I do not blame you for praising Cæsar, but what agreement will you have with us? Will you be reckoned in the number of our friends, or shall we go on and not rely on you?"

"Indeed", Antony answered, "that was why I took your hands; but I was moved by looking down on Cæsar. I am friends with you all, and love you all; but hope that you will give me your reasons why Cæsar was dangerous."

Brutus readily agreed to this.

Then Antony asked that as was the duty of a friend, he might bring the body into the

marketplace, and there speak at his funeral. Brutus agreed to that too; but Cassius whispered, "You do not know what you are doing. Do not agree that Antony should speak at his funeral. You do not know how people may be moved by what he will say."

Brutus thrust Cassius aside. "I will go into the pulpit first myself," he said, "and show them why Cæsar was killed. I will tell them that whatever Antony says is by our leave and by our permission, and that we are willing that Cæsar should have all due rights and ceremonies. This will do us more good than harm." Then he turned to Antony and told him to take Cæsar's body and prepare it for the funeral.

"You shall not," he added, "blame us in your speech, but speak all the good you can of Cæsar, and say that you do it by our permission, otherwise you shall have no part at all in this funeral. Moreover, you shall speak from the same pulpit as I myself, and after my speech is ended."

"So be it," said Antony. "I desire no more."

So the conspirators went out of the Senate House, leaving Antony alone with the body of Cæsar.

Antony knelt down beside the body and spoke to it, begging dead Cæsar's pardon that he

had answered his murderers so softly. Then he cursed them that this foul act should be followed by fury and civil war throughout Italy, until blood and destruction were so common that all pity should be choked and Cæsar's spirit thirsting for revenge would bring such destruction that the whole earth would stink with dead men unburied.

The day of Cæsar's funeral came. Crowds of Romans assembled at the Forum to do honour so Cæsar and to listen to the speeches.

First came Brutus. He went up into the pulpit and spoke to the citizens. His speech was brief, for he was one given to appeal to men by reason rather than by passion He said that if there was any one there who asked why Brutus rose against Cæsar, this was his answer : not that he loved Cæsar less, but that he loved Rome more. "Would you rather," he went on, "Cæsar were living and die all slaves, than that Cæsar were dead and live all freemen ? As Cæsar loved me, I weep for him. As he was fortunate, I rejoice at it. As he was valiant, I honour him ; but—as he was ambitious, I slew him. There is tears for his love, joy for his fortune, honour for his valour, and death for his ambition. Who is here so base that would be a bondman ? If any, speak ; for him have I offended. Who is here so rude that would not be a Roman ? If

any, speak; for him I have offended. Who is here so vile that will not love his country? If any, speak; for him I have offended. I pause for a reply."

They all shouted back, "None, Brutus, none!"

"Then," he said, "none have I offended. I have done no more to Cæsar than you shall do to Brutus. The question of his death is enrolled in the Capitol; his glory not extenuated, wherein he was worthy; nor his offences urged for which he suffered death."

He was still speaking when Antony and others drew near, carrying Cæsar's body on a bier. They set it down in front of the pulpit. Brutus begged them to give a kindly hearing to Mark Antony's speech in honour of the dead, then he left the pulpit and went away alone.

Antony slowly went up into the pulpit. The crowd murmured as he went; and one man said to another, "this Cæsar was a tyrant, Rome is well rid of him."

Antony, knowing that as yet the people were against him, began very modestly. When he had won a hearing, he first said, "I come to bury Cæsar, not to praise him. The evil that men do lives after them, the good is often burird with them. So let it be with Cæsar. The noble Brutus has told you that Cæsar was ambitious; if it were so, it was a grievous fault, and Cæsar

has paid for it grievously. Here, by leave of Brutus and the rest—for Brutus is an honourable man, so are the all: all honourable men– I come to speak at Cæsar's funeral. He was my friend, faithful, and just to me; but Brutus says he was ambitious, and Brutus is an honourable man. Cæsar brought many captives home to Rome, whose ransoms were paid into the common treasury. Was this a mark of ambition in Cæsar? When the poor cried, Cæsar wept; ambition should be made of sterner stuff. Yet Brutus says he was ambitious; and Brutus is an honourable man. You all saw, on the feast of the Lupercal, how I thrice offered him a crown, and that he thrice refused it. Was this ambition? Yet Brutus says he was ambitious; and he is an honourable man. I speak not to disprove what Brutus spoke; but here I am to speak what I know. You all loved him once, not without cause, what cause prevents you then from mourning him?"

Here Mark Antony's feelings overcame him, that he could not speak for sobbing. The people were moved by his sorrow, and they began somewhat to change their minds. One man said to his neighbour, "If you consider rightly, Cæsar has had great wrong"; and another answered back, "I fear that a worse will come in his place."

Then Antony again began to speak.

"Yesterday," he said, "the word of Cæsar might have stood against the world, and now he lies there; and not even the poorest will pay him reverence."

By this time the crowd were listening, intently, and he went on more passionately.

"If I were disposed to stir your hearts and minds to mutiny and rage, I should do Brutus wrong, and Cassius wrong; who (you all know) are honourable men. I will not do them wrong; I would rather choose to wrong the dead, to wrong myself and you, than I will wrong such honourable men."

Then he produced a folded paper, which he held up for them to see.

"Here," said he, "is a writing sealed with Cæsar's seal. I found it in his chamber. It is his Will. If the people but hear this testament (which I do not mean to read), they would come and kiss Cæsar's wounds and dip their napkins in his blood. Yes, beg a hair of him for memory; and at their death would mention it in their wills, bequeathing it as a rich legacy to their children."

The people were stirred by these words, wondering what might be in the Will, and they cried out to Mark Antony to read it.

"Have patience, gentle friends," he said. "I must not read it. It is not fit that you should know how Cæsar loved you. You are not wood, you are not stones, but men; and being men, if you hear the Will of Cæsar it will inflame you, it will make you mad. It is not good that you should know that you are his heirs, for if you should, what might come of it?"

The crowd were now growing excited, and shouted more loudly than before that he should read the Will.

"Will you be patient," cried Antony, "will you wait awhile? I have gone too far, and fear I wrong the honourable men whose daggers have stabbed Cæsar."

"They were traitors!" cried out the crowd. "Villains! Murderers!" and they called even more loudly for him to read the Will.

"You will compel me, then, to read the Will?" he said. "Then make a ring about the corpse of Cæsar, and let me show you him that made the Will. Shall I come down? Will you give me leave?"

"Come down!" they shouted. "Come down!" And those nearest backed to give him room by the body,

Antony came down from the pulpit and stood beside Cæsars body. There was a great silence as he began again.

"If you have tears, prepare to shed them now". Then he took hold of Cæsar's mantle which covered the body and he held it up for them to see.

"You all know this mantle," he said. "I remember the first time Cæsar put it on. It was on a summer's evening in his tent, the day he overcame the Nervii."

Then he pointed to the tears and rents. "Look, in this place Cassius's dagger stabbed. See here the rent that Casca made. Through this his beloved Brutus stabbed, and, as he plucked his dagger away, see how Cæsar's blood followed, as though rushing out of doors to know if it were Brutus who had so unkindly knocked: for Brutus, as you know, was like Cæsar's good angel. Judge, O you gods, how dearly Cæsar loved him. This was the unkindest cut of all: for when Cæsar saw him stab, that burst his mighty heart, and in his mantle covering up his face, at the base of Pompey's statue (which all the while ran blood) great Cæsar fell. O what a fall was there, my countrymen! Then you and I and all of us fell down."

At these words the crowd began to cry and weep, and when Antony saw it he said, "Kind souls! do you weep when you see Cæsar's wounded garment?"

Then he suddenly plucked the covering from off Cæsar's face and cried, "Look here, here is the man himself."

At the sight of dead Cæsar the crowd grew angry, and there were murmurs of "Revenge! Kill! Slay! Traitors! Villans! Let not a traitor live!"

But Antony restrained them for awhile. He went on slowly, "Good friends," he said, "let me not stir you up to mutiny. They that have done this deed were honourable. What private wrongs they had that made them do it I do not know. They are wise and honourable; and no doubt will give you reasons. I do not come, my friends, to steal your hearts. I am no orator as Brutus is; but as you all know me, a plain, blunt man that love my friend, and that they knew full well who gave me leave to speak of him in public. I have neither learning, nor skill to stir men's bloods; I only speak right on. I tell you what you yourselves know. I showed you Cæsar's wounds and bade them speak for him."

Then, raising his voice and speaking with passion, he cried, "But were I Brutus, and Brutus Antony, then there would be an Antony who would summon up your spirits and put a tongue in every wound of Cæsar, that should move the stones of Rome to rise and mutiny!"

The crowd were now very angry, and would have gone off straight away to burn Brutus's house, but Antony wished to rouse them still further before he let them go.

Once more he begged them to listen. When there was silence he said, "Why, my friends, you do not yet know what you are doing. Why has Cæsar deserved your love? You do not know? I must tell you, then. You have forgotten the Will I spoke of."

And again they cried out that he should read the Will. Antony unfolded it.

"Here is the Will", he said, "under Cæsar's seal. To every Roman citizen, to every single man he gives seventy-five drachmas. Moreover, he has left you all his gardens and orchards on this side of the Tiber. He has left them as pleasure grounds to you and your heirs for ever. Here was a Cæsar! when comes another like him?"

The crowd were now out of all control. "Never!" they cried. "Never!"

Then some of them took up Cæsar's body and ran with it to the market-place, where they gathered benches and forms and pulled out windows and anything that would burn, which they heaped up in a great pyre. They set Cæsar's body on it, and put fire to it. Then, taking

burning faggots from the pyre, they ran round to the houses of the conspirators and set them on fire.

AIDS TO STUDY

Omens—The regular Roman method of consulting omens was by sacrificing birds and studying the appearance of their entrails. But they considered many things as lucky or unlucky omens.

not to stir—not to move, (in this sense) not to make even a slight movement.

At first—This phrase shows that a contrast in expected presently. e. g. 'At first I was pleased but later I was sorry'. 'First' introduces a series of action.

urgently—(adv.)—insistently. To urge (vb.)—to press.

the dead—When an adjective is used as a noun, it is always plural. e. g. the rich, the sick, the poor.

clouds—What verb is understood after this noun?

the Gods—Ancient Romans believed in a number of gods.

the heavens—the skies. Calpurnia means 'These omens are for you and not for any lesser person'.

augurers—those who drew omens from birds.

beast without a heart—Cæsar twists their words into another meaning, that he would be a vile creature without courage.

at last—This balances the earlier *At first.*

conspirators—plotters. (verb) to conspire. (n) conspiracy.

bade good morrow—said Good morning. *Bad* is not used in modern English except in the compound:—*Forbid, forbade; forbidden.*

senate—The State Council of ancient Rome. A meeting of elder men (senex, an old man).

I will not—Future showing the determination of the speaker (I will, thou shalt, he shall, we will, you shall, they shall). Contrast this with the Future simple.

lest—so that he should not be laughed at.

lest is a negative. Rewrite the following using 'lest'. 'Be careful, so that you should not fall'. 'I hid so that they should not see me.'

misinterpreted—wrongly interpreted e. f. mistake, misuse, mismanage.

suck living blood—i. e. You are the life of Rome.

Moreover—and also. Used when a further point is added.

bestow—give (old-fashioned English).

a crown—a sign of supreme power. For centuries Rome had been ruled by officials elected for short terms. This was done to prevent any one man from making himself supreme. Cæsar was rich, a victorious general and one of the ablest men the world has ever seen. Some men, Brutus and others, feared he might make himself supreme and overthrow the constitution. Others, among them Cassius, were merely jealous of his growing power. Others were quite ready to accept Cæsar's rule, and to offer him a crown

Antony—Mark Antony, one of Cæsar's friends (not a conspirator); clever, emotional, self-seeking, a vigorous but not a lofty character.

soothsayer—One who foretells the future. *Sooth* truth. This man had warned Cæsar of the Ides of March. *Ides*—the festival in the middle of each month.

First Trebonius—These names do not matter to us, but they are historically accurate. All these details of the assassination had been carefully planned in advance.

by decree—by government decision, not Cæsar's own.

Brutus·····kissed—Cæsar had been extremely kind to Brutus. They were on familiar terms with each other.

the more....., the more—Practise this construction. The essential part is the two comparatives separated by the comma. c. f. The older you are, the wiser you grow.

The more people come to the party, the merrier we shall be. The less you listen in class, the less you understand.

Speak, hands, for me!—Tongues have tried and failed, now hands must 'speak' for him. It is a call to action.

fell upon—attacked. *toga*—the large Roman cloak or outer garment of white wool.

Pompey—Cæsar's great enemy whom he had overcome.

Liberty! Freedom!—How much wrong has been done in the name of Liberty and Frerdom! The immediate consequence of Cæar's death was not liberty and freedom, but riots, massacres, civil war and at last the establishment of an Emperor and the end of the Republic.

bathe their hands—They are proud of their deed. They want to bear the marks of it.

about to go indicates a future. There is no future participle or future infinitive in English.

Brutus is ..... honest—Notice the adjectives. Which group would you prefer for yourself? Brutus boasted that he followed certain philosophers who taught complete honesty. But was Brutus really honest when (before our scene) he allowed Cassius to persuade him to join the plot? Brutus knew Cæsar was not at that time a danger, but thought he might become a danger. Is this a sound reason for killing a man? This piece of mental dishonesty had evil consequences. The play is not the tragedy at Cæsar's death but of Brutus's failure.

follow his fortunes—share what good fortune or bad fortune comes to him.

dispose—to place or settle or decide.

with that—at those words.

I was moved—my heart was moved.

as was the duty—(as relative pronoun) which was the duty.

but Cassius whispered—Brutus is generous and unsuspicious. He is ready to trust Antony. Cassius is sharper and more cautious. He is right.

pulpit—raised place from which speeches were made. The word is now used only of the pulpits from which the sermons are preached in church.

You shall not—See note above on 'I will not'.

So be it—Let it be so. Antony knows what he can do with this opportunity.

The day of Cæsar's funeral—In colder countries there is no need to bury immediately.

There is tears—One might expect 'There are tears', but here 'tears' is the equivalent of 'sorrow'.

base—low in mind and character.

would—wishes to be.

bondman—slave. At one time two thirds of the population of Rome were slaves, the absolute property of their masters.

rude—in the old sense of *'uneducated, uncivilized'*.

a Roman—a free citizen of Rome. That was a proud boast.

than you shall do—'I am willing that you should kill me if I become a danger to the constitution'.

enrolled—recorded. Capitol—Temple of Jupiter.

extenuated—Here it has the force of 'exaggerated'.

urged—emphasised.

as yet—until now.

won a hearing—persuaded the crowd to hear him.

So let it be—Let it be in that way. Notice here and elsewhere; English uses so where many Indians use *like that*.

if it were so—Notice the subjunctive. Antony is beginning to cast doubt on what Brutus has said.

Brutus is an honourable man—By repeating this, he turns them against Brutus. Notice that everything Antony says

is calculated to stir feelings of the crowd. Brutus appealed to their reason, Antony to their emotions.

sobbing—Antony was an emotional man himself, therefore he could sway the emotions of the crowd. This pause allowed him (and us) to hear how far he had moved the crowd.

a worse—a worse master of Rome.

the word of Caesar...Cæsar's command was stronger than the wishes of the rest of the world.

If I were disposed—Again the subjunctive. He is not stating things but hinting and suggesting.

I would rather—I prefer.

chamber—own room.

but hear—'But' can be a conjunction, a preposition, or an adverb. Which is it here ? Give other examples.

napkins—Modern English might say 'handkerchiefs'.

hair—hair was often kept as a memorial of the dead

inflame—made you angry, set you on fire c. f. 'My cut finger is inflamed, Hot, swollen.

you are his heirs—The subtle Antony is doing what he pretends he must not do.

what might come of it—what might be the result.

gone too far—said too much.

shall I come down ?—from the pulpit. Antony cleverly pretends that the crowd are strong and, he is only obeying them.

Nervii—a tribe of barbarians. Antony cleverly reminds them of Cæsar's victories.

tears—torn places, pronounced 'tares'.

rents—from the verb *rend.* to tear.

as though and as if—introduce fanciful comparisons.

Caesar's angel—Cæsar's dear friend. Often used in this sense in Shakespeare's time.

Judge. O you Gods—Antony calls on the gods to estimate the greatness of Cæsar's love.

burst—that sight caused his heart to burst, break. It was the ingratitude of Brutus rather than the swords of the conspirators that overcame Cæsar.

ran blood—Cæsar's blood splashed and ran over it.

wrongs—injustices. Analyse this sentence.

I'am no orator as Brutus is—Which is really the greater orator? All the time Antony is cleverly putting ideas into their minds in such a way that no one can accuse him of urging them against the conspirators. Here he is suggesting that Brutus by clever oratory has misled them.

blunt—not skilful in words.

were I Brutus If I were Brutus, and if Brutus were Antony. The general idea is, 'If I were an orator like Brutus I would rouse you to mutiny.' The crowd of course pays no attention to the cautious subjunctive of the verbs It hears 'Rise and mutiny' and is quite ready to do it.

the stones—not only the people but even the stones.

drachmas—Roman coins about 8 annas. Tiber-the river that flows through Rome.

Here was a Caesar—Here was a man who deserved the great name of Cæsar. When will there be another man like him?

to set on fire—to light, to make them burn.

Examples of Indirect Speech

I

Calpurnia answered that there are no comets seen when beggars die, but that the heavens themselves foretell death of princes.

Notice.—1. What Calpurnia says is a general truth, true at all times, therefore it is not put into the past tense when her words are turned into Indirect Speech.

2. It is common to link up separate remarks by conjunctions when turning Direct into Indirect.

II

Cæsar told Metellus sternly not to be so foolish as to think that Cæsar would be moved by his fawning. Metellus's brother was banished by decree; if Metellus bowed and prayed and fawned for him, Cæsar would turn him out of his way like a dog.

Note.—1. The command must be expressed by some verb which has that idea in it. *i. e., Command, order, tell, forbid. Said* and *answered* cannot express command.

2. The tenses alone are sufficient to show that the whole passage is indirect, but one might say 'He reminded Metellus that his brother.....'

3. Compare this with the original in the text, and notice that more proper names are used to avoid confusion of pronouns.

4. Notice that *'I shall' becomes 'Caesar would'* (*shall* and *should* for 1st person, *will* and *would* for 2nd and 3rd).

III

Cassius told Mark Antony that he did not blame him for praising Cæsar, but wanted to know what agreement Antony would have with them (the conspirators). Would he be reckoned in the number of their friends or should they go on and not rely on him?

Notice.—1. Indirect speech turns a nominative of Address into the indirect object of the introductory verb. One cannot have a Nom. of Addr. in Indirect Speech. If it ie unimportant it may be omitted altogether. Another method is seen below.

2. The sentence begins with a statement, introduced by *told*. The second part is a question and must be introduced by some verb that has the idea of question in it, *e g., ask, enquire, wonder, want to know*; (*but not question*).

3. *Them* (*the conspirators*). A noun in brackets after the pronoun is one way of avoiding confusion of pronouns.

4. In long speeches, after the opening sentences, it is possible to continue as above, where a question remains a question and only the change of tenses and pronouns shows that it is indirect. In the same way a command can be treated thus:—'Listen to the will', becomes 'Let them listen to the will'. This is not usually done except when reporting a long speech. (See V).

5. In II it was pointed out that *I shall* becomes *he would*, but here *shall we* becomes *should they*. Here it is felt there is an idea of decision, though hardly of determination. That would be sufficient to make *should* more appropriate than *would*.

IV

Addressing the crowd as his countrymen, Antony exclaimed that Cæsar's fall had been a great fall, for then they and he and all of them had fallen down.

He called them kind souls and asked if they wept when they saw Cæsar's wounded garment.

Notice—1. Two other ways of dealing with Nominative of Address, when the words have special significance.

2. An exclamation must be turned into a statement before it can be made Indirect.

3. A past tense in the Direct speech normally becomes past perfect in the Indirect, because it refers to a time before the introductory verb. This is often forgotten by students.

V

(*a*) Brutus said: "I promise that if Antony comes he shall be allowed to go away again in safety".

(*b*) Antony said: "If you hate me, kill me now, for there will never be a time or place so fit for me to die as here by Cæsar".

students must be as ready to turn Indirect into Direct as *vice versa*.

Notice. 1. "He shall be allowed"—This is not Future Simple but expresses Brutus's decision.

2. *Let them kill him now* becomes *kill me now.*

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7. AN AIRMAN'S LETTER TO MOTHER

[This is an actual letter written by an airman to comfort his mother in case he was killed in the war. He was killed, and so the letter was given to her. It was considered so helpful that it was published to comfort other people whose relations had been killed.]

Anonymous

Though I feel no premonition at all, events are moving rapidly, and I have instructed that this letter be forwarded to you should I fail to return from one of the raids which we shall shortly be called upon to undertake. You must hope on for a month, but at the end of that time you must accept the fact that I have handed my task over to the extremely capable hands of my comrades of the Royal Air Force, as so many splendid fellows have already done.

First, it will comfort you to know that my role in this war has been of the greatest importance. Our patrols far out over the North Sea have helped to keep the trade routes clear for our convoys and supply ships, and on one occasion our information was instrumental in saving

the lives of the men in a crippled lighthouse relief ship. Though it will be difficult for you, you will disappoint me if you do not at least try to accept the facts dispassionately, for I shall have done my duty to the utmost of my ability. No man can do more, and no one calling himself a man could do less.

I have always admired your amazing courage in the face of continual setbacks; in the way you have given me as good an education and background as any one in the country; and always kept up appearances without ever losing faith in the future. My death would not mean that your struggle has been in vain. Far from it. It means that your sacrifice is as great as mine. Those who serve England must expect nothing from her; we debase ourselves if we regard our country as merely a place in which to eat and sleep.

History resounds with illustrious names who have given all, yet their sacrifice has resulted in the British Empire, where there is a measure of peace, justice, and freedom for all, and where a higher standard of civilization has evolved, and is still evolving, than anywhere else. But this is not only concerning our own land. Today we are faced with the greatest organized challenge to Christianity and civilization that the world has ever seen, and I count myself lucky

and honoured to be the right age and fully trained to throw my full weight into the scale. For this I have to thank you. Yet there is more work for you to do. The home front will still have to stand united for years after the war is won. For all that can be said against it, I still maintain that this war is a very good thing; every individual is having the chance to give and dare all for his principles like the martyrs of old. However long the time may be, one thing can never be altered - I shall have lived and died an Englishman. Nothing else matters one jot nor can anything ever change it.

You must not grieve for me, for if you really believe in religion and all that it entails, that would be hypocrisy. I have no fear of death; only a queer elation . . . . . I would have it no other way. The universe is so vast and so ageless that the life of one man can only be justified by the measure of his sacrifice. We are sent to this world to acquire a personality and a character to take with us that can never be taken from us. Those who just eat and sleep, prosper and procreate, are no better than animals if all their lives they are at peace.

I firmly and absolutely believe that evil things are sent into the world to try us; they are sent deliberately by our Creator to test our mettle because He knows what is good for us. The Bible

is full of cases where the easy way out has been discarded for moral principles.

I count myself fortunate in that I have seen the whole country and known men of every calling. But with the final test of war I consider my character fully developed. Thus at my early age my earthly mission is already fulfilled and I am prepared to die with just one regret, and one only – that I could not devote myself to making your declining years more happy by being with you; but you will live in peace and freedom and I shall have directly contributed to that, so here again my life will not have been in vain.

AIDS TO STUDY

premonition—an inner warning before an event. *Monitor*—elder schoolboy appointed to warn others.

intructed– a transitive verb. The object must be understood.

That it be forwarded—subjunctive. Careful writers still use the subjunctive.

Should I fail—If I should fail.

raids—Bombing planes went on raids over Germany. What is the difference between *raid* and *invasion?*

be called upon—The commander will call upon us to undertake raids : order us, request us.

hope on—go on hoping. Sometimes planes were shoot down, and their pilots were made prisoners by the Germans. News of them might be slow in reaching England.

handed my task over : He thinks of the work which is carried on, not of his own death.

as – in the same way that.....

role—the part I was playing, as in a play.

of the greatest importance—most important.

to patrol—to guard or supervise by moving about. 'The police patrol the streets to see that all is well.' A patrol —the man, ships or aircraft so engaged, or the journeys that they make. This last sense is needed in this sentence.

route—ways.

a convoy—a number of ships sailing together for protection and accompanied by warships.

instrumental—useful. An instrument is a tool by which something can be done.

crippled—badly damaged, hardly able to move

relief ship—ship bringing supplies to a light-house.

disappoint—This word is wrongly used in Travancore. When you hope for some good thing and then fail to get it, then you are disappointed. The young man hopes his mother will try to accept the truth calmly.

at least try—even if she does not succeed.

I shall have done—This is the Future Perfect tense, not often used. From the present he looks into the future. *I shall*. From that future he looks backwards, *have done*. Complete the following. By next year they will— —their house. By next Monday we — — —this chapter. This tree will by next year— —much taller.

Noman can (is able to) do more than his best and no one who claims to be a true man could (could bear to) do less. The first is a physical impossibility and the second a moral impossibility.

Setbacks—difficulties, disappointments.

in the face of—against, in spite of.

background—The general setting of his life, the school he went to, the way he spent his holidays, the travel he could afford, the friends he made, the interests he pursued.

Many parents take great pains to give their children a good background.

Seemingly this mother was a widow, and not rich. The young man makes no mention of brothers or sisters; he was an only son.

keep up appearances—not to allow poverty to be obvious. Things must appear all right to others.

struggle—her great effort to bring him up well.

Far from it—The truth is quite different.

What was his sacrifice? To sacrifice means to make something sacred by giving it to God, or giving it in a good cause.

debase—make low.

resounds—echoes with. The sound is heard again and again.

illustrious—bright, famous—'To illustrate' means to brighten with pictures, or to make something clear by means of a picture.

a measure of—a certain amount of. He does not claim perfection.

has evolved—has developed.

In what way does he think of the Empire? Is it the size or the power or the riches? It seems as if every Empire the world has seen believed it was bringing benefits to the nations under its sway. [Does God give the power to each nation in turn so that it may make some contribution to the advancement of the whole?]

This (war) is not only for the sake of England

faced with—having to meet.

Christianity and civilization—Hitler wanted to make the State supreme over conscience. The worship of the State is a constantly recurring form of false religion in history. In order to gain his own objects, Hitler encouraged violence and intolerance and the distortion of history

and philosophy, to throw my weight—as if he were a weight in a pair of scales.

weight—all the force of his character.

work for you—When people are sad, it is kind to give them something to do for the sake of those they love.

The front—The place where active fighting goes on. The expression *the home front* was invented to show that great activity is also needed at home, reforms, social work, etc.

For all—in spite of all.

martyr—the word properly means 'witness', it is used particularly of those who witnessed to their faith by dying rather than giving up their belief.

However long—What time is he thinking of? The length of the war? It is right that every nation should be proud of itself. It must also learn to appreciate the natural pride of other nations.

grieve—mourn.

entails—makes necessary—Belief in religion makes necessary a belief in life beyond death. c. f. 'To get a degree entails plenty of hard work'.

hypocrisy—pretence, unreality. hypocrite (n), hypocritical (adj).

elation—an excitement, a lifting up of his soul.

I would have it—I don't want it to be any other way.

evil sent to try us—to test the soundness of our characters. 'Temptation'—testing.

deliberately—after consideration, purposely. To deliberate—to consider.

mettle—the stuff we are made of, courage, endurance.

easy way out (of a difficulty).

for moral principles—because it was wrong. What is the difference between *principle* and *principal*? Which is the adj?

count—consider.

calling—profession, job. God calls us to different types of work.

mission—a sending. He has said 'We are sent to acquire a character'.

I shall have contributed—again the Future Perfect Tense. He will have done his share.

EXERCISE

(*a*) Put into Interrogative and Negative :—

Nothing else matters.

He knows what is good.

(*b*) Take the last paragraph and read it through in the indirect form. Remember that *I shall* becomes *he would*.

(*c*) *The Empire where there is a measure of peace*....

In this case *where* is a Relative Adverb and begins an adjective clause qualifying the noun Empire.

See also:—

I remember the house *where I was born*.

Can you find the place *where we stopped reading?*

I have no time *when I can read novels*.

These are all adjective clauses immediately following nouns and qualifying them. Beware of crying 'Adverb Clause !' as soon as you see *when* and *where*.

8. FLORENCE NIGHTINGALE AND THE ARMY PURVEYOR

[Part of Act II Scene 2 from Reginald Berkeley's play, "The Lady with a Lamp". Reginald Berkeley is a student of history and the play is based on actual historical records. The play traces the course of 'Florence Nightingale's life and work (1820—1910). She belonged to a rich family but in her girlhood she felt called to a life of service. After much argument she got her parents' consent and did as much nursing training as was passible in those days. For some years she was in charge of a nursing home in England and her organising ability and force of character became known. During the Crimean war, owing to unbelievable bungling and mismanagement, sick and wounded soldiers were dying in large numbers in the so-called hospitals. So she was asked by the Government to go out to Scutari near Constantinople to reorganise the military hospitals and the nursing service there. Florence Nightingale accepted this call to service, and went out with a party of ladies and trained nurses. From that time onwards she gave her whole strength to organising efficient care for the sick and wounded soldiers.]

FLORENCE (*entering*): Come in. (BAMFORD, *the Purveyor to the Forces at Scutari, is a harassed, fat, elderly man with an air of grievance. He follows reluctantly.*) Sit down. (BAMFORD *sits at the table*): Selina, will you give me the stock accounts showing what I've supplied to the hospital? (*Sitting at table and moving chair to convenient position*).

SELINA (*brings four lists from the cupboard*): Yes, I've got them here.

BAMFORD (*trying to bluster*): But this is nothing to do with me, Miss Nightingale. If you choose to expend private funds instead of coming to my store, you can't expect a refund from the Treasury.

FLORENCE (*quelling him with her eye*): When I suggest a refund, Mr. Bamford, it will be time enough for you to talk about it. And as for your store, do you know how much I've had from your store since I came here? Nothing.

(*Look from* SELINA)

No, wait. (*Remembering*) We had two-hundred hospital gowns last month.

(SELINA *nods and resumes seat*)

Do you know how much I've applied for? (*Takes up list from table.*) Look at that list. (*Gives it to him*) "Not in store." "Not in Store." Those are your clerk's initials, aren't they?

BAMFORD (*sulkily*).....Well?

FLORENCE: Do you know how many articles were washed in this hospital in the month before my arrival?.....Six! That's your business, isn't it?

BAMFORD: (*Muttering*): The contractor let me down.

FLORENCE: Then you didn't supervise him. I'm using the same contractor.

BAMFORD (*on his dignity*); I've other things to do besides watching washerwomen do their work.

FLORENCE: Then it's a pity you don't do some of them. You're supposed to purvey this hospital. Do you know how much I've supplied out of my private funds? Eleven thousand shirts. Over seven thousand knives, forks and spoons. And a couple of thousand Turkish dressing gowns. Look at this full account. (*Places two lists before him.*) Look at the list of medical comforts. Now look at this. This is your return dated January 1st, that's two months ago, obtained by me before I sent out and bought the things myself for distribution to the patients. (*Reads.*) Tin plates—none. Candlesticks none. Drinking cups none. Knives, Forks and Spoons—none. Bolsters—none. Slippers—none. Flannel shirts—none. Socks pairs—none .....Night-caps—a few. For the old women in trousers; I suppose.

BAMFORD (*whining*): You don't make allowances for our position. You forget we had a ship sunk in the hurricane.

FLORENCE: I've heard nothing but that wretched ship as an excuse for mismanagement

ever since I came here. One might really think that the entire resources of Great Britain went down with her. The *Prince* was sunk on the fourteenth of November. That gave you exactly six weeks in which to replace the supplies. Or you could have done it locally.

BAMFORD: I can't get these things locally.

FLORENCE: My good sir, if I can, you can.

BAMFORD (*Grumbling*): They're not the regulation pattern.

FLORENCE: I see. So the patients are to tear their food with their fingers and drink out of their hats until you can obtain the regulation issue?

BAMFORD: Ah, but in any case they can't have new mess utensils. They've got their necessaries in their kit. They're supposed to bring those into hospital when they come.

FLORENCE: But you know as well as I do that all the kits were dumped in Bulgaria, when the Army moved to the Crimea.

BAMFORD: Then they must get this replacement regimentally.

FLORENCE: But how can they when they're a thousand miles away from their battalions?

BAMFORD (*firmly*): I can't make a second issue. It's against the War Office Warrant.

FLORENCE : Mr. Bamford, what do you honestly think of such rules—

BAMFORD (*cautiously*): It's not for me to criticize the War Office regulations.

FLORENCE: No, but it is for you to interpret them with common sense. Yesterday Dr. Ames requisitioned for extra fuel. His ward is very exposed. You refused and I supplied the fuel. Yet you had plenty of fuel.

BAMFORD: Dr. Ames' ward had the regulation allowance.

FLORENCE: (*rise to c.*): But, man, the place was like an ice-house. It's barely weatherproof. The patients might have died.

BAMFORD (*condescendingly*): You see, you can't increase the fuel ration except by order of the Board. I know it must be very difficult for a lady who is accustomed to ordering what she pleases to realize the necessity for conforming to regulations. But when you're in the Army you've got to understand—

FLORENCE (*facing him*): Don't talk nonsense. I have the strictest regulations for my nurses. But they're drawn and administered with the idea of promoting efficiency and saving human life, not putting a premium on stupidity and death. The Army is merely a matter of common sense.

BAMFORD (*rises stiffly*): I beg your pardon, madam, the Army is nothing of the kind. The Army's a matter of strict unquestioning obedience.

FLORENCE: I see. Well, I'm glad you realize the difference between the two. Then according to your idea it would be more praiseworthy to lose a battle by rule of thumb than to win one by orginality?

BAMFORD (*stubborn*): I've got my orders. That's all I know.

FLORENCE: Mr. Bamford, please be reasonable. I've shown you from these accounts how largely we have been self-supporting here. But you must help us sometimes. At this moment there are two ships discharging wounded. I want hospital gowns and blankets for them. (*Sitting again at table*).

BAMFORD: I'm sorry, madam—you can't have them. (*Pertly.*) Why not continue to be self-supporting?

FLORENCE (*disregarding the sneer*): There are bales of them in your store.

BAMFORD (*wringing his hands*): But I tell you those haven't been passed, madam. There's no Board till next week.

FLORENCE (*patiently*): I see your difficulty, and though I think it's ridiculous of you,

I wouldn't come to you if I could get them from civilian sources. But I can't. I've tried.

BAMFORD (*with barely concealed satisfaction*): That's a great pity. So the despised purveyor is of some use after all. Well, they'll have to make shift with what they've got, I'm afraid. (*moving away*).

FLORENCE (*rising*): No, Mr. Bamford, they will not have to make shift.

(*He stops*)

I ask you to supply these things. They're absolutely necessary.

BAMFORD: I'm sorry, I can't.

FLORENCE: Think again.

BAMFORD: I tell you I can't.

FLORENCE: I *order* you to supply these things.

BAMFORD (*Sulks*): I'm not responsible to you, or to the Army. I'm an official of the Treasury. You know the regulations. Change the regulations and I will be glad to oblige.

FLORENCE: I'm not going to change the regulations. I'm going to change the Purveyor.

BAMFORD: Ha! Ha! I'd like to see you.

FLORENCE: You shall.

BAMFORD (*uneasily*): You've no ground for complaint. I'm only doing my duty.

FLORENCE: Unless I receive this requisition in full within an hour, I shall inform the Government that I cannot continue to hold my post if you remain in yours.

BAMFORD (*grumbling*): But Mr. Herbert knows my position. Besides, what can Mr. Herbert do now? He's not in the Government.

FLORENCE: I shall not write to Mr. Herbert at all. I shall telegraph to Lord Palmerston.

BAMFORD (*pale*): You can't do that.....

FLORENCE: Can't I? You will see.

BAMFORD (*fluttering*): But, madam—I'm a married man. Think of my wife. I'm only doing my duty.

FLORENCE: And I'am doing mine, Mr. Bamford. A higher duty than yours. A duty to men in agony. Married men some of them too, Mr. Bamford. Think of their wives.

BAMFORD (*protesting*): You're asking me to risk dismissal.

FLORENCE: I'm asking you to save yourself from dismissal and public ignominy. And I'm giving you *an hour* to do it in.

BAMFORD: It is such a large requisition. (*Reluctantly.*) I suppose a hundred wouldn't do? A hundred of each, I mean? I think I

could manage a hundred without the Board noticing.

FLORENCE: I want the full number on that requisition—five hundred and ninety. And I want them in an hour.

(*A little pause*)

BAMFORD (*sulkily*): Well, you'd better send someone with me to take delivery.

(*Exit*)

FLORENCE: Yes....Corporal Jones, you go.

CORPORAL (*lazily*): Yes, Ma'am.

FLORENCE: (*sharply as he hesitates*): And don't waste time.

CORPORAL (*taken aback*): No, mum. Certainly not, mum.

AIDS TO STUDY

This scene is laid in Miss Nightingale's office in Scutari.

Purveyor—an official of the Treasury sent out to distribute stores and to keep an eye on the extravagant use of them.

Selina—the name of one of Florence Nightingale's ladies.

Nothing to do with me—This business does not concern me,

Private funds—Florence was forced to use money collected by charitable people because army supplies were so badly organised that she could seldom get what she wanted for her sick

Expend—spend, pay out, (*n.*) expense, (*adj.*) expensive.

When I suggest, it will be time—The principal clause is in the future tense, but the sub. cl. is present. This is

normal. When the context sufficiently shows the future, that tense is not used.

e. g.—I am going to Madras on Tuesday.
I start for ,, ,,

This is specially true in Sub-clauses of time and condition, where the Present Tense is correct.

He will see to it *when he comes.*
I shall wait *until the rain stops.*
I must go on foot *unless the car comes soon.*
If I go, I shall soon return.

Look—Selina gives her a look to warn her of a mistake.

Wait—Wait a minute while I think.

Hospital gowns—garments for sick soldiers to wear.

well?—Well is often used as the introduction to a sentence. Bamford means 'Well what do you want to say about that?,

a contractor—one who has signed a contract to do a certain job.

N. B.—(*vb.*)	to conTRACT	(*n.*)	CONtract
	to preSENT		a PREsent
Remember	also—fourTEEN		FORty
	fifTEEN		FIFty, etc.

English puts a strong emphasis on one syllable in a word. Failure to do this sometimes causes confusion. Various nouns and verbs are spelt the same but accented differently.

Look up the many uses of *contract* in a good dictionary.

on his dignity—assuming a dignified tone, somewhat offended.

your business—It is your duty to see to that.

is'nt it—In English a negative in the question does not alter the meaning of the question It merely shows that the speaker expects an affirmative answer. This has been said many times in these notes, but it needs emphasising.

let me down—failed me, disappointed me.

Then—(here not used with reference to time) If that is so.

to suppose—to imagine—'I suppose you are going home for the holidays'.

When used in the passive, 'You are supposed' it means, 'People imagine you are doing the work but you are not'. See below 'They are supposed to bring those into hospital'.

return—official report which has to be returned to the head office.

Old women in trousers.—She is mocking him. He has nothing really useful for wounded soldiers. There are no 'women in trousers'. Night caps were worn by elderly bald people to protect their heads at night.

Went down—were sunk.

You could have done it—The tense shows that he did not do it. *Could, would, should, might and ought,* followed by the Perfect infinitive, (Active or Passive) show that the action did not take place. There is with it a conditional clause. Perfect Tense, expressed or understood *e. g.*—Active.

If you had been quick, you *might have caught* the bus.
You *ought to have stamped* the letter before posting it.
Passive.
This letter *should have been posted* yesterday.
If he had been caught, he would have been punished.
Learn these sentences by heart and use them as patterns on which to build other sentences of this type.

My good Sir,—Florence's rising annoyance is shown by her efforts to be very polite.

mess utensils—Spoons, plates, etc. Each soldier should have his own set.

to dump—to set down or drop with a bump, roughly.

'They dumped the rubbish into a pit'. Do not make a rubbish dump (n) near the house.

Sometimes 'dump' means a temporary store, an ammunition dump.

It is a historical fact that the commanders expected a short war, so most of the soldiers' belongings were set down in Bulgaria, while the army went to the Crimea. There they suffered bitterly for lack of them.

regimentally—Through their regiments, not through the hospital.

issue—a giving out. The verb can be transitive or intransitive. The procession issued from the palace. 'The Minister issued orders'.

Warrant—order.

it is for you to—It is your duty to.

requisitioned for—made a request or demand for.

exposed—(here) unsheltered, exposed to winds.

man—used as nominative of address, implying some annoyance.

Ice house—as cold as a house for making or storing ice.

weather proof—It hardly keeps out the wind and rain c. f. water-proof.

It must be difficult for a lady to realise—This construction gives much trouble to students. Practise it.

It is difficult	for me	to come in time.
It is hard	for children	to work long hours.
It may be easier	for you	to do it this way.

Complete the following.—It is good, It is impossible, It would be pleasant, It is necessary, etc.

drawn—drawn up, made.

putting a premium on—giving an advantage (or reward) to—

stiffly—with angered dignity.

I beg your pardon—often used to introduce a correction to the last speaker's remark.

I'm glad you realise—She speaks sarcastically. Her words sound polite, but they mean 'Common sense and army obedience are two different things.'

rule of thumb—Methods based on experience following a well known pattern. 'You say it is better to keep ordinary rules and lose a battle than to try new ways and win.'

discharging—unloading wounded brought across the Black Sea, from the Crimea. What other meanings of 'discharge' do you know?

sneer—rudeness, contemptuous remark.

wringing—twisting his hands together, a sign of distress.

passed—by a board meeting.

ridiculous—Please notice spelling. Ridicule (n. and vb.)
Do not ridicule the unfortunate
A proud man cannot bear ridicule.

with barely—Bamford is not really sorry. He can hardly hide his pleasure.

after all—in spite of all that has been said.

to make shift—to manage somehow though not well.

Change the regulations—This use of the imperative mood is an alternative to a conditional clause. 'If you change the regulations, I'll be glad to do what you want.'

to oblige—in the sense of putting someone under an obligation to you, making them debtors to you for some favour; here it simply means to do a kindness.

I'd like to see you (try)—It will amuse me to see you try to do it. You cannot do it.

You shall expressing the determination of the speaker.

ground—cause, foundation.

Besides and beside—What is the difference ?

Mr. Herbert—Florence's friend, recently at the War Office.

Lord Palmerston—Prime Minister.

a married man—i. e. My family will suffer.

.....without the Board noticing—The stupid man still fears the Board rather than the displeasure of the Prime Minister. He still thinks more of keeping the letter of the law than of saving men's lives. Pick out further examples of his stupidity. He is not really heartless, but he does not use his intelligence.

you had better—it would be better for you. Use.

taken aback—startled, painfully surprised.

ma'am, mum—shortened, forms of Madam.

This conversation gives ample scope for practising indirect speech. Revise the rules that are briefly summarised in the Appendix, and work plenty of examples until you have no fears or doubts left on the subject of Indirect Speech.

9. THE END OF THE ROAD

[John Buchan (1875-1940) was a historian and a writer of novels of adventure. There is a strength and a nobility about all his work that makes it deservedly popular. He belonged to a fine Scottish family and was sent to Canada as Governor General with the title of Lord Tweedsmuir. The following account of Lincoln's death is from his biography of the President.]

Two years passed, and once again it was spring in Washington—about half-past ten of the evening of the 14th of April—Good Friday—the first Eastertide of peace. The streets had been illuminated for victory and the gas jets were still blazing, while a young moon climbing the sky, was dimming their murky yellow with its cold pure light. Tenth street was packed from end to end by a silent mob. As a sponge cleans a slate, so exhilaration had been wiped off their souls. On the porch of Ford's Theatre some gaudy posters advertised Tom Taylor's comedy, *Our American Cousin*, and the steps were littered with paper and orange-peel and torn fragments of women's clothes for the exit of the audience had been hasty. Lights still blazed in the building, for there was nobody to put them out. In front, on the side-walk, was a cordon of soldiers.

Stanton elbowed his way through the throng to the little house, Mr. Peterson's, across the street. The massenger from the War Departmen

had poured wild news into his ear,—wholesale murder everybody—the President, Seward, Grant. Incredulous he had hurried forth, and the sight of that huge still crowd woke fear in him. The guards at Mr. Peterson's door recognised him and he was admitted. As he crossed the threshold he saw ominous dark stains.

A kitchen candle burned below the hat-rack in the narrow hall, and showed further stains on the oilcloth. From a room on the left hand came the sound of women weeping.

The door at the end of the passage was ajar. It opened on a bare little place, once perhaps the surgery of some doctor in small practice, but now a bedroom. A door gave at the farther side on a tiny veranda, and this and the one window were wide open. An oil lamp stood on a table by the bed and revealed a crowd of people. A man lay on the camp-bed, lying aslant, for he was too long for it. A sheet covered his lower limbs, but his breast and shoulders had been bared. The head was nearest to the entrance, propped on an outjutting bolster.

A man was leaving whom Stanton recognised as Dr. Stone, the Lincoln family physician. The doctor answered his unspoken question. "Dying." he said. "Through the brain. The

bullet is now below the left eye. He may live for a few hours - scarcely the night."

Stanton moved to the foot of the bed like one in a dream. He saw that Barnes, the Surgeon-General sat on a deal chair on the left side, holding the dying man's hand. Dr. Gurly, the minister, sat beside the bed. He noted Sumner and Welles and General Halleck and Governor Dennison, and back in the gloom the young Robert Lincoln. But he observed them only as he would have observed figures in a picture. They were but shadows; the living man was he who was struggling on the bed with death.

Lincoln's great arms and chest were naked, and Stanton, who had thought of him as meagre and shrunken, was amazed at their sinewy strength. He remembered that he had once heard of him as a village Hercules. The President was unconscious but some tortured nerve made him moan like an animal in pain. It was a strange sound to hear from one who had been wont to suffer with tight lips. To Stanton it heightened the spectral unreality of the scene. He seemed to be looking at a death in a stage tragedy.

The trivial voice of Welles broke the silence. He had to give voice to the emotion which choked him.

"His dream has come true," he said—"the dream he told us about at the Cabinet this

morning. His ship is nearing the dark shore. He thought it signified good news from Sherman."

Stanton did not reply. To save his life he could not have uttered a word.

Then Gurley, the minister, spoke, very gently, for he was a simple man sorely moved.

"He has looked so tired for so long. He will have rest now, the deep rest of the people of God.....He has died for us all.....To-day nineteen hundred years ago the son of Man gave his life for the world.....The President has followed in his Master's steps."

Sumner was repeating softly to himself, like a litany, that sentence from the second Inaugural — "With malice toward none, with charity for all."

But Stanton was in no mood for words. He was looking at the figure on the bed, the great chest heaving with the laboured but regular breath, and living again the years of colleagueship and conflict. He had been loyal to him: yes, thank God! he had been loyal. He had quarrelled, thwarted, criticized, but he had never failed him in a crisis. He had held up his hand as Aaron and Hur held up the hands of Moses...

The Secretary for War was not in the habit of under-rating his own talents and achievements. But in that moment they seemed less than nothing. Humility shook him like a passion. Till his dying day his one boast must

be that he had served that figure on the camp-bed. It had been his high fortune to have his lot cast in the vicinity of supreme genius. With awe he realized that he was looking upon the passing of the very great.....There had never been such a man. They never could be such an one again. So patient and enduring, so wise in all great matters, so potent to inspire a multitude, so secure in his own soul.... Fools would chatter about his being a son of the people and his career a triumph of the average man. Average! Great God, he was a ruler of princes, a master, a compeller of men... He could imagine what noble nonsense Sumner would talk....He looked with disfavour at the classic face of the Bostonian.

But Sumner for once seemed to share his feelings. He, too, was looking with reverent eyes towards the bed, and as he caught Stanton's gaze he whispered words which the Secretary for War did not condemn: "The beauty of Israel is slain upon thy high places."

The night hours crawled on with an intolerable slowness. Some of the watchers sat, but Stanton remained rigid at the bed-foot. He had not been well of late and had been ordered a long rest by his doctor, but he was not conscious of fatigue. He would not have left his post for a king's ransom, for he felt himself

communing with the dying, sharing the last stage in his journey as he had shared all the rough marches. His proud spirit found a certain solace in the abasement of its humbleness.

A little before six the morning light began to pale the lamps. The window showed a square of grey cloudy sky, and outside on the porch there was a drip of rain. The faces revealed by the cold dawn were as haggard and yellow as that of the dying man. Wafts of the outer air began to freshen the stuffiness of the little room.

The city was waking up. There came the sound of far-away carts and horses, and a boy in the lane behind the house began to whistle, and then to sing. "When I was young", he sang—

" When I was young I used to wait
At massa's table. 'n' hand de plate,
An' pass de bottle when he was dry,
An' brush away de blue-tailed fly".

"It's his song", Stanton said to himself, and with the air came a rush of strange feelings. He remembered a thousand things, which before had been only a background of which he had been scarcely conscious. The constant kindliness, the gentle healing sympathy, the homely humour which he once thought had irritated but which he now knew had soothed him.....This man had been twined round the roots of every heart. All

night he had been in an ecstasy of admiration, but now that was forgotten in a yearning love. The President had been part of his being, closer to him than wife or child. "But I can't forget," the boy sang,—

"But I can't forget, until I die
Ole Massa an'de blue-tailed fly".

Stanton's eyes filled with hot tears. He had not wept since his daughter died.

The breathing from the bed was growing faint. Suddenly the Surgeon-General held up his hand. He felt the heart and shook his head, "Fetch your mother," he said to Robert Lincoln. The Minister had dropped on his knees by the bedside and was praying.

"The President is dead," said the Surgeon-General and at the words it seemed that every head in the room was bowed on the breast.

Stanton took a step forward with a strange appealing motion of the arms. It was noted by more than one that his pale face was transfigured.

"Yesterday he was America's," he cried. "Our very own. Now he is all the world's .... Now he belongs to the ages"

AIDS TO STUDY

Good Friday—the day which Christians keep in memory of the death of Christ. Easter, the feast of the Resurrection follows two days later.

Eastertide—the season of Easter.

illuminated—lighted up. (n) illuminations, (adj) luminous

jet—gas (for lighting) or water, that springs out of its pipe like a tiny fountain.

murky yellow—the moonlight made the artificial light look dull.

Tenth Street—The streets in Washington are all numbered, so they are easily found.

exhilaration—joyful excitement. Instead of celebrating the victory the huge crowd suddenly went sad and silent.

exit—the going out. Lincoln was shot in the theatre, and carried across the road to this small house. The audience rushed out of the theatre and some women's clothes got torn. *Exit* (Latin =He goes out. This is now used as noun or verb.

cordon—cord. A line of guards to keep back the crowd.

Stanton Lincoln's Secretary for War, a great helper of his.

poured into his ears—told him.

wholesale—a metaphor from buying and selling—on a large scale. Seward—Secretary of State; Grant—Lincoln's chief General.

incredulous—not believing. unable to believe. Also *credible, incredible, credulity, credulous, creed, credit*

ominous—adjective from *omen*. —warnings of evil.

rack—any kind of frame for arranging and keeping belongings, *hats, papers, umbrellas, etc.*

hall—Inside the front door of a good house there will be a large open space from which doors open into various rooms. In a small house the space will be no more than a passage, but it is still called the hall

in small practice—who had a small practice (business of doctor or lawyer). What is the difference between *practice* and *practise, advice* and *advise* ?

the door gave on—it opened on to. This is one of the less usual usages of *gave*. How many of these others do you know ? Give out, give off, give up, give away, give in, give way, give over.

the one window: This shows the room had only one window.

aslant—slanting, diagonally. Lincoln was a very tall man.

out-jutting—The bolster stuck out beyond the frame of the bed

deal—pine wood, a cheap wood.

minister—To minister is to serve. There are ministers of state and also ministers of religion, such as Dr. Gurly. The other men are not of any importance to us. Robert was the President's son.

who had thought—Notice the tense. What does it tell you?

Hercules—the strongest of the Greek heroes.

tortured—in great pain.

wont—(an old past participle accustomed.

tight lips—firm lips. Trembling lips show weakness.

heightened—increased.

failed him—failed to serve him well.

held up his hand—The reference is to the Bible, Exodus Ch. 17. v. 11., where Moses holds up his hands in prayer. When he is tired his hands fall down, and the battle goes against the Israelites. So Aaron, and Hur hold up Moses' hands for him till the victory is won.

to rate—to estimate value. To *under-rate*—to set too low a value on a thing (Notice also *over-rate, first rate;* etc.) Stanton was not particularly humble.

to have his lot cast—lot, fortune, chance. Though we do not believe that our lives are governed by chance, but by God, we stili sometimes talk about 'lot.' Stanton had had the great good fortune to live and work closeto

genius of the highest kind. Superior—higher, supreme —highest.

so patient, etc.,—Lincoln had had a very difficult time as President, with much criticism, misunderstanding, intrigue, stupidity and failure all around him. Part of his greatness is that he bore all this without quarrelling with any one.

potent—powerful, e. g. a potent medicine, a potent argument. Omnipotent—all-powerful.

secure—safe, 'founded upon a rock'.

Stanton could imagine.....—Sumner, the Secretary of State, was from Boston and appeared more cultured than some others.

The beauty of Israel.....David's famous lament when King Saul and Jonathan were killed on the mountains of Gilboa. "How are the mighty fallen in the midst of the battle!"

Intolerable—that cannot be borne. (vb.) to tolerate, (n.) toleration, tolerance, (adjs.) tolerant, intolerant, tolerable.

for a king's ransom—in order to win as much money as would ransom a king. An old expression still used.

Communing with—holding communion with. Somehow sharing his mind without (in this case) any of the ordinary methods of doing so.

spectral—adj. from *Spectre*, a ghost. He could not believe that what he saw was real; the President's moans made it more unreal.

trivial—small, light, unimportant.

to give voice to—to express, to let out.

His dream—Lincoln had in fact dreamt that he was on a ship nearing a dark shore. He had dreamt it before, and on those occasions it had been followed by good news Sherman was his most successful General, See Whitman's 'O Captain, my Captain'.

to save his life—Even in order to save his life.....

to utter—Notice that the object of *utter* must always be a noun and never a clause. *i. e.* It can never be used for indirect speech.

sorely moved—his feelings were deeply, painfully stirred.

He has looked—the Present Perfect tense, which links up the past with the present. It carries the past (or its close effect) right into the present.

litany—a series of short prayers, after each of which the congregation repeats one single sentence.

Second Inaugural (address)—To inaugurate to begin. Lincoln was twice elected president, and the address he gave at his second inauguration, during the war, is famous.

charity—kindness, forgiveness.

in no mood for—at that time he did not feel like talking. *Moods* changing feelings. 'She is in a good mood just now.'

laboured—difficult. It was a great effort to breathe. c. f 'He gave me a laboured explanation of his mistake'

living again—remembering vividly.

colleague—fellow worker.—*ship*, common ending for abstract nouns. He had been his colleague but he had not always agreed with him (*conflict.*)

rough marches—to be taken metaphorically.

certain solace—a certain amount of solace—comfort, (vb.) console. (n.) consolation. He longed to do something to help his friend. His deep humbling of his proud spirit (by standing there so long) brought him some comfort.

haggard and yellow—thin, tired, pale—the paleness of sun burnt men.

wafts—puffs—*To waft*, to blow something along.

stuffiness—closeness. *Stuffy*—airless, insufficiently ventilated.

Massa—American negro pronunciation of Master.

n' land de plate—and hand the plate. To hand (vb)—to pass, to give. 'Hand me that book, please' Negroes are very musical Their tunes and their voices are excellent, but not their pronunciation of English.

his song some song that had amused Lincoln, and that perhaps he had sung. The tune (*air*) brought back to Stanton's mind all sorts of incidents in his friendship with Lincoln.

a background—these things had been there in his mind though he had not consciously been thinking of them.

homely—natural, simple, not trying to be anything wonderful. At one time Stanton had thought the President's little jokes annoying. Now he realised his humour had made life easier for Stanton.

to twine—to twist round, as a climbing plant twists round a tree.

the roots—the depths of the heart. The metaphors seem a little confused here.

ecstasy—in a state of exalted feeling.

yearning—longing, aching.

transfigured—changed, shining.

10. WHERE IS SCIENCE LEADING US?

[Dr. C.W. Pennycuick is Chemistry Professor at Adelaide University. He writes and broadcasts on scientific subjects. The following is a Broadcast Talk from Adelaide, Australia.]

When man first began to think he asked himself the deepest of all questions—a question which you have undoubtedly asked yourself many times: What is the Meaning of Life? What is it all about? Where are we all going? What drives men ever forward to work and worry?

And now there's this other big question—a newer question which is beginning to force itself into our notice. One that is not ages old..... that has not been with us since man first began to think. It is: Where is Science Taking Us?

First, where is science taking us with regard to ethical and spiritual values? We know what it is doing with regard to material things, for material things are its daily business; but what is it doing with regard to non-material things? If the answer were "nothing at all," that would be bad enough; but the actual answer is 'less than nothing". Here science is actually doing less than nothing; for its material teachings have been so overemphasised that many people are floundering and wondering whether after all man is but a fortuitous machine animated by forces over which he has no control.

Let's concentrate on material things, the things that form the very stronghold of science. Look at the machine, for instance.

This is the age of the machine. Machines are everywhere in the fields, in the factory, in the home, in the street, in the city, in the country everywhere. To fly, it is not necessary to have wings; there are machines. To swim under the sea, it is not necessary to have gills, there are machines. To kill our fellow men in over-whelming numbers, there are machines. Petrol machines alone provide ten times more power than all human beings in the world. In the busiest countries, each individual has six hundred human slaves in his machines.

What are the consequences of this abnormal power? Before the war, it looked as though it might be possible, for the first time in history to provide food and clothing and shelter for the teeming population of the world—every man, woman and child. This would have been one of the greatest triumphs of science. And yet, if you remember, we saw the world crammed full of food and people hungry. To-day the larders are bare and millions starving. That's the war, you would say. When the machines of peace once more begin to hum, are we going to see again more and more food and people still hungry? For that's the way of science and

the machine age—it produces the goods, it makes the goods, but avoids the consequences.

And is it not the machine age that gives us year by year more hours of leisure but fails to teach us how to use them? Gives us mechanical habits of mind and represses the spirit of adventure—except along machine-made lines? We will need all our creative powers to think our way out of the social problems to which science has led us.

It is science that has given us the unexpected redistribution of the age groups. Almost every year, some modern drug adds a little more to the average span of life, until the upper group is over-crowded. In the United States, for instance, there are already nine million people over the age of sixty. In fifteen year's time, this number will reach the astonishing figure of forty-five million. Who is to keep them? It will need some re-adjustment. In the distant future we may envisage the day when in Australia there will be one baby living on the baby bonus, and a hundred aged people living on the old-age pension. That'll be the day!

And so science goes on raising its problems. Compared with our fundamental question: What is Life? these problems may seem of less importance. But they are not really so. They

will not remain so now that science has gained some measure of control over that Frankenstein monster, atomic energy.

What is happening is that science is creating problems faster than they can be solved. Man is struggling in a sort of vicious circle, always striving to catch up and never getting nearer. And there are no signs that the glut of discoveries is coming to an end. War is the worst example; science has pushed it so far forward that ethics and morals are floundering hopelessly behind.

It makes one sometimes ask: What is science really after? What are its aims? What is its goal?

Its aims seem to be obvious. They are material, of course. One is the complete understanding, indeed the conquest, of man's environment: the conquest of everything material, big or small, within man's reach.

The other aim is the understanding of all the mysteries that lie within the human body—the material mysteries, the innumerable chemical and physical actions that make the body work.

If these are the apparent aims of science, surely they cannot represent the ultimate goal. The ultimate goal, if there is such a thing, must be the understanding of everything that makes life worth-while, the enrichment of all that life means. That goes beyond material things; for

man needs more than food and shelter and clothing and the understanding of what goes on within his stomach.

What is really needed in the world to-day, perhaps more than ever before, is not some new world-shattering discovery in nuclear physics, or some breath-taking discovery in chemistry or medicine. The advance for which the world is waiting, beyond any doubt, is a small advance—a slight advance—in charity, in understanding, for-bearance, tolerance, justice and mercy. That is what the world is waiting for, and waiting rather anxiously.

But charity, and tolerance, and forbearance, and the understanding of one another are non-material matters. And in non-material things—in the simplest social things—science has been helpless. It cannot even help us to distinguish good from evil.

May be this will not always be so. Who knows? It is quite probable that some day science will effect an improvement in the human brain itself. Not a structural improvement, for in structure the human brain is the greatest miracle of all; its understanding will come last. But there might well be a functional improvement. That is far from fantastic. Already, substances are known, like amphetamine, which appear temporarily to increase the power of

reasoning; other chemicals are known which give intellectual stimulation. Chromosome oontrol might well increase the capacity and reasoning power of the human brain.

I should say that there is little doubt that man will one day improve on natural man, raise his intellectual status, and give him greater power of reasoning and understanding. He might have sufficiant reason and understanding to abolish war. Whether that will be so, whether he will have a better understanding of his fellow men.....that remains to be seen.

It brings us back to the question: Where is Science Taking Us? Despite the present vicissitudes, we are going somewhere. There are troublous times ahead. But those who fear for the future are the craven in spirit; for life is becoming more and more interesting, intriguing and exciting. I wish I had another hundred years.

[*From a Broadcast Talk from ADELAIDE, Australia.*]

AIDS TO STUDY

undoubtedly (adv)—without doubt. The thoughtful Professor pays us the compliment of believing that certainly we all think over these matters. Do we deserve his compliment? Notice his skill in planning his broadcast talk. In speaking and writing and teaching, one should go 'from the known to the unknown'. He catches our interest with a question he believes we have studied (the known). Then he leads us a step further to a question somewhat

like it (the unknown). Try to plan your compositions in the same way.

to force itself into our notice—It forces us to take notice of it. (sometimes—upon our notice).

with regard to—concerning, when we look at..... 'He regarded the picture for five minutes (looked at.)' 'He regarded the old man as a saint (considered). He worked without regard for his health.' 'Please give my kind regards (good wishes).'

ethical values—matters of right and wrong.

spiritual values—matters of spiritual importance, e. g., the relation of our souls to God.

if the answer were—Is the answer 'nothing at all'?

less than nothing—Science is not really neutral to ethical and spiritual matters but actually harmful. Science teaches about material matters. It has put too much emphasis on these matters, and other matters have not had a proper share of our attention.

floundering—moving helplessly and clumsily. 'He was floundering in the thick mud.' 'If a pupil is promoted too soon, he flounders in the tough work of the next class'. Here—'Many people are floundering among thoughts they do not understand.'

wondering—asking themselves. Notice that it is followed by Indirect Question.

fortuitous—chance, accidental, unplanned—a machine that has just happened to take this shape. Machines have no mind or soul.

animated—given life—past participle. Other words:—animal, an animated voice: she talked with great animation.

forces over which he has no control—The teaching of biology about the body and of psychology about the

mind sometimes make one think that man has little control over his actions.

concentrate—gather everything to one centre. 'A magnifying glass concentrates the rays of the sun,' 'Concentrate your thought on your work.' 'This pill contains concentrated vitamins.'

The things—in apposition to *things* in first clause.

very (adjective)—the true, actual stronghold. 'That is the very thing I want.' Verily (adverb): very well; verity (noun); verify (verb).

The age of the machine—See Kipling's poem.

abnormal—unusual, differing from normal. 'We are having abnormal rain this month.'

It looked as though—It seemed.

For the first time in history—It is useful to study history. It makes us realise that our own times are not so exceptionally difficult as we had supposed The world has seen all this and worse before.

teeming—swarming with life. 'This river is teeming with fish.'

This would have been—from this tense, can you judge whether the good aim was fulfilled ?

we saw (.....) people hungry. *People* object of *saw*. *Hungry* completion of *saw*. Some countries had great stores of surplus food, but they could not export it except at a loss. So they burnt it.

You would say—(If you are asked,) you would say.

to hum—Busy machines make a humming sound. 'Everything is humming'—Everything is busy.

machines of peace—machines in peace time.

along machine-made lines—Even our relaxation seems to run along certain ready-made lines like a train. There

is a loss of originality and initiative. We need to do some original thinking (use our creative powers) to solve the social problems caused by machinery.

age groups—The census will show how many people there are in the country between the ages of 1—10, 10—20, etc., and how many children and aged people are depending upon how many workers.

span—stretch 'The bridge spans the river.'

upper group—There are too many aged people in proportion to the rest.

to keep them—(have) to support them.

envisage—(verb)—expect, imagine. Visage (n)—face.

baby bonus—In some countries the birthrate is very low. In order to encourage an increase, Government gives help in one way or another to each family with a baby.

That'll be the day!—The extraordinary day. If science continues to keep aged people alive, and the birthrate continues to fall, Australia will reach that state.

Frankenstein—is a character in a book who invented a mechanical monster. It was so efficient that it became a danger to him. Atomic energy is like that to us now.

vicious—evil. (n)vice. A vicious circle is a series of evils that react on each other making matters continually worse.

glut—the production of too much, so that no one wants to buy. 'Some years there are no mangoes, other years there's a glut of them.' Now there are more discoveries than we know how to use wisely.

pushed it forward—developed it—If you read the inner history of the war, you will realise that (to a certain extent) the armies were fighting for time, so that the scientists might perfect some terrible weapon of

destruction to overwhelm the enemy. The war was fought in the laboratories as much as on the battlefields.

Ethics and morals—the science and the practice of right and wrong. 'Everyone was so intent on the war that hardly anyone knew how to stop and say, is this right?'

apparent (adj)—what appear to be the aims. 'His apparent age is twelve, but he may be more.'

ultimate (adj)—final, furthest. An *ultimatum*, a final demand, if this is not granted, war will break out.

if there is such a thing—The Professor doubts whether there can ever be a final goal for science. May not each thing that we discover, each problem that we solve, open the way for a further quest ?

Everything that makes life worth-while—'What shall it profit a man if he gain the whole world and lose his own soul ?' (Bible)

man needs more—'Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God' (Bible) Doubtless the professor has these well-known passages in mind.

breath taking—'It takes my breath away.'—I am greatly surprised.

a slight advance—Even a little more charity, etc., would do us more good than a lot more science. For a famous analysis of charity see the new Testament I Corinthians 13.

charity—not in the sense of giving money to beggars, but as unselfish love that seeks to serve, not to possess.

functional (adj)—One cannot plan a better brain but one might find a way to help it work better. *Function* (n)—work, business. 'What is the function of this screw ?' The function of the eye is to see.' 'The committee cannot function (vb) without the secretary.'

far from fantastic—not at all a wild idea. 'He is far from well to-day.'

to stimulate—to rouse. He is a stimulating teacher.' The doctor gave the patient a stimulant.'

might well increase—might easily increase. What is the difference between 'You can well do it,' and 'You can do it well'?

capacity—the quantity that a vessel can hold—e. g., the capacity of a tank. The amount of work someone can do. 'He has no capacity for hard work.' (adj) A capacious memory (large).

I should say—(If you were to ask me) I should say.....

improve on—make an improvement in. 'I cannot improve on your explanation.'

status—position, rank (the place where he stands).

that remains to be seen—a common expression. We must wait to see that. What does the Professor consider most important for the abolition of war? Does he think that science will, or that science may possibly help to abolish war?

(The last paragraph) All good essays should be planned so that the conclusion in some way recalls the introduction.

vicissitudes—chances of fortune, the ups and downs of life.

craven—cowardly, a strong word arousing contempt.

intriguing—in the modern sense of arousing interest and curiosity.

Intrigue (n. and verb) plotting, underhand dealing.

I wish I had. What mood is *had*? Does it refer to the past? What task does the Professor set before us? What qualities are needed in order to carry it out?

EXERCISE

Use in sentences of your own:—may be, abolish, structure, actual.

Fill in the prepositions:—to have control.....a machine. Are you doing anything.....regard to your future? Children grow year.....year. The inhabitants of some countries, ...instance India, live largely in villages.

Analyse: —What is happening is that science is creating problems faster than they can be solved. (This Talk includes many sentences that are worth analysing.)

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11. THE DISTINCTIVE CHARACTERISTICS OF MANKIND

[C. E. M. Joad M. A., D. Litt. is an outstanding figure among London University professors. He has written extensively on philosophy, psychology, ethics, religion and sociology. Of recent years he has become very well known to the general public as a witty member of the B. B. C. "Brains Trust," a team of men and women who discuss on the spur of the moment questions sent in from all over the country.]

In what, then, I ask, do men differ from and excel the beasts? In swiftness or ferocity? The deer and the lion leave us far behind. In size and strength we must give way to the elephant and the whale; sheep or more gentle, nightingales more melodious, tortoises longer-lived, bees more co-operative, beavers more diligent. The ants run the totalitarian State much better than any Fascist. The truth is that our bodies are feeble and illadapted to survival; they are the prey of innumerable diseases; their enormous complexity means that they can go wrong in a

vast number of different ways, while so poorly are they equipped against the vagaries of the climate, that it is only by clothing ourselves in the skins of other animals that we can survive. Hence, to pride ourselves on any of the qualities I have mentioned, is to pride ourselves on the possession of attributes in respect of which the animals exceed us. Wherein, then, does our distinction, which is also, as we like to believe, our superiority, lie? The answer is, I suggest, that it lies in three things.

The first of these is our reason. Man, said Aristotle, is primarily a reasoning animal. He has, in other words, a mind which can reflect, discover causes, find reasons why, probe the secrets of nature, plan the future and meditate upon the purposes of life. Reasoning is broadly of two kinds. First there is theoretical reasoning. Man is moved by curiosity and has a disinterested desire to know simply for knowledge's sake. The outcome of this desire is science, mathematics, philosophy, history, is in fact, the whole body of knowledge which constitutes our inheritance from the past and which moulds the mind of the present. Secondly, there is the reasoning which we perform in order to secure practical results. Applying the conclusions of theory to the practice of living, man has transformed his world, changing his environment more completely in

the last hundred and fifty years than throughout the whole of the preceding two thousand.

Secondly, there are morals. Everything in nature except man acts as it does because it is its nature so to act, It is, therefore, pointless to argue whether it is right to act as it does; pointless to exhort it to act differently. We do not say of a stone that it ought to go uphill, or blame a tiger for tearing its prey. When, however, we consider a human being we can say not only 'This is what he is like, but also, That is what he ought to be like.' Man, in other words and man alone, can be judged morally. What is the reason for this distinction between man and nature? It is to be found in the fact that man has a sense of right and wrong, so that, whatever he may in fact do, we recognise that he ought to do what is right and eschew what is wrong; we recognize also that whatever he may in fact do, he is free to do what is right and eschew what is wrong. Man is thus set apart from everything else in nature by virtue of the fact that he is a free moral agent. Many would attribute this unique moral nature of man to the fact that he possesses or is an immortal soul made in the image of his Creator. It is not, however, necessary to add this conclusion in order to recognise that, just as man has a reason in virtue of which he desires and achieves

knowledge, so he has a moral faculty in virtue of which he desires the good and strives after what he takes to be right.

Is there any other characteristic which is distinctive of the human species? It seems to me that there is, and that it is to be found in man's sense of beauty. Man recognises and responds to beauty in the natural world and creates for himself images of beauty in paint and sound and stone. As we owe to man's reason science and philosophy, and to his moral sense ethics and justice, so to his sense of beauty we owe art. It is not only in his ability to create beauty that man's distinctiveness lies. Not less important from the point of view of the community is the ability to recognise and respond to beauty in those of us who cannot create. The sense of beauty is allied to that of right and wrong; a good life has a certain beauty, just as intercourse with beauty in art and literature affects our attitude to life making us more sensitive to and considerate of the feelings of others, more resentful of cruelty and injustice, more critical of vulgarity and superficiality. We should no doubt read for the pleasure of reading; yet it may well be asked if pleasure is all that we are entitled to expect from fine literature. If a book excites thought, if it stimulates the sense of beauty, the sense of pity or the sense of sympathy,

if it helps in any way towards the understanding of our fellow creatures. if it increases our vitality, if it awakens our conscience and thus indirectly influences our personal conduct—if it accomplishes any of these things, then it has value.

AIDS TO STUDY

differ from and excel the beasts—Note that the intransitive verb must be followed by its proposition even though separated from the noun. It is necessary to have the verbs in this order. If one said 'excel and differ from the beasts' that would be wrong, for it would mean 'excel from the beasts and differ from the beasts', which would be incorrect.

In the same way, some students forget that 'rather quiet and gentle' means 'rather quiet and rather gentle'. If they do not mean 'rather gentle,' then they must write 'gentle and rather quiet.'

leave us behind—give way to—used figuratively.

ferocity—(n)—fierceness. (adj.) ferocious.

tortoise—The pronunciation is best understood from Lewis Carroll's joke:—

'We called him *tortoise*
Because he *taught us*'.

The two are pronounced exactly alike.

co-operative—working together or willing to work together.

run—manage, cause to run.

Totalitarian state—a state in which all resources human and material are used for the good of the country. What is 'the good of the country' is decided by an all-powerful man or group of men at the head of the state. No one dares to disagree.

Fascist—(pron. Fasist) The Italian kind of Totalitarian state under Mussolini.

The ants—Fascist.—Note the humour. In the ant community no member works for its own good. Each works for the whole community. So they provide a perfect model for totalitarians. Incidentally they are a perfect warning to the rest of us of what we shall become if we let the communists organise our states for us.

while so poorly——This *while* can be changed into *and also or and at the same time*—without spoiling the grammar of the sentence. Contrast this sentence:—'He cannot work while he is ill,' Here it would be impossible to use 'and at the same time'. 'While he is ill' is a true adverb clause, modifying *cannot work*. The other is a principal clause in disguise

If you can change *while* into *and also*
when into *and then*
where into *and there*
who into *and he,*
which into *and this, etc.*

then these relative adverbs and pronouns are used in a continuative sense and begin co-ordinate clauses. Distinguish the following:—1) I shall be away when you come. 2) They came to a small town where they decided to stay. 3) I cannot find the man who borrowed my pen. 4) He told me a long story which his grandfather had told him. 5) He told me a story which I will now tell you. 6) I was sitting in my room when all of a sudden the door flew open. 7) I don't know where he lives. 8) I saw a man who began to tell me a long story.

When analysing; it is better to show in brackets why you call such a clause a principal instead of a sub-clause e. g. Who = and he) began.....story Pr. Cl. B co-ord.

with A. If by any chance you are wrong, the examiner will see that you had some idea in your mind and were not guessing wildly.

vagaries,—odd unreasonable changes. 'I am tired of that silly woman's vagaries' Other word, *vague*, uncertain.

equip—fit with, supply with. 'The Army was well equipped with arms and ammunition, but they lost their equipment in a deep river.'

climate and weather—What is the difference?

to Pride ourselves on—to think boastfully of. 'The silly fellow prides himself on his fantastic handwriting'

is to pride ourselves—What is the subject of *is* ?

in respect of which—as to which, for which. 'The crime in respect of which he was imprisoned was particularly hateful.

distinction—that which makes us different, *distinct* from the rest. 'She had the *distinction* of being the best actress in school.' 'The cobra has a *distinctive* hood' 'I cannot *distinguish* between those twins.'

Wherein.....lie?—Analyse 4 clauses.

Aristotle; a Greek philosopher, pupil of Socrates.

primarily (adv)—first of all, in the first place, chiefly. 'I came here *primarily* to see you' *Primary* schools begin our education. The *Prime* Minister *Primitive* man had few tools'.

in other words—parenthetic phrase

reflect—turn things over in his mind. 'After *reflection* I decided to go'. The mirror reflects the sun's rays.' 'my *reflection* is in the mirror'.

probe—to test by feeling. The doctor *probed* the deep wound with a small *probe*'. 'I cannot *probe* her mind.'

meditate—to think deeply and seriously, as in religious meditation.

broadly—without entering into details

disinterested—(here) without selfish motives. (What is the difference between this and *uninterested*?) Man has a desire to know even if the knowledge is of no advantage to him.

body of knowledge—the sum or mass.

constitutes—makes up. 'What are the qualities that *constitute* a hero?'. 'It took some time to draw up the *Constitution* of India.' 'The girl has a delicate *constitution*.

inheritance (n)—what we *inherit* from our fore-fathers. We are their *heirs*.

mould (vb)—to shape. Our minds are shaped or formed by what we inherit from the past.

the past.....the present—i. e. the people of those times. The first kind of reasoning produces theory. That theory must then be applied to practical aims

Man has transformed his world.—With the help of your Science master, try to reckon up the fundamental discoveries and at least some of their applications that have come in this period. It is difficult to imagine what the civilized world was like before we knew how to use steam, petrol, electricity.

pointless senseless There's no object in it.

Not only.....but also.—Rewrite this sentence using *as well as*, and remember that *as well as* adds something well known to a less obvious statement.

eg. Cochin is a great port as well as Bombay.

Mary had charge of the orphan as well as of all her own children. (To say 'Bombay is a port as well as Cochin', is nonsense.)

eschew—(a rather old-fashioned word) to avoid, to refuse.

unique—single of its kind, without parallel. The word cannot be used with such adverbs as *rather* or *very*. It is an absolute, like *perfect*.

by virtue of—by force of the fact. The fundamental meaning of *virtue* is strength. No one can be good without some strength of character.

attribute (vb)—say that it belongs to or is caused by. 'I attribute his good results to his steady work.' 'What are the attributes of a statesman?' What properly belongs to the character of a statesman?

Would you say that man is a soul or that man possesses a soul? Many have argued this point

image—likeness. 'She is the image of her mother'—(exactly like). 'Moslems do not allow images in their places of worship.' (statues, figures)

In what way may we be said to be 'like God'?

He strives after what he takes to be right—Even wicked people do not strive after what they know to wrong. The tragedy is that they make such mistakes about what is right and worth following.

'I took you for your brother'—I mistook you.....

Achieve to do a great thing. 'He *achieved* distinction.' '*Achievement* brings a sense of victory.'

Faculty—power of mind. The sick man lost the faculty of speech.' *Moral faculty*—power of discerning right and wrong.

Characteristic—distinguishing quality. 'He had a characteristic way of rubbing his hands together.' 'Coconut palms are characteristic of the West Cost.' 'Mercy was not one of Hitler's characteristics.' Notice and use this word. Students often say 'characters' when they mean 'characteristics.'

species kind (of animal or plant).

respond to—answer. 'The echo *responds* to our cries.' 'Our hearts *respond* to kindness.' 'A good class is *responsive* (adj) to the teacher's efforts.' 'In *response* (n) to your enquiry... 'She is a good *correspondent*.'

important from the point of view of the community—Artists can create beautiful forms. Most of us cannot. But we can at least respond to the beauty which others have created And that response is as important to the community as the power to create. It raises the tone of the community.

An artist does not only want to create beautiful forms for his own pleasure. He longs to make us see the beauty. His work would lose half its joy if there were no one to respond to it.

N. B—A real art master's work has little to do with neatness.

Intercourse—having to do with, mixing with. Joad describes what culture does for our minds and souls.

Sensitive to and considerate of the feelings—Notice that each verb must have its proper preposition.

resentful—feeling against. 'I am *resentful* of interruption.' 'I *resent* his taking my books without permission.' 'The child showed *resentment* at being sent away.'

a critic is properly a judge—*To criticize* is to judge, and frequently (but not always) to point out faults *Critical*—ready to judge (as here) A *critical* moment—decisive moment. 'The proud fellow cannot bear *criticism*.'

vulgarity—common-ness, lack of good manners.

superficiality—unreality, lack of depth and sincerity, being all on the surface.

that we are entitled to—that we have a right (a title) to expect.

to excite—to arouse.

the understanding of our fellow creatures—Notice that both our philosophic professors stress the importance of understanding our fellow creatures.

creature—anything created. One is our Creator, we are all His creatures.

Suggestion—Learn by heart these last few sentences about the beauty of goodness, and the value of beauty in producing goodness.

12. A NEST IN THE POCKET

[Mary Bradely (died 1914) wrote under the pen-name of 'Michael Field.' There are various stories and pleasant little poems to her credit.]

A little bird went to and fro,
Once in the nesting season,
And sought for shelter high and low,
Until, for some queer reason,
She flew into a granary,
Where, on a nan suspended,
The farmer's coat she chanced to see;
And there here search was ended.
The granary was in a loft,
Where not a creature met her,
The coat had hollows deep and soft—
Could anything be better?
And where it hung, how safe it was
Without a breeze to rock it!
Come, busy little beaks and claws,
Build quick inside the pocket!
Three speckled eggs soon warmly lay
Beneath the happy sitter;
Three little birds—oh, joy! one day
Began to chirp and twitter.
And then – Ah, can you guess the tale?
The farmer came one morning,
And took his coat down from the nail
Without a word of warning!

Poor, little, frightened motherling!
Up from her nest she fluttered.
And straightway every gaping thing
Its wide mouthed terror uttered.
The good man started back aghast,
But merry was his wonder
When, in the pocket, he at last
Found such unlooked for plunder.
He put the coat back carefully;
'I think I have another;
So don't you be afraid of me,
You bright-eyed-little mother.
'I know just how you feel, poor thing,
For I have youngsters, bless you!
There—stop your foolish fluttering—
Nobody shall distress you.'
Then merrily he ran away
To tell his wife about it—
How in his coat the nestling lay,
And he must do without it.
She laughed, and said she thought he could,
And so, all unmolested,
The mother-birdie and her brood
Safe in the pocket rested,
Till all the little wings were set
In proper flying feather;
And then there was a nest to let,
For off they flocked together.

The farmer keeps it still to show,
And says that he's the debtor ;
His coat is none the worse, you know,
While he's—a little better.

AIDS TO STUDY

Loft—the top of the house above the rooms and just below the roof. c. f. aloft, lofty, lift.

Beaks—We may understand that her mate helped the little bird to build Hence we have *beaks* in the plural.

Sitter—The mother bird was sitting on her eggs.

Wide-mouthed—A case of Transferred Epithet. It is not terror that has a wide mouth, but the baby birds opened their mouths wide and screamed with terror.

Started—moved suddenly back with a jerk.

Unlooked-for—unexpected.

Plunder—riches, wealth. The word usually means stolen wealth.

Bless you !—a casual expression of kindness.

There—not as an adverb of place, but to express soothing, comforting. Also 'There, there', or 'there, then'.

To do without—to get on without, to manage without 'Many poor people have to do without a meal at mid-day.' The farmer must do without that particular coat.

To let—A notice is put up outside an empty house, "To let". The owners will let the house to tenants.

It—the nest. When the birds had flown, he took the nest out of the pocket, and the old coat was as good as before, none the worse. "I am glad to say the boy is none the worse for his fall yesterday".

He's the debtor—The farmer says that he owes more to the birds than they owe to him. He is not simply none the worse for the incident, he has actually gained something by it. What ?

13. HEATHER ALE

[Robert Louis Stevenson (1850-1894) is one of the most famous of Scottish writers. He wrote several books of adventure, *Kidnapped* and others, and a certain quantity of poetry. He had a keen eye for beauty in nature and a keen ear for the beauty of words. Both in prose and in poetry he chose his words with the greatest care, so that they might produce exactly the effect that he wished. There is such vigour and richness in his work that it is surprising to think he was more or less of an invalid all his life. He went to Samoa, hoping that the mild climate would give him better health, but in 1894 he died suddenly of heart failure.]

From the bonny bells of heather
They brewed a drink long-syne,
Was sweeter far than honey,
And stronger far than wine.

They brewed it and they drank it
And lay in a blessed swound
For days and days together
In their dwellings underground.

There rose a king in Scotland,
A fell man to his foes.
He smote the Picts in battle
And he hunted them like roes.

Over miles of the red mountain
He hunted as they fled
And strewed the dwarfish bodies
Of the dying and the dead.

Summer came in the country,
Re was the heather bell;
But the manner of the brewing
Was none alive to tell.

I graves that were like children's
On many a mountain head
The Brewsters of the Heather
Lay numbered with the dead.

[Search was made for some surviving Picts and at last two were found: a son and his aged father—last of the dwarfish folk.]

The King sat high on his charger,
He looked on the little men;
And the dwarfish and swarthy couple
Looked at the king again

Down by the shore he had them
And there on the giddy brink—
"I will give you life, ye vermin,
For the secret of the drink."

There stood the son and father
And they looked high and low;
The heather was red around them
And the sea rumbled below.

And up and spoke the father,
Shrill was his voice to hear:
"I have a word in private
A word for the royal ear.

"Life is dear to the aged,
And honour a little thing;
I would gladly sell the secret."
Quoth the Pict of the King.

His voice was small as a sparrow's
And shrill and wonderful clear:
"I would gladly sell my secret,
Only my son I fear.

"For life is a little matter
And death is nought to the young;
And I dare not sell my honour
Under the eye of my son.

Take *him*, O King, and bind him,
And cast him far in the deep:
And it's I will tell the secret
That I have sworn to keep."

They took the son and bound him
Neck and heels in a thong,
And a lad took him and swung him,
And flung him far and strong.

And the sea swallowed his body
Like that of a child of ten;—
And there on the cliff stood the father
Last of the dwarfish men.

"True was the word I told you:
Only my son I feared:
For I doubt the sapling courage
That goes without the beard.

But now in vain is the torture.
Fire shall never avail :
Here dies in my bosom
The secret of Heather Ale".

AIDS TO STUDY

Heather—a low-growing plant, thickly covering the hills in Scotland. The flowers are small, pink bells.

Long syne—long ago. This story is from early legends, many hundreds of years old.

Swound or Swoon—They lay unconscious with drink, in a state they thoroughly enjoyed. Only in that sense can that state be called 'blessed'. The Piets alone knew the secret of making the heather ale.

Underground—The Picts had not learnt to build. They lived in hollows under great stones.

Fell—(adj.) terrible.

Red—When the heather is in flower, the hills look red.

Dwarfish—The Picts were a small race, dark-haired (swarthy). A typical northerner is tall and fair-haired.

Charger—war-horse

Again—in return.

Giddy—(transferred epithet). It was not the edge of the rocks that was giddy, but a man would feel giddy looking from that height down to the waves.

Vermin—unwholesome animals, a term of contempt.

High and Low—everywhere. They could not see any help or any way of escape

Up and Spoke—A common expression in old poetry. He roused himself and spoke. *Up* here has the force of a verb.

Life is dear—Is the Pict saying what he really believes?

Death is nought—Is it true that the young fear death less than the aged?

Sell my honour—do a disgraceful thing for the sake of gain.

A lad took him—Notice that the Pictish boy was so small that a mere lad could pick him up and fling him far into the sea.

I doubt the sapling courage—Sapling a young tree without any tough wood in it. The courage of a beardless boy is no stronger than a young tree. It cannot be trusted to keep a secret in spite of torture.

Avail—be useful to you. Even torture with fire will not get you what you want.

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14. FREEDOM

[J. R. Lowell (1819—1891) was an American writer, editor, and Professor. He was at one time an ardent supporter of the movement to abolish slavery. He said that his aim was "making men better by arousing in them a perception of their own instincts for what is beautiful, and therefore sacred and religious."]

Men! whose boast it is that ye
Come of fathers brave and free,
If there breathe on earth a slave,
Are ye truly free and brave?

If ye do not feel the chain,
When it works a brother's pain,
Are ye not base slaves indeed,
Slaves unworthy to be freed?

Women! who shall one day bear
Sons to breathe New England air,
If ye hear, without a blush,
Deeds to make the roused blood rush
Like red lava through your veins,
For your sisters now in chains,—
Answer! Are ye fit to be
Mothers of the brave and free?

Is true Freedom but to break
Fetters for our own dear sake,
And, with leathern hearts, forget
That we owe mankind a debt?
No! true freedom is to share
All the chains our brothers wear,
And, with heart and hand, to be
Earnest to make others free!

They are slaves who fear to speak
For the fallen and the weak;
They are slaves who will not choose
Hatred, scoffing, and abuse,
Rather than in silence shrink
From the truth they needs must think;
They are slaves who dare not be
In the right with two or three.

AIDS TO STUDY

Come of—are descended from.

Breathe—(subjuntive)—live. So long as there is a single man left in slavery, are you yourselves really free and brave ?

Chain—used figuratively as a symbol of slavery.

Works—causes.

New England—Certain of the north-eastern states of the U. S. A. where the anti-slavery movement was strong.

Deeds The cruelty and injustice with which women slaves were treated were enough to make anyone hot with shame and indignation. A good woman might well blush with shame to hear what other women had to suffer. If they did not blush, they were hardly fit to be mothers of free sons.

But—simply, only, (adverb).

Leathern—tough, unfeeling.

Owe a debt—we have a duty to fulfil to mankind in general and not only to ourselves and our immediate friends.

With heat and hand—our feelings and also our active work. The last verse is the most famous.

Slaves—In this case, what is their master ?

Needs—(adverb)—necessarily. These cowards cannot help knowing what is right, but they shrink from it in silence. They dare not choose the course which will bring them the enmity of the majarity.

15. ONLY A SOLDIER

[Authour unknown]

Unarmed and unattended walks the Czar
Through Moscow's busy street one winter day.
The crowd uncover as his face they see:
'God greet the Czar!' they say.

Along his path there moved a funeral,
Grave spectacle of poverty and woe—
A wretched sledge, dragged by one weary man
slowly across the snow.

And on the sledge, blown by the winter wind.
Lay a poor coffin, very rude and bare:
And he who drew it went before his load
With dull and sullen air.

The emperor stopped and beckoned to the man.
'Who is't thou bearest to the grave?' he said.
'Only a soldier, sire!' the short reply,—
'Only a soldier, dead.'

'Only a soldier!' musing, said the Czar:
'Only a Russian, who was poor and brave.
Move on; I follow. Such an one goes not
Unhonoured to his grave.'

He bent his head and silent raised his cap;
The Czar of all the Russians, pacing slow,
Followed the coffin as again it went
Slowly across the snow.

The passers of the street all wondering,
Looked on that sight, then followed
silently;
Peasant and prince, and artisan and clerk,
All in one company.

Still as they went, the crowd grew ever more,
Till thousands stood around the friendless
grave,
Led by that princely heart, who, royal, true,
Honoured the poor and brave.

AIDS TO STUDY

Unattended—without attendants, unaccompanied.

Czar—or Tsar—The Emperor of Russia c.f. the German word 'Kaiser', both from the Latin, "Cæsar", the family name of many Roman Emperors.

Uncover—take off their hats as a sign of respect.

Greet—Subjunctive mood expressing a wish or a prayer. May God bless the Czar.

Sledge—a carriage moving on long runners that slide over the snow without sinking into it much. A small sledge can be dragged by a man. Large sledges may require two horses.

Poor of poor quality, cheap

Rude—rough, poorly made.

Bare—It is customary to cover the coffin with a handsome cloth.

Only a soldier—the man speaks with contempt of a mere soldier. The Czar repeats his words with surprise. He is shocked to hear anyone speak like that.

Such an one—a man like this must not be buried without honour.

Raised his cap—see 'uncovered' above.

Still—always, continually.

True—sincere.

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16. UP-HILL

[Christina Rossetti (1830—1894) a member of a poetical and artistic family, is one of the most noted of English poetesses. She was deeply religious and nearly all her poems show this quality of her mind.

This poem is a conversation between any human soul and some unspecified spiritual guardian. The journey, of course, is the journey of life.

Does the road wind up-hil all the way ?
Yes, to the very end.
Will the day's journey take the whole long day?
From morn to night, my friend.

But is there for the night, a resting place ?
A roof for when the slow dark hours begin.

May not the darkness hide it from my face?
You cannot miss that inn.

Shall I meet other wayfarers at night?
Those who have gone before.

Then must I knock, or call when just in sight?
They will not keep you standing at that door.

Shall I find comfort, travel-sore and weak?
Of labour you shall find the sum.

Will there be beds for me and all who seek?
Yea, beds for all who come.

AIDS TO STUDY

Up-hill—is often used adjectively to mean *difficult* e. g. 'an up-hill task.' We are warned that we shall find difficulties to the very end of our lives.

Roof.....inn—What shelter does this person hope for? What sort of shelter does the answer refer to?

Keep you standing—Force you to wait- There will be no difficulty in securing admittance to that "inn".

Travel-sore and weak—These adjs. qualify *I*.

The sum—The completion, the end.

Beds—Where shall we all rest at last?

17. GEORGE NIDIVER

[R. W. Emerson (1803--1882) was a very well known American writer, chiefly on philosophic subjects. He was influenced by Eastern thought. His essays are standard American literature, and his poems though few are very good.]

Men have done brave deeds,
And bards have sung them well;
Of good George Nidiver
Now the tale will tell.

In Californian mountains
A hunter bold was he;
Keen his eye and sure his aim
As any you should see.

A little Indian boy
Followed him everywhere,
Eager to share the hunter's joy,
The hunter's meal to share.

And when the bird or deer
Fell by the hunter's skill,
The boy was always near
To help with right good-will.

One day, as through the cleft
Between two mountains steep,
Shut in both right and left,
Their questing way they keep.

They see too grizzly bears,
With hunger fierce and fell,
Rush at them unawares
Right down the narrow dell.
The boy turned round with screams,
And ran with terror wild;
One of the pair of savage beasts
Pursued the shrieking child.
The hunter raised his gun—
He knew one charge was all—
And through the boy's pursuing foe,
He sent his only ball.
The other on George Nidiver
Came on with dreadful pace;
The hunter stood unarmed
And met him face to face.
I say *unarmed* he stood:
Against those frightful paws
The rifle butt, or club of wood,
Could stand no more than straws.
George Nidiver stood still
And looked him in the face;
The wild beast stopped amazed,
Then came with slackening pace.
Still firm the hunter stood,
Although his heart beat high;
Again the creature stopped,
And gazed with wondering eye.

The hunter met his gaze,
Nor yet an inch gave way;
The bear turned slowly round,
And slowly moved away.

What thoughts were in his mind
It would be hard to spell;
What thoughts were in George Nidiver
I rather guess than tell.

But sure that rifle's aim,
Swift choice of generous part,
Showed in its passing gleam
The depths of a brave heart.

AIDS TO STUDY

Men have done brave deeds—Notice the tense, present perfect; it mentions the doing of brave deeds in the past and implies that brave deeds are not finished but are continuing and will continue. This tense, for which there is no Malayalam equivalent, expresses the past in relation to present and future. What has happened is only part of an unfinished series of events.

Indian—American Indian. The early explorers who reached America thought they had reached the East and called the brown inhabitants Indians.

right good-will—thorough willingness.

They keep—They keep their way, they go. Notice change to present tense as the story becomes more exciting.

fell (adj.)—terrible.

push—infinitive, complection of the verb *see*.

unawares—unexpectedly. They did not expect to see these.

One charge was all—(that he had in his gun.) *ball*—bullet. Nidiver would have no time to reload his gun to defend himself.

Straws—are proverbially weak. If Nidiver held the gun by the barrel and tried to use the heavy butt as a club, it would be useless. The terrible paws of the bear would knock it aside as if it were a straw.

Looked him in the face—looked hard and boldly at his face.

his heart beat high—Excitement always makes the heart beat more violently. Notice that the poet does not say that Nidiver was afraid, though he realised the danger that he was in.

the creature stopped—It is said that no animal can bear for long the steady gaze of a human being.

to give way—to move backwards. In general, to be unable to bear any strain.

his mind—the bear's mind as he moved away.

to spell—to read, as a child spells a word in order to read it.

rather guess—The poet does not profess to tell us correctly Nidiver's thoughts. His expression of them is rather guessing at them than telling them.

Sure—certainly.

Swift choice—when the hunter quickly chose to do the generous thing, and to save the boy's life at the risk of his own.

passing gleam—short brightness. That heroic (bright) act took only a second to perform.

18. LAMENT FOR FIDELE

[William Shakespeare (1564—1616) in the greatest of English dramatists, and is most people's minds the greatest of English poets. *As you like it*, *The Merchant of Venice* and *Julius Caesar* are the plays best known to school boys and girls. But the tragedies *Hamlet*, *King Lear*, *Othello* and *Macbeth* are considered his greatest works. After these sombre four, he wrote plays where the rainbow of forgiveness and reconciliation shines on the clouds of misunderstanding and injustice, and the plays close in peace. This song is taken from *Cymbeline*, one of this last group. In it the ancient British princess, in order to escape her enemies, puts on boy's clothes. She calls herself 'Fidele', meaning 'faithful'. She is, however, poisoned in the forest, and lies apparently dead. This lament is sung over her by her friends.

Some may wonder why Shakespeare gives us no touch of comfort or hope in a future life. The main ideas in the poem are simply that death brings relief from danger and suffering. To the dead all earthly things are alike. Death comes to all and brings all human beings down to the same level.

It must be remembered that the setting of the play is pre-Christian Britain].

Fear no more the heat o' the sun,
Nor the furious winter's rages;
Thou thy worldly task hast done.
Home art gone, and ta'en thy wages;
Golden lads and girls all must,
As chimney-sweepers, come to dust.

Fear no more the frown o' the great,
Thou art past the tyrant's stroke:

Care no more to clothe and eat;
To thee the reed is as the oak;
The sceptre, learning, physic must
All follow this, and come to dust.

Fear no more the lightning-flash;
Nor the all-dreaded thunder-stone;
Fear not slander, censure rash;
Thou hast finished joy and moan,
All lovers young, all lovers must
Consign to thee and come to dust.

AIDS TO STUDY

o'—In what very common expression is *of* regularly writen o r

ta'en—(one syllable)—taken. We do our work in this world and we go 'home' in the evening of our lives, receiving a just reward for our deeds.

golden—rich, healthy, in the prime of their lives.

as—in the same was as.....

chimney-sweepers—the poorest of small boys who were forced to climb up inside chimneys to sweep out the soot.

dust—"Dust thou art, and unto dust shalt thou return". (The Bible—Genesis III-I9). "Earth to earth, ashes to ashes, dust to dust" (Burial Service).

frown.....—the displeasure of powerful men.

past.....—beyond the reach of cruel rulers.

slander, rash censure—Shakespeare has many references to the sorrows and dangers that come from wicked tongues.

moan—moaning, weeping.

consign—usually a transitive verb, needing an object meaning *send* or *address*. Here it may be taken to mean, "give themselves up to the same fate as yours."

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19. LADY CLARE

[Alfred Tennyson (1809—1892) was one of the greatest poets of nineteenth century England. He was a man of noble character with a great poetic gift. He put into modern verse the ancient stories of King Arthur and his Knights under the title of *The Idylls of the King*. His long poem *In Memoriam* expresses his sorrow on the death of his closest friend, and his reflections on many deep matters. Tennyson wrote a large quantity of poetry on many different subjects. Beautiful though it is, there seems to be a veil of sadness over much of his work.]

It was the time when lilies blow,
And clouds are highest up in air,
Lord Ronald brought a lily-white doe
To give his cousin, Lady Clare.

I trow they did not part in scorn :
Lovers long-betroth'd were they :
They two will wed the morrow morn :
God's blessing on the day !

'He does not love me fore my birth,
Nor for my lands so broad and fair:
He loves me for my own true worth,
And that is well,' said Lady Clare.

In there came old Alice the nurse,
Said, 'Who was this that went from thee?'
'It was my cousin', said Lady Clare,
'To-morrow he weds with me.'

'O God be thank'd!' said Alice the nurse,
'That all comes round so just and fair:
Lord Ronald is heir of all your lands,
And you are not the Lady Clare.'

'Are ye out of your mind, my nurse, my nurse?'
Said Lady Clare, 'that ye speak so wild?'
'As God's above', said Alice the nurse,
'I speak the truth: you are my child.

'The old Earl's daughter died at my breast;
I speak the truth, as I live by bread!
I buried her like my own sweet child,
And put my child in her stead.'

'Falsely, falsely have ye done,
O mother,' she said, 'if this be true.
To keep the best man under the sun
So many years from his due.'

'Nay now, my child', said Alice the nurse,
'But keep the secret for your life,

And all you have will be Lord Ronald's,
When you are man and wife.'

'If I'm a beggar born,' she said,
I will speak out, for I dare not lie.
Pull off, pull off, the brooch of gold,
And fling the diamond necklace by'.

'Nay now, my child', said Alice the nurse.
'But keep the secret all ye can'.
She said, 'Not so: but I will know
If there be any faith in man.'

'Nay now, what faith?' said Alice the nurse,
'The man will cleave unto his right.'
'And he shall have it,' the lady replied,
'Tho' I should die to-night.'

'Yet give one kiss to your mother dear!
Alas, my child, I sinn'd for thee.'
'O mother, mother, mother,' she said,
'So strange it seems to me.'

'Yet here's kiss for my mother dear,
My mother dear, if this be so;
And lay your hand upon my head,
And bless me, mother, ere I go.'

She clad herself in a russet gown,
She was no longer Lady Clare:
She went by dale, and she went by down
With a single rose in her hair.

The lily-white doe Lord Ronald had broght
Leapt up from where she lay,
Dropt her head in the maiden's hand,
And follow'd her all the way.

Down stept Lord Ronald from his tower:
'O Lady Clare, you shame your worth!
Why come you drest like a village maid,
That are the flower of the earth?'

'If I come drest like a village maid,
I am but as my fortunes are:
I am a beggar born,' she said,
'And not the Lady Clare.'

'Play me no tricks,' said Lord Ronald,
'For I am yours in word and in deed.
Play me no tricks', said Lord Ronald,
'Your riddle is hard to read.'

O and proudly stood she up!
Her heart within her did not fail:
She looked into Lord Ronald's eyes.
And told him all her nurse's tale.

He laugh'd a laugh of merry scorn:
He turn'd and kiss'd her where she stood;
'If you are not the heiress born,
And I,' said he, 'the next in blood—
'If you are not the heiress born,
And I,' said he, 'the lawful heir.
We two will wed to-morrow morn,
And you shall still be Lady Clare.'

AIDS TO STUDY

Notice—Tennyson's power of expressing great ideas in simple words. It is not necessary to use grand language in order to write well.

The date of the story is not specified, but seemingly it belongs to long ago.

blow (vb)—bloom, flower; i. e. summer time. Low clouds mean rain. High clouds mean fine weather.

lily-white—as white as a lily, pure white.

trow (pronounced to rhyme with *crow*)—I am sure. It is old fashioned English connected with 'true'.

The negative in this line suggests the contrary very strongly. 'They did not part in scorn' suggests 'They parted very affectionately'.

The morrow—the next day.

(May) God's blessing (b) on the day!—After Lord Ronald has gone, Lady Clare considers the reason for his love. It is not because she is of noble birth, nor because she is a rich heiress, but he loves her for her character, her real worth as a human being.

the nurse—the 'ayah', not the hospital nurse. Alice had brought Clare up after the death of the Earl's wife.

all comes round—She feels that the story is completing itself like a circle that ends where it began.

Lord Ronald is heir...In her excitement and relief the old woman lets out the secret that she had kept so long. She thinks there is no need to keep it any longer. 'You have no title. You are not the old Earl's daughter.'

Out of your mind—crazy, mad.....(so) that you speak so wildly as you do now.

(As truly) as God is above (us)—Alice speaks very solemnly. Notice that the inverted commas are not closed at the end of the verse. The same speaker continues.

(as truly) as I live by bread—the commonest food in England. To conceal the death of her charge, and to win some advantage for her own child, Alice had changed the two babies.

stead—place.

O mother—This is the first time Clare uses this name to her own mother.

Notice that Clare's first thought is the wrong that has been done to her lover. He has been kept many years from the property that should have been his. If the Earl's daughter was dead, then the property was Ronald's.

under the sun—in the world.

Nay now—Alice sees that Clare is ready to tell the secret to Ronald. She tries to stop her.

for your life—as dearly as you keep your life. Alice points out that Ronald will get by marriage what he might have had by inheritance.

beggar born—by birth. Alice was not a beggar, but very poor in comparison with the Earl.

I will—Notice the 'Future with determination' not the Future simple.

I dare not lie—the consequences of a lie will be far worse than the consequences of the truth. There must be no falsehood, specially between lovers.

fling by—throw aside.

Not so—I will not do so. I am determined to know whether a man can be faithful.

What faith (do you expect to find)?

cleave unto—stick to, keep what rightly belongs to him.

Tho' I should die.....If Ronald casts her off, Clare feels she will die.

yet—Though you are angry.

So strange—What seemed strange to Clare?

If this be so—If this matter is really like this. *Be* is subjunctive mood, expressing uncertainty. It is seldom used in modern English.

clad—old past tense of *clothed*.

russet—brown, the common colour for the poor.

by dale and by down—a common expression, down-hill and up-hill.

Dale—Valley. *Down* does not mean low land, but high open country.

tower—castle. All castles had towers.

you shame—you disgrace your noble position.

I am dressed simply (but) according to my condition, i. e. I am rightly dressed.

in word and in deed—I have sworn it and it is a fact.

riddle—something difficult to understand. He thinks she is playing a trick.

her heart did not fail—her courage remained steady.

merry scorn—This might be expressed as. "What a lot of fuss about nothing!"

next in blood—nearest relation.

Lady Clare—A nurse's daughter will not have the title of Lady, but a lord's wife takes that title on her marriage. Did Clare do right? Was there faith in man? Was she happier or less happy because she had the courage to tell the truth?

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20. INTEGRITY

[Thomas Campion (1567–1620) was a contemporary of Shakespeare. He was a physician who was also a skilful musician, a poet, a writer of short plays, and literary critic. He is one of the few poets who could themselves write the music for their songs.]

The man of life upright,
  Whose guiltless heart is free
From all dishonest deeds,
  Or thought of vanity ;

The man whose silent days
  In harmless joys are spent,
Whom hopes cannot delude,
  Nor sorrow discontent ;

That man needs neither towers
  Nor armour for defence,
Nor secret vaults to fly
  From thunder's violence :

He only can behold
  With unaffrighted eyes
The horrors of the deep
  And terrors of the skies.

Thus scorning all the cares
  That fate or fortune brings,
He makes the heaven his book,
  His wisdom heavenly things ;

Good thoughts his only friends,
His wealth a well-spent age,
The earth his sober inn
And quite pilgrimage.

AIDS TO STUDY

Integrity—Wholeness, soundness of character.

Verse 1—*The man*, Verse 2 *The man*, both in apposition to verse 3 *That man*.

vanity—vain, worthless matters.

discontent (vb)—make him discontented.

towers—castles, forts.

thunder—used metaphorically to mean the displeasure of powerful men.

deep—sea. These expressions too must be taken as metaphors describing great dangers.

the heaven—the sky. He learns from nature. He is not wise about worldly things, but about spiritual matters.

a sober inn—The earth is not his home, but only a resting place for travellers to the Better Country. He uses it soberly, not for feasting and drinking as many men used their inns

21. THE PLATE OF GOLD.

[Leigh Hunt (1784–1859) was principally an editor of literary journals. Most of his work is in prose. He is not a great poet, but he has written some short poems that are well known. *Abou ben Adhem* is the best known of these.]

One day there fell in great Benares' temple-
[court
A wondrous plate of gold, whereon these
[words were writ:
'To him who loveth best, a gift from Heaven.
Thereat
The priests made proclamation: 'At the
[midday hour,
Each day, let those assemble who for
[virtue deem
Their right to heaven's gift the best; and
[we will hear
The deeds of mercy done, and so adjudge.'
The news
Ran swift as light, and soon from every
[quarter came
Nobles and *Munshis*, hermits, scholars,
[holy men,
And all renowned for gracious or for
[splendid deeds.

Meanwhile the priests in solemn council
[sat and heard
What each had done to merit best the gift
[of Heaven.
So, for a year the claimants came and went.
At last,
After a patient weighing of the worth of all,
The priests bestowed the plate of gold on
[one who seemed
The largest lover of the race—whose [whole
[estate,
Within the year, had parted been among
[the poor.
This man, all trembling with his joy,
[advanced to take
The golden plate—when lo! at his first
[finger touch
It changed to basest lead! All stood aghast;
[but when
The hapless claimant dropt it clanging on
[the floor,
Heaven's guerdon was again transformed
[to shining gold.
So for another twelve-month sat the priests
[and judged.
Thrice they awarded—thrice did Heaven
[refuse the gift.

Meanwhile a host of poor, maimed beggars
[in the street
Lay all about the temple gate, in hope to
[move
That love whereby each claimant hoped to
[win the gift.
And well for them it was (if gold be charity),
For every pilgrim to the temple gate
[praised God
That love might thus approve itself before
[the test.
And so the coins rained freely in the
[outstretched hands:
But none of those who gave, so much as
[turned to look
Into the poor sad eyes of them that begged.
[And now
The second year had almost passed, but still
[the plate
Of gold, by whomsoever touched, was
[turned to lead.
At length there came a simple peasant—not
[aware
Of that strange contest for the gift of
[God—to pay
A vow within the temple. As he passed along
The line of shrivelled beggars, all his soul
[was moved

Within him to sweet pity, and the tears
[welled up
And trembled in his eyes.
Now by the temple gate
There lay a poor sore creature, blind,
[and shunned by all,
But when the peasant came, and saw the
[sightless face
And trembling, maimed hands, he could not
[pass, but knelt,
And took both palms in his, and softly said:
['O thou
My brother! bear thy trouble bravely.
[God is good.'
Then he arose and walked straightaway
[across the court,
And entered where they wrangled of their
[deeds of love
Before the priests.
A while he listened sadly; then
Had turned away; but something moved
[the priest who held
The plate of gold to beckon to the peasant. So
He came, not understanding, and obeyed,
[and stretched

His hand and took the sacred vessel. Lo!
[it shone
With thrice its former lustre, and [amazed
[them all!
'Son,' cried the priest, 'rejoice. The gift of
[God is thine,
Thou lovest best!' And all made answer,
['It is well'
And, one by one, departed. But the peasant
[knelt
And prayed, bowing his head above the
[golden plate;
While over his soul like morning streamed
[the love of God.

AIDS TO STUDY

Prose order—A gift from Heaven to him who loves best.

let those.....'Let' has been called a Third Person imperative There is no idea of permission. It is an indirect order.

for virtue—on account of virtue.

deem.....consider their right to the golden plate to be better than other people's right.

deeds of mercy—love is to be shown by good deeds. It is not merely an emotion. We will hear (their accounts of) the deeds of mercy done (by them).

weighing—considering.

basest—'base' is an adj. commonly used of lead as against gold and silver.

hapless—(old fashioned word) unfortunate.

guerdon—reward.

well for them—It was a good thing for them that they gathered, there, (if giving gold is really charity) for every pilgrim to the temple thanked God for the opportunity of showing his love (by giving gold) before he was tested by the priests.

But none.....When they gave, they did it for their own advantage. They had no real sympathy for the poor.

to pay a vow—He came to fulfil a vow. This is a special use of the verb *to pay*—c. f. to pay respect, to pay attention, *i. e.* to give what is due.

welled up—(vb)—connected with the noun well. There water comes from the bottom to fill the well. So tears fill the eyes from inside. Lava wells up from inside the volcano.

maimed—pronounce as two syllables, to preserve the rhythm of the line.

(line 56) **had**—subjunctive mood. It wood be more common to say 'He would have turned away if the priest had not made a sign to him.'

like morning—like the sun rising and flooding the world with light.

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22. THE POPLAR FIELD

[William Cowper (1731—1800) was a very charming sensitive gentleman, not always in his right mind. He was obliged to live very quietly in the country. His poetry shows his love of nature and his tendency to melancholy. His letters to his friends are delightful, natural and full of delicate humour. They are some of the best examples of familiar letter-writing in the English language.]

The poplars are fell'd; farewell to the shade
And the whispering sound of the cool colonnade;
The winds play no longer and sing in the leaves,
Nor Ouse on his bosom their image receives.

Twelve years have elapsed since I first took a [view
Of my favourite field, and the bank where they [grew:
And now in the grass behold they are laid,
And the tree is my seat that once lent me a shade!

The blackbird has fled to another retreat
Where the hazels afford him a screen from the [heat;
And the scene where his melody charmed me [before
Resounds with his sweet-flowing ditty no more.

My fugitive years are all hasting away,
And I must ere long lie as lowly as they,
With a turf on my breast and a stone at my head,
Ere another such grove shall arise in its stead.

The change both my heart and my fancy employs;
I reflect on the frailty of man and his joys:
Short-lived as we are, yet our pleasures, we see,
Have a still shorter date, and die sooner than we.

AIDS TO STUDY

Fell'd—cut down, literally, 'made to fall'.

Farewell to—We may say goodbye to the shade. That is the end of the shade. *e. g.* "Farewell to our hopes!"

Colonnade—Cowper compares the tall slender poplars to a row of columns.

ouse—A quiet river.

Laid Be sure you distinguish between these verbs.
(1) I lie down, I lay down, I have lain down Intransitive.
(2) I lay my pen down, I laid my pen down I have laid my pen down. Transitive.

Blackbird—(one word) A sweet singer about the size of a myna, with black feathers and an orange beak.

Retreat—Hiding place.

Hazels—Bushes growing about twelve feet high.

Afford—In the sense of 'give', 'allow to have.'

Fugitive—Literally 'escaping'. Cowper feels that his life is slipping away from him too fast.

As lowly as they—The poplars are lying low in the grass. Cowper will soon be lying in his grave, covered with turf, with a tombstone at his head.

Ere.....—He will be buried long before another grove such as this one can grow up in its place.

The change — from growth to lying low in the grass. His heart sorrows for the change, and his fancy is occupied reflecting on it.

Short-lived as we are—In this phrase *as*, means *though*. 'Though we live only a short time.'

Date—Here means 'time.'

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23. JOHNNY

[Christina Rossetti (1830—1894). *See the introduction to Up-hill.*]

Johnny had a golden head
Like a golden mop in blow,
Right and left his curls would spread
In a glory and a glow,
And they framed his honest face
Like stray sunbeams out of place.

Long and thick, they half could hide
How threadbare his patched jacket hung;
They used to be his mother's pride;
She praised them with her tender tongue,
And stroked them with a loving finger
That smoothed and stroked and loved to
[linger.

On a doorstep Johnny sat,
Up and down the street looked he;
Johnny did not own a hat;
Hot or cold tho' days might be;
Johnny did not own a boot
To cover up his muddy foot.

Johnny's face was pale and thin,
Pale with hunger and with crying;
For his mother lay within,
Talked and tossed and seemed a-dying,
While Johnny racked his brain to think
How to get her help and drink,

Get her physic, get her tea
Get her bread and something nice;
Not penny piece had he,
And scarce a shilling might suffice;
No wonder that his soul was sad,
When not one penny piece he had.

As he sat there thinking, moping,
Because his mother's wants were many,
Wishing much but scarcely hoping
To earn a shilling or a penny,
A friendly neighbour passed him by
And questioned him: Why did he cry?

Alas! his trouble soon was told:
He did not cry for cold or hunger,

Though he was hungry both and cold;
He only felt more weak and younger,
Because he wished so to be old
And apt at earning pence or gold.

Kindly that neighbour was, but poor,
Scant coin had he to give or lend;
And well he guessed there needed more
Than pence or shillings to befriend
The helpless woman in her strait,
So much loved, yet so desolate.

One way he saw, and only one:
He would—he could not—give the advice,
And yet he must: the widow's son
Had curls of gold would fetch their price;
Long curls which might be clipped, and sold
For silver or perhaps for gold.

Our Johnny, when he understood
Which shop it was that purchased hair,
Ran off as briskly as he could,
And in a trice stood cropped and bare,
Too short of hair to fill a locket,
But jingling money in his pocket.

Precious money—tea and bread,
Physic, ease, for mother dear,
Better than a golden head:
Yet our hero dropped one tear

When he spied himself close shorn,
Barer much than lamb new born.

His mother throve upon the money,
Ate and revived and kissed her son:
But oh! when she perceived her Johnny,
And understood what he had done,
All and only for her sake,
She sobbed as if her heart must break.

AIDS TO STUDY

"golden" hair—a rich yellow, the most admired of all colours for hair in England. It is very rare to find hair that deserves the name of gold. Curly hair is more admired than straight hair.

mop—His hair was thick and light. It did not lie smoothly on his head but stood up like a mop.

in blow—in bloom. The authoress describes his locks as the petals of a flower in bloom.

hones—simple; one could not call his face beautiful, but at least it had the virtue of honesty.

stray—wandering. "There are stray goats eating our roses!"

jacket—Small coat. It hung on his shoulders. It was old and therefore mended with patches, and it was threadbare. New wollen cloth is fluffy. One cannot see the threads in it. When it is old, the fluff wears off and the thread is seen.

The first and second verses are introductory; the story itself begins at verse three.

own (vb)—to possess.

boot—the singular is used though the plural is understood.

within— inside the house.

talked and tossed—she was delirious and restless with fever.

racked—stretched. exercised his brain to the uttermost.

penny piece—penny coin, about one anna.

suffice—to be sufficient. A shilling would be hardly enough. (*It was*) *no wonder.*

Wants—Noun, always plural. What is the difference between *wishing* and *hoping* and *thinking*?

Why did he cry?—This is neither strictly Direct nor Indirect speech. The construction is unusual and must not be copied by students.

Alas!—The exclamation of pity refers to the whole situation, not to the fact that his difficulty could be briefly explained. He wished so much to be grown up and able to earn that he only felt extra helpless and young. More than small coins were needed to help.....

strait—difficulty (narrow place). Usually *straits.*

He would—*he could not—yet he must* give the advice. The kind neighbour hesitated.

Locket—It was the custom to preserve the hair of a loved one in a tiny gold box.

short—c. f. 'I am short of money'.

perceived—When she *first* caught sight of him she wept. though later she got better and thanked Johnny.

as if—always introduces something imaginary.

24. LEAD, KINDLY LIGHT

[John Henry Newman (1801—1890) a priest in the Anglican Church, wrote this poem when in great trouble of mind about the right course to take. Eventually he joined the Roman Catholic church and became Cardinal Newman. The difficulties of choosing the right course in life are expressed under the metaphor of a traveller needing light in order to see which way to go.]

Lead, Kindly Light, amid the encircling [gloom,
Lead Thou me on!
The night is dark, and I am far from home!
Lead Thou me on!
Keep Thou my feet; I do not ask to see
The distant scene—one step enough for me.

I was not ever thus, nor prayed that Thou
Shouldst lead me on.
I loved to choose and see my path, but now
Lead Thou me on!
I loved the garish day, and, spite of fears,
Pride ruled my will: remember not past years.

So long Thy power hath blest me, sure it still
Will lead me on,
O'er moor and fen, o'er crag and torrent, till
The night is gone,

And with the morn those angel faces smile
Which I have loved long since, and lost
[awhile.

AIDS TO STUDY

Lead Thou—It is not common to find the subject of an imperative expressed.

ever—I have not always been like this.

Garish too bright. He had loved pleasures.

Spite of fears—in spite of some fear that he was wrong.

Thy power hath blest me so long that surely it will still lead me on.

hath—old form of 'has'.

and(till) those angel faces smile—Newman feels out of touch with heaven, cut off from the sweetness and light of holy spirits. He looks forward to the passing of his spiritual darkness, when he may again enjoy the "smiles", the gracious influence of good spirits.

25. GOROMANDEL FISHERMEN

[Mrs. Sarojini Naidu (1879—1949) an ardent Indian patriot, has written truly beautiful poetry in a language not her own. It is a rare achievement. Her poems, together with Tagore's did a great deal to help the West to understand and appreciate India.]

Rise, brothers, rise, the wakening skies pray
[to the morning light,
The wind lies asleep in the arms of the dawn
[like a child that has cried all night.
Come, let us gather our nets from the shore,
[and set our catamarans free,
To capture the leaping wealth of the tide,
[for we are the sons of the sea.
No longer delay, let us hasten away in the
[track of the sea-gulls' call,
The sea is our mother, the cloud is our
[brother, the waves are our comrades all.
What though we toss at the fall of the sun
[where the hand of the sea-god drives?
He who holds the storm by the hair, will
[hide in his breast our lives.
Sweet is the shade of the coconut glade, and
[the scent of the mango grove,
And sweet are the sands at the full o' the
[moon with the sound of the voices we love.

But sweeter, O brothers, the kiss of the spray
[and the dance of the wild foam's glee
Row, brothers, row to the blue of the verge
[where the low sky mates with the sea.

AIDS TO STUDY

What are the figures of speech in these lines? You can find metaphor, simile and personification.

gather—The nets have been spread out to dry. Now they are gathered.

set free—as if the catamarans were alive and longing to leap into the waves.

tide—here means no more than sea.

leaping wealth—the sea is rich in fish and they leap occasionally out of water.

sea-gulls—strong-flying birds, white or gray, about the size of crows. They live on fish.

call—(noun)

in the track of—following (A call cannot really make a track, but this is poetic licence.)

What though—What does it matter though.

fall of the sun—sunset.
They do not know where they will be by sunset, tossing where waves and currents have driven them.

holds by the hair—controls.

hide—lovingly keep our lives safe.

glade—open space betwen trees.

spray—the drops of water that scatter when a wave breaks.

foam—When waves break, thousands of air bubbles are formed which gather and float awhile on the water.

row—rhymes with 'crow.'

verge—edge, here it means 'horizon.'

mates—marries, unites with.

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26. SONNET UPON WESTMINSTER BRIDGE

[William Wordsworth (1770-1850) is always thought of as the poet of nature. He has a strong feeling not only for the beauty of nature, but for the life which flows through and expresses itself in all Nature as well as humanity. On one of his visits to London he stood at sunrise on Westminster Bridge, near Westminster Abbey and the Houses of Parliament. He looked eastward at the great sweep of the River Thames and the buildings on its northern bank. In the distance he could see the dome of St. Paul's Cathedral, rising above the closely packed houses of the City, the oldest part of London. At that early hour everything was quiet, in strange contrast to its usual busy rush. The poet of nature contemplates the beauty of the great city.]

Earth has not anything to show more fair;
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear

The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky,
All bright and glittering in the smokeless air.

Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will;
Dear God! the very houses seem alseep;
And all that mighty heart is lying still!

AIDS TO STUDY

Notice carefully the spelling of Westminster. How many i,'s are there in it?

He would be dull of soul who failed to notice.....

Pass by—fail to notice.

Prose order:—This city now doth wear the beauty of morning like a garment.

doth—old form of *does*.

silent, bare—these adjs. qualify all the following nouns.

temples—here used for *churches*. There are plenty in London.

open unto—During the day-time, the coal smoke from countless chimneys forms a thick covering over the city, cutting it off from the sky and the green country. In the early morning before the fires are lighted, this smoke is not there.

steep (verb)—to soak. 'The yarn must be steeped in the dye'. Metaphorically—"He is steeped in Sanskrit."

valley, rock and hill—objects of *steep*. The beauty of the early sunlight fills the city quite as much as it fills the country-side.

own sweet will—according to his own pleasure, freely. At other times the boats on the river seem to make a slave of it.

Dear God!—Wordsworth was a religious man, and he does not use this exclamation lightly. His mind is filled with solemn thoughts.

very (adj.)—the houses themselves seem asleep—(windows closed, curtains drawn, doors shut,)

mighty heart—the capital of the country.

The form of this poem deserves to be noticed. It is a sonnet. All sonnets have fourteen lines of ten syllables each. The arrangement of rhymes is different in different writers. This sonnet has only four rhyming sounds, *fair*, *by*, *steep* and *hill*. What lines rhyme with each of those sounds? Work out Wordsworth's pattern of rhymes.

Notice that the first eight lines form one group, and the last six form a second group.

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27. THE SECRET OF THE MACHINES

[Rudyard Kipling (1865—1936) was born in Bombay and lived much of his early life in India. He became a journalist, and a writer of short stories and of verse in the latter. His style is vigorous, with a strongly marked rhythm, but he does not often rise to the level of true poetry. His short stories are remarkable because he succeeds in telling and suggesting a great deal in a few words, yet the reader is not conscious of hurry

This is done by a careful choice of vocabulary and detail. Opinions differ widely about the value of Kipling's work and the wisdom of his attitude to racial and imperialistic matters, but there is no question about the interest of this present piece.

Kipling is thrilled with the marvel of machinery—what it can do, the look of it as it works, and the rhythm of its performance. He tries to express this in his lines.

Yet, in spite of the enormous power of the machines, hey are only machines, rigid, unfeeling, soulless, incapable of anything unless directed by a human being.

Never before this century did writers or painters think of machinery as a suitable subject for poetry of art of any sort. At the same time engineers have been insisting that good machinery must be beautiful as well as useful. Consider the improvement in the appearance of motor cars.]

We were taken from the ore-bed and the mine,
We were melted in the furnace and the pit—
We were cast and wrought and hammered to [design,
We were cut and fild and tooled and gauged [to fit.
Some water, coal, and oil is all we ask
And a thousandth of an inch to give us play:
And now if you will set us to our task,
We will serve you four and twenty hours a day!
We can pull and haul and push and lift and [drive
We can print and plough and weave and heat [and light,

We can run and jump and swim and fly and
[dive,
We can see and hear and count and read
[and write!
Would you call a friend from half across the
[world?
If you'll let us have his name and town and
[state,
You shall see and hear your crackling question
[hurled
Across the arch of heaven while you wait.
Has he answered? Does he need you at his side?
You can start this very evening if you choose,
And take the Western Ocean in the stride
Of seventy thousand horses and some screws!
The boat-express is waiting your command!
You will find the *Mauretania* at the quay,
Till her captain turns the lever 'neath his
[hand,
And the monstrous nine-decked city goes to
[sea.
Do you wish to make the mountains bare their
[head
And lay their new-cut forests at your feet?
Do you want to turn a river in its bed,
Or plant a barren wilderness with wheat?
Shall we pipe aloft and bring you water down
From the never-failing cisterns of the snows,

To work the mills and tramways in your town,
And irrigate your orchards as it flows?
It is easy! Give us dynamite and drills?
Watch the iron-shouldered rocks lie down
[and quake
As the thirsty desert-level floods and fills,
And the valley we have dammed becomes
[a lake.

But remember, please, the Law by which we live,
We are not built to comprehend a lie.
We can neither love nor pity nor forgive ;
If you make a slip in handling us, you die !
We are greater than the Peoples or the Kings—
Be humble, as you crawl beneath our rods!—
Our touch can alter all created things
We are everything on earth—except The Gods!
Though our smoke may hide the Heavens
[*from your eyes,*
It will vanish and the stars will shine again
Because, for all our power and weight
[*and size,*
We are nothing more than children of
[*your brain!*

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We—the machines.

cast—poured into moulds. ***wrought,*** old past participle of 'worked'—The steel passes through many processes.

to design—(noun) according to the plan or design of the engineer.

to fit—exactly with the other parts of the machine.

water and coal—to make steam; *oil* to lubricate the machinery.

play—here means freedom of movement. Machines cannot work unless there is a minute space between the moving parts.

see, etc.—What modern machines can do each of these things? Since Kipling's time a machine has been invented that can 'remember.'

Would you call ?—Do you wish to call ?

crackling There is an electric crackling sound when wireless messages are sent out.

while you wait—i. e. in a very short time. No one cares to wait long. The answer comes without delay too.

Western Ocean—the Atlantic.

in the stride—.....used metaphorically, meaning 'without difficulty' "He took the examination in his stride". The engines of a transatlantic liner develop seventy thousand horse-power to turn screws or propellors.

Boat-express—express train to catch the boat.

waiting.....—is your servant.

Mauretania—at that time the largest liner afloat.

quay—pronounced to rhyme with 'sea'.

lever—handle. Notice the contrast between the huge power of the engines and the ease with which that power is set in motion.

city—The Mauretania had nine decks one below the other. There were thousands on board, so that she was like a city.

turn a river—change the course of the river.

pipe aloft—lay a pipe up to the snows on the mountain tops,

cisterns—the vast accumulations of snow on the high mountains are like a store of water for our use.

to work mills—Water power is used to turn the generators which make electricity to drive mills and trams. Afterwards the water can be used for irrigation. Kipling probably saw this in America.

drills—are used for making holes in rocks into which charges of dynamite can be placed.

iron—suggests hardness. *Shouldered*; the shoulder is a thick and strong part of the human body. Its use here suggests that great and hard masses of rock fall down and tremble after the explosion. Meanwhile the dam is built for this hydro-electric scheme.

(Last verse)—Machines are very wonderful but they can only be built and handled according to strict laws. No inaccuracy or lie can escape punishment. In one way machines seem to be more powerful than nations and kings. Man looks small by comparison.

rods—shafts, parts of machinery.

Machines can do wonders with earthly things, but they cannot do anything at all with heavenly things. They are not eternal. They and their smoke will vanish.

the Gods—Why plural? The machines are speaking, not Kipling himself. But many people in their desire to avoid ostentation in religion, use terms more proper to classical Roman literature than to their own beliefs.

for all—in spite of all.

28. THE KING OF KINGS

[Rabindranath Tagore (1861—1941) belonged to a great and noble Bengali family. He had no regular schooling but read deeply what attracted him. He wrote his poems and plays in Bengali and himself translated them into English prose. They were greatly appreciated in England. They are full of deep thoughts simply expressed.

This poem (No. 50 in *Gitanjali*) describes how a man expected to receive freely from God and was surprised when God expected something from him. He thought it must be some kind of joke, and he gave a tiny grain of corn. He found in the evening that what he had given was with him still. It had turned to gold. What he had refused to give was as poor as before.]

I had gone abegging from door to door in the village path, when thy golden chariot appeared in the distance like a gorgeous dream and I wondered who was this king of all kings !

My hopes rose high and methought my evil days were at an end, and I stood waiting for alms to be given unasked and for wealth scattered on all sides in the dust.

The chariot stopped where I stood, Thy glance fell on me and thou camest down with a smile. I felt that the luck of my life had come at last. Then of a sudden thou didst hold out thy right hand and say, "What hast thou to give to me ?"

Ah, what a kingly jest was it to open thy palm to a beggar to beg! I was confused and stood undecided, and then from my wallet I slowly took out the least little grain of corn and gave it to thee.

But how great my surprise when at the day's end I emptied my bag on the floor to find a least little grain of gold among the poor heap. I bitterly wept and wished that I had had the heart to give thee all.

'Gitanjali'—Verse 50.

AIDS TO STUDY

abegging—begging.

methought—it seemed to me.

evil—unhappy, hard.

at an end—finished.

the luck of my life—the most lucky event in my life.

kingly jest—I did not think you could be in earnest. I thought it was a fine joke, fit for a king.

the heart—the courage, the generous love.

If we give all to God, all is turned to gold. The surrendered life is the life of truest happiness.

29. THE LAST JUDGEMENT

[St. Mathew 25. 31—46]

This is a dramatic picture showing the standard by which men's lives shall be judged. Nothing is said about beliefs. If beliefs are not strong enough to produce good actions, they are worth nothing.

When the Son of man shall come in his glory and all the holy angels with him, then shall he sit upon the throne of his glory;

And before him shall be gathered all nations: and he shall separate them one from the other, as a shepherd divideth his sheep from the goats:

And he shall set the sheep on his right hand, but the goats on the left.

Then shall the King say unto them on his right hand, Come, ye blessed of my Father, inherit the kingdom prepared for you from the foundation of the world:

For I was an hungred, and ye gave me meat: I was thirsty, and ye gave me drink: I was a stranger, and ye took me in:

Naked and ye clothed me: I was sick and ye visited me: I was in prison and ye came unto me.

Then shall the righteous answer him, saying, Lord, when saw we thee an hungred and fed thee? or thirsty and gave thee drink?

When saw we thee a stranger, and took thee in? or naked and clothed thee?

Or when saw we thee sick, or in prison, and came unto thee?

And the King shall answer and say unto them, Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.

Then shall he say unto them on the left hand, Depart from me, ye cursed, into everlasting fire, prepared for the devil and his angels;

For I was an hungred, and ye gave me no meat: I was thirsty and ye gave me no drink:

I was a stranger and ye took me not in: naked, and ye clothed me not: sick and in prison, and ye visited me not.

Then shall they also answer him, saying, Lord, when saw we thee an hungred or athirst, or a stranger, or naked, or sick or in prison, and did not minister unto thee?

Then shall he answer them saying, Verily I say unto you, Inasmuch as ye did it not unto one of the least of these, ye did it not unto me.

And these shall go away into everlasting punishment; but the righteous into life eternal.

AIDS TO STUDY

Son of man—a title found in the Old Testament prophets and constantly used by Christ with reference to himself.

His glory—Christ claims to be the final judge, the king, the Father's representative in this matter.

separate—shall separate individuals, not nations.

Come—Notice that inverted commas are not used in the Bible. It was printed long before these aids to clarity were invented.

from the foundation—It was part of God's original plan that men should rise to something higher than human life in this world.

When saw we thee ?—Modern English, "When did we see you ?"

an hungred—here *an* is not the indefinite article, but a preposition formerly used before gerunds, etc., *an hungred*—hungry. *athirst* thirsty.

meat—the word originally meant any kind of food.

took me in—gave me shelter in your houses.

Verily—indeed, truly.

Inasmuch as—just as, because.

these my brethren—The noun and pronoun are in apposition. He calls 'the poorest and the lowliest and the lost' his brethern. He accepts service to them as service to himself.

Ye cursed—It is not Christ who curses them. By their unsatisfactory lives they have brought themselves under the curse pronounced against all wickedness.

Everlasting fire—How shall words be found in human language to express the horror of final, irreversible separation from God, which is the punishment of the wicked? After every chance has been given to them, they still show no spark of goodness. The fire should not be taken to signify torture, but the destruction of rubbish. *Everlasting* – These matters are really outside time and place, but we are accustomed to think in terms of time, therefore 'everlasting' may convey to our minds something of the completeness of this doom. It is not wise to cut out the sterner warnings of Christ's teaching and simply to enjoy the easier portions.

life eternal—Eternity is outside time. Life eternal is not endless life of the kind we know, but an altogether higher quality of life.

the devil—the root of all evil and the spirits he has misled. Note that the 'fire' was not prepared for human spirits, but if they follow the devil, they will share the destruction intended for him.

APPENDIX

A brief summary of rules about Indirect Speech

In English there are normally but two ways of telling what another person has said. Either one must use quotation marks and the exact words of the speaker, or one must express his ideas but using the tenses and the pronouns that oneself would naturally use about the events and people mentioned. Quotation marks claim to show the exact words of the speaker. Unless we are sure of the exact words, we must not use quotation marks. Consequently indirect speech is very much needed.

I. It is not difficult to change the pronouns. We have only to use those which we ourselves would use about those people. It requires common sense only and not a number of rules.

Mr. X writes to me, "I am prepared to sell you my car".

Mr. X writes to me that he is prepared to sell me his car.

II. There are plenty of transitive verbs which can have a noun clause for their object and express indirect statement.

If this reporting verb is in the present tense, then there is no change in the tenses of the speech.

But if, as is usual, the reporting verb is in the past tense, then the idea of the past sweeps right through the whole sentence, subordinate clauses and all. It is like emptying a bottle of ink into a bucket of water. The whole thing goes black.

Present becomes Past,

Past becomes Past Perfect,

Can, *will*, *shall*, and *may* become *could*, *would*, *should* and *might*.

It seems an easy enough rule! Students go wrong because they get into a muddle in the lower forms and never face the matter properly.

He said, "I *shall go* tomorrow because if I *wait* any longer, my brother *may have left* before I *arrive*, and I *promised* last week to visit him again."

He said that he *would* go the next day because if he *waited* any longer, his brother *might have left* before he *arrived*, and he *had promised* the previus week to visit him again.

III. The easiest way of dealing with Indirect Command and Request is to use an infinitive. But an infinitive does not by itself convey any idea either of command or request. Therefore that idea must be expressed by a well-chosen introductory verb. The following are the chief:—

A. *Command*—very formal and severe, not much needed

'The king commanded the army to advance.'

Order—very frequently used.

'The king ordered.....,

The judge ordered.....,

The teacher ordered.....,

They ordered the servants.....'.

Tell—The most frequently used. It can be used for any kind of giving orders or instructions. 'The teacher told the boys to sit up. He told the servant to bring water. He told his son to work harder. The king told the ministers to decide'.

Forbid—a severe and forcible word. 'He forbade them to copy each other's work.'

B. *Request*—a rather stiff verb for formal occasions. 'He requested the secretary to read the report.'

Ask—the most important of this group. Please notice that it is a form of request and not of command. This mistake is very common, because *ask* is often inaccurately translated by a Malayalam word that means *order*. In English *ask* is perfectly kind and polite. It is an informal request and admits the possibility of an excuse or a refusal. It has

no authority in it. "The teacher asked the boys to be quiet", is quite wrong. Say "He told the boys to be quiet."

Invite, *beg*, *coax*, *urge*, *encourage*, etc., may be used as required with the same construction, the infinitive.

Notice particularly that *say* is not in this group. *Say* cannot be followed by the infinitive, and *say* cannot express the ideas of command or request.

IV. In Indirect Question, the same rules about change of tenses and pronouns must be followed. Also the proper introductory (reporting) verbs must be used.

(*a*) He asked (me) what the time was.

(*b*) He enquired (of me) what the time was.

(*c*) He wondered (asked himself) what the time was.

(*d*) He wanted to know what the time was.

Asked and *enquired* can take indirect objects, the others cannot; they are useful sometimes for the sake of variety, but *asked* will do in almost every case.

But Direct Question has its own pattern of sentence, where the finite verb is placed before the subject, and where *do*, *does* or *did* is often found. The matter of turning Direct Question

into Indirect is not really difficult, as Indirect Question goes back to the simple, familiar pattern of Statement—verb, subject, object—and avoids all the complications of Direct Question.

(*a*) He knows his work.

(*b*) "Does he know his work?"

(*c*) I ask if he knows his work.
or I asked if he knew his work.

Write up (*a*), (*b*) and (*c*) on the blackboard, then wipe out (*b*) and admire the beautiful simplicity of what is left.

It is necessary thoroughly to understand the business of *do*, *does* and *did* in questions. Refer to the notes on Nehru's speech.

V. Exclamations must ordinarily be turned into statements; then they can be dealt with exactly as statements. If a long speech is being reported, then an exclamation can be left as an exclamation, in the same way as a question can be left as a question, so long as tenses and pronouns are changed.

VI. Other ways of dealing with Question and Command.

a. *That* and *should*—This can be used with a wider range of verbs than those given in III.

It seems to be more commonly used with the passive than with the active.

He ordered that the thieves should be beaten.
I decided that we should start next day.

He commanded that something should be given to the beggar.

I gave orders that she should stay at home.

b. *Let* can express an order, but not as a subordinate clause. It is chiefly needed when reporting a long speech.

He did not want the books. Let them be burnt.

VII. For other points see the examples following "Julius Cæsar."

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