

LESSON LI.

hāil Lārə chēer'i ly ex elāiməd'
 rōəd lēənəd pār'ti eles ad vānç'ing
 vā'por Mā'bəl in tēn'tion sāt is fāe'tion

WHY DOES IT SNOW?

"Why does it snow?" asked little Mabel, as she leaned upon the window-sill watching the silent snow-flakes.

"Because it wants to, I suppose," said her brother Tom. "I am sure if it keeps on, I shall have some fun with my sled."

"No, I don't wish for that reason," said Mabel; "I really wish to know why it snows."

"You'll have to ask somebody else, then; I can't stop to tell you. I must find my mittens."

Little Mabel had no intention of giving up her question until it was answered to her satisfaction, so she left the room to find her grandfather.

Old Mr. Lane was sitting in an arm-chair near the sitting-room window, and

saw the question in little Mabel's eyes as soon as she opened the door.

"Why does it snow, grandfather?" were the first words she said.

"That is a hard question," replied Mr. Lane, laughing.

"But you know, don't you?" said Mabel, advancing toward her grandfather's chair.

"Well, Mabel, let us—you and me—think it all over, and see whether we can't find out. Do you know what clouds are, Mabel? We must begin with them."

"Yes, mamma says that they are made of vapor, which rises from the earth and sea."

"That is very true," said Mr. Lane, "and did mamma tell you why the vapor rose from the earth?"

"Because the vapor is warm. It is the sun's heat that makes the vapor."

"Will not any heat cause vapor, Mabel?"

"O yes, grandfather."

"Quite right. The vapor rises and

is blown together by the wind, and then the cold air above the earth causes the little particles to show themselves and form clouds."

"And the clouds become heavy and drop down rain," said Mabel.

"That is nearly right, Mabel," said her grandfather, "but a great many of these little particles of vapor go to form a single drop of rain. It sometimes takes several days before the clouds have any drops of water in them."

"Please tell me more," said Mabel.

"Well, when the drops of rain fall from the clouds, if they enter very, very cold air, what would we have then?"

"I can't think," said Mabel.

"Hail," said her grandfather; "for that is frozen rain. I want my little girl to know about rain and hail, as well as snow."

"Are we coming to snow now, grandfather?" exclaimed Mabel.

"Really we ought to come to snow

before hail and rain," answered Mr. Lane; "but I wished to have you take the best road. You have heard, have you not, that the shortest way is not always the easiest?"

"O yes; I have heard that," said Mabel.

"Before the drops of rain are formed, the little particles of water are sometimes frozen in the clouds, and then fall in little flakes."

"O that is the snow, at last," cried Mabel, clapping her hands.

"Yes, that is snow!" said her grandfather, cheerily, "and I am sure that you and Tom will have a merry time with it while it lasts."

LANGUAGE LESSON.—Let the teacher read a short story to the pupils, and assist them in selecting the parts to form an analysis.

Let pupils write one or more questions about each part, answer them in complete statements, and then unite them, so as to reproduce the story.

MAXIM FOR MEMORIZING.

"Cherish what is good, and drive evil thoughts and feelings far."

LESSON LII.

eālm	squall	re fūs'al	out'ward
eōast	līn'ger	rēs'eūed	thrēat'en
hāstē	sīg'nals	dis trēs's'	ex tēnd'ed
En'glish (īng'glish)	fōr'eīgn	hūs'band	fīsh'er man

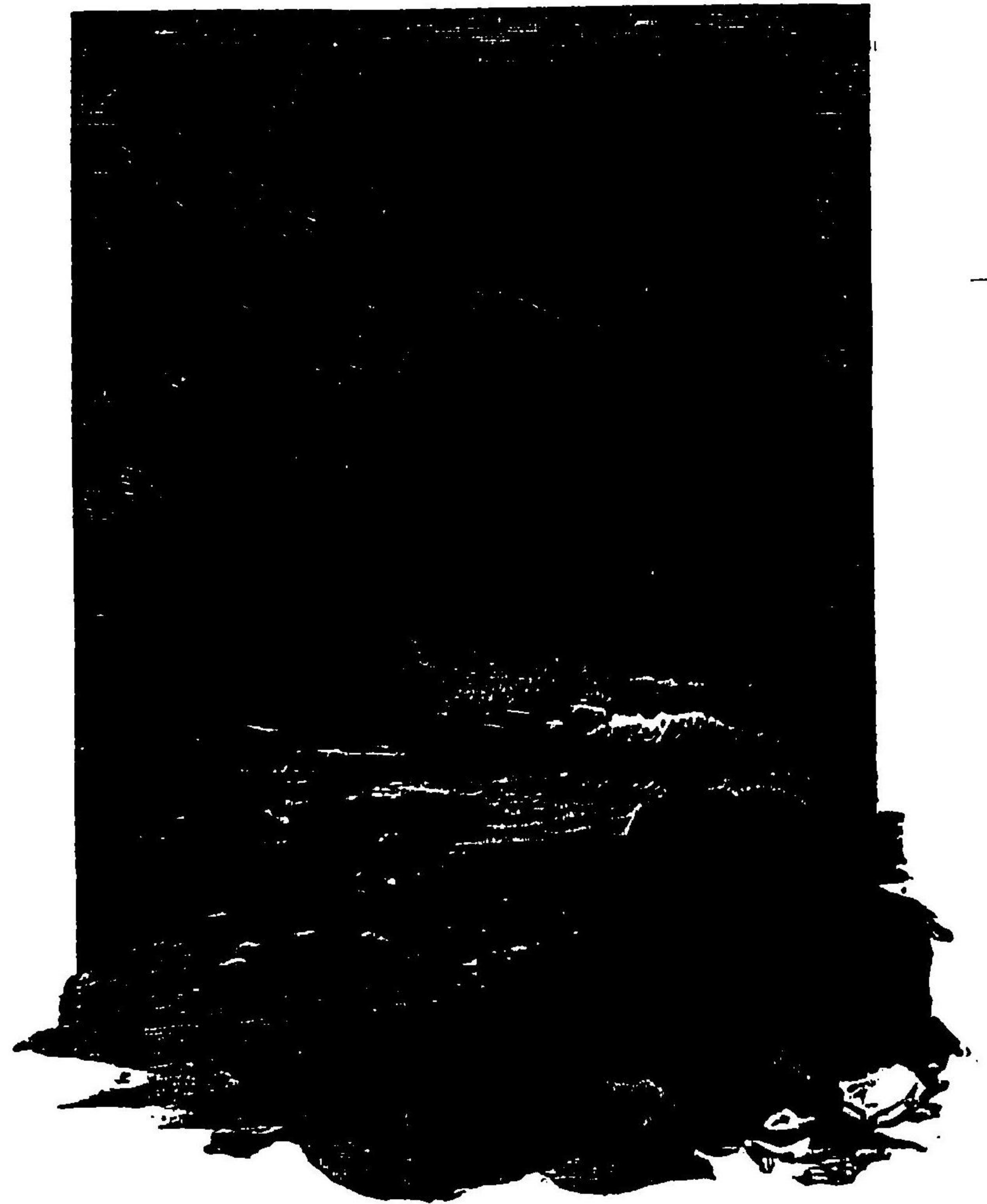
SAVED FROM THE SEA.

A storm is raging along the English coast. A life-boat is nearly ready to make its way to a ship which, at some short distance from the land, is showing signals of distress. The life-boat still needs one man.

Ned Brown, a fisher lad and a good sailor, wishes to fill the place. But first he bends down gently to a woman who stands beside him, and says to her in a clear, brave voice, "Mother, will you let me go?"

The mother has been a widow only six months. Her husband was a fisherman. He put out one day during the last spring in a small fishing-boat upon a calm sea. A sudden and terrible squall came on; pieces of the boat were

seen next morning, but the fisherman returned no more.



A fierce refusal rises to the woman's lips. But her sad eyes move slowly towards the helpless ship. She thinks of the many lives in danger within it,

and of many distant homes threatened with loss of their loved ones.

She turns to her boy, and in a voice as calm and brave as his own, "Go, my son," says she, "and may God bring you back safe to your mother's arms."

She leaves the beach in haste and seeks her lonely home; and thinks of her old sorrow and her new fear.

Morning dawns again. The storm is over. The waves are tossing their heads, but the sea will soon be calm. A fine ship has gone down upon the waters, but the life-boat has nobly done its work, and all in the ship have been saved.

Why does Ned Brown linger outside his mother's door? He has thown himself the bravest of the brave throughout the night. Why does he hold back?

Beside him stands a tall, worn man; a man whom he has saved from a watery grave; a man whose eyes, full of tenderness, never leave his own. Around the two are many villagers;

hands are extended to the man and happy words are spoken.

"Who will dare to tell her?" So says one with a voice well-nigh choked with feeling.

"I will." And, in another moment, Ned Brown enters the house, and is in his mother's arms.

"Mother, listen. I have a tale for your ears. One of the men saved last night is a fisherman. A storm had overtaken him upon the sea several months ago. He was seen and saved by a foreign ship. The ship was outward bound.

"Away from home, from wife, from friends, the man was forced to sail. By his wife and friends he was mourned as dead.

"He came to a distant land and set sail again in the first ship bound for England.

"Last night he found himself within sight of home; but a storm was raging on sea and land, and once more the man stood face to face with death.

Help came in his need. Mother, try to bear the happy truth.

"When your brave heart—a heart which in the midst of its sorrow could feel for the sorrows of others, sent me forth last night, you knew not (how should you know?) that you sent me to save my dear father's life."

Not another word is spoken. A step is heard; the rescued man stands by his own fireside. With a cry of wild joy the mother rushes forward and falls into his arms.

LANGUAGE LESSON.—*Let pupils write a short exercise upon one of the following subjects,*

hats, cloaks, boots, coats,

and use this

ANALYSIS.

- | | |
|-------------------|-----------------|
| 1. Where bought. | 6. Parts. |
| 2. When bought. | 7. Description. |
| 3. Of what made. | 8. Color. |
| 4. Who made them. | 9. Appearance. |
| 5. How made. | 10. Cost. |

Let teacher show pupils how to use the above analysis in writing a description of any article.

LESSON LIII.

lil'ý	dū'lý	mīl'let	prāiš'eq
grāçə	shârə	vāl'ləý	Nāt'ūrə

WORK.

Down and up, and up and down,

Over and over and over;

Turn in the little seed, dry and brown,

Turn out the bright red clover.

Work, and the sun your work will share,

And the rain in its time will fall;

For Nature, she worketh everywhere,

And the grace of God through all.

With hand on the spade and heart in the sky,

Dress the ground and till it;

Turn in the little seed, brown, and dry;

Turn out the golden millet.

Work, and your house shall be duly fed;

Work, and rest shall be won;

I hold that a man had better be dead

Than alive, when his work is done!

Down and up, and up and down,

On the hill-top, low in the valley;

Turn in the little seed, dry and brown,

Turn out the rose and lily.

Work, with a plan, or without a plan,
 And your ends shall be shaped true;
 Work, and learn at first-hand, like a man—
 The best way to know is to do!

Down and up till life shall close,
 Ceasing not your praises;
 Turn in the wild, white winter snows,
 Turn out the sweet spring daisies.
 Work, and the sun your work will share,
 And the rain in its time will fall;
 For Nature, she worketh everywhere,
 And the grace of God through all.

LANGUAGE LESSON.—*Let pupils add ful to each of the following words, and give the meaning of the words so formed.*

<i>fear</i>	<i>faith</i>	<i>pain</i>	<i>joy</i>
<i>hope</i>	<i>doubt</i>	<i>grace</i>	<i>sorrow</i>

Let pupils write eight statements, each containing one of the words just formed.

MAXIM FOR MEMORIZING.

“Let your hands and your conscience
 Be honest and clean;
 Scorn to touch or to think of
 The thing that is mean.”

LESSON LIV.

<i>in'sist'</i>	<i>knit'ting</i>	<i>in ter fēre'</i>
<i>nēē'dles</i>	<i>prīek'ing</i>	<i>fīn'ish ing</i>
<i>eāp'i tal</i>	<i>re cēived'</i>	<i>spēe'ta eles</i>
<i>worst'ed</i>	<i>gal vān'ie</i>	<i>pūn'ish ment</i>
<i>bāt'ter y</i>	<i>tēmp'ting</i>	<i>mēd'dle some</i>

HOW TOM GOT INTO TROUBLE.

Tom was quite as meddlesome as little Millie who broke her grandmother's spectacles, and got snuff into her eyes. He could never leave any thing alone.

“Some day you will meddle too much,” said his mother, “and then you will be sorry.”

But Tom did not mind. Other people did, for Tom did a great deal of mischief in one way and another.

If his mother laid down her knitting-work for a moment, he would pull out the needles in order to see the little loops.

If his sister's worsted work was on the table, he began working at it and

was sure to spoil it. If the gardener was weeding, Tom said he would weed too, and pulled up more flowers than weeds, which made the gardener very angry.

Then in the nursery, if he found the little ones playing cars, he would interfere and place the chairs another way, and would insist on being the conductor himself. Then the little ones would cry, and nurse would be angry and send Tom out of the nursery.

But one day Tom met with a punishment. He had been peeping about, and listening, and hearing of some wonderful machine that his father had just received.

"I must go and have a look at it," said Tom to himself. And down he went to his father's study to see what the machine was like.

He opened the door very softly, and there stood the wonderful machine, with chains and handles and plates, most tempting to behold.

Tom rubbed his hands and smiled.

"I might take it to pieces," he said, "and put it together again without any one knowing."

So he got upon a chair, and kneeling down, took a chain handle in each hand.

"Capital!" he was going to say, but instead of finishing the word, he cried out, "O, O, O!" and screamed so loud that every one ran to see what was the matter.

For no sooner had Tom taken hold of the handles than he felt as if pins and needles were pricking him, and he could not take his hands away, the handles seemed to keep them fast. "O, O, O!" yelled Tom.

"Ah!" said his father, "you have punished yourself at last. This is a galvanic battery."

Tom did not know what a galvanic battery was, but he made up his mind not to meddle with one again.

When his father had loosed his hands, Tom crept away to his room, without stopping to say a word, not caring to

hear their laughter and the jokes that were made upon him.

The galvanic battery had done its work well. Tom's feelings had been touched in a manner that surprised him.

He was told that there were other machines in the world more dangerous than galvanic batteries, and he believed it.

Tom had learned a lesson, and one that he was likely to remember. He never again meddled with any thing he did not understand.

LANGUAGE LESSON.—*Let pupils write a short exercise upon one of the following subjects,*

corn, apples, potatoes, strawberries,

and use this

ANALYSIS.

- | | |
|-------------------|------------------------------|
| 1. Size. | 6. How planted. |
| 2. Shape. | 7. How often planted. |
| 3. Color. | 8. How cared for. |
| 4. Seeds. | 9. How gathered. |
| 5. How they grow. | 10. How made ready for food. |

Let teacher show pupils how to use the above analysis in writing a description of other articles of food.

LESSON LV.

glòvès	hūn'ger	al lowèd'	thīm'blēs
mīxèd	wāst'ed	wārn'ing	pro dūcèd
lòkèd	un tī'dy	eōb'wēbₛ	erūm'plèd
worsè	rēg'ū lar	eōn'stant	īl'-tēm perèd
(wŭrs)			

ANNA AND THE FAIRIES.

PART I.

Once upon a time, there was a very untidy little girl, who never kept any thing in its place, and who, for that reason, lost her books, thimbles, pins, needles, gloves, shoestrings, and everything else that some one did not put away for her.

She wasted her time in looking for them, when she ought to have been learning her lessons, or sewing, or going out to walk, and was a constant trouble to herself and her parents, her brothers and sisters, and all others in the house.

Now this was in the days when children had fairy godmothers. This little girl had two; one of them being

cross and ill-tempered, while the other was kind and gentle.

Anna—for that was the girl's name—had often been told that if she kept on being so untidy, she would give these fairies power over her, and that after a time, one or the other of them would carry her off and take the whole care of her.

The foolish girl took no heed of the warning, and so it happened, that one day the ill-tempered godmother came to take her away.

Never was such an object seen as this fairy. Her hair looked as if it had never known a comb or brush; her dress was soiled and torn; her stockings had holes in them; one shoe had lost more than half its buttons, and the other was tied up with a piece of string.

Anna was carried off and locked up in a small, dirty room, with uncleaned windows, cobwebs in all the corners, the floor covered with dust, and the walls almost black with smoke.

"There Anna," said the fairy, "I have brought you to just such a room as yours would have been, if you had been allowed to have your own way, and which, of course, you will like. Now I will bring you some work."

So saying, she produced in some strange manner a great box of pins and needles and a bundle of crumpled papers.

She emptied the box on the table, and told Anna that she must stick the pins and needles into the paper in regular rows.

All the pins and needles of the same size and shape must be placed together, and she was to have no food until she had finished the task. Then the fairy went out, leaving Anna to herself.

The poor girl did not know how to begin her work. The pins and needles were all mixed together, and whenever she tried to pick one out, she pricked her fingers with the points of several others.

There were great carpet pins as long

as Anna's finger, and tiny little pins, some of which were so small that she could hardly see them.

Then there were long needles and short needles, large needles and needles so fine that one of the hairs from Anna's head would not pass through their eyes.

The more she tried, the worse matters became. Hour after hour passed away and she felt ill with hunger. At last, she burst into tears, thinking that she would be starved to death in this dirty, ill-kept room.

LANGUAGE LESSON.—*Let pupils make out an analysis in five parts for the subject—*

What happened yesterday.

Let pupils ask one or more questions upon each part of the analysis, and write out the answers in complete statements.

Unite such statements as relate to the same part of the analysis and may be properly joined.

The treatment of each part should make a separate paragraph; and all the paragraphs together, a complete story.

LESSON LVI.

gūide	dīn'gy	eān'vas	dis ōr'der
bēads	mōt'to	pāt'tern	ar rānged'
seowl	prōp'er	pēē'vish	un rāv'eləd
āet'ed	eōp'īed	prēs'ençə	eom pān'ions (yūng)

ANNA AND THE FAIRIES.

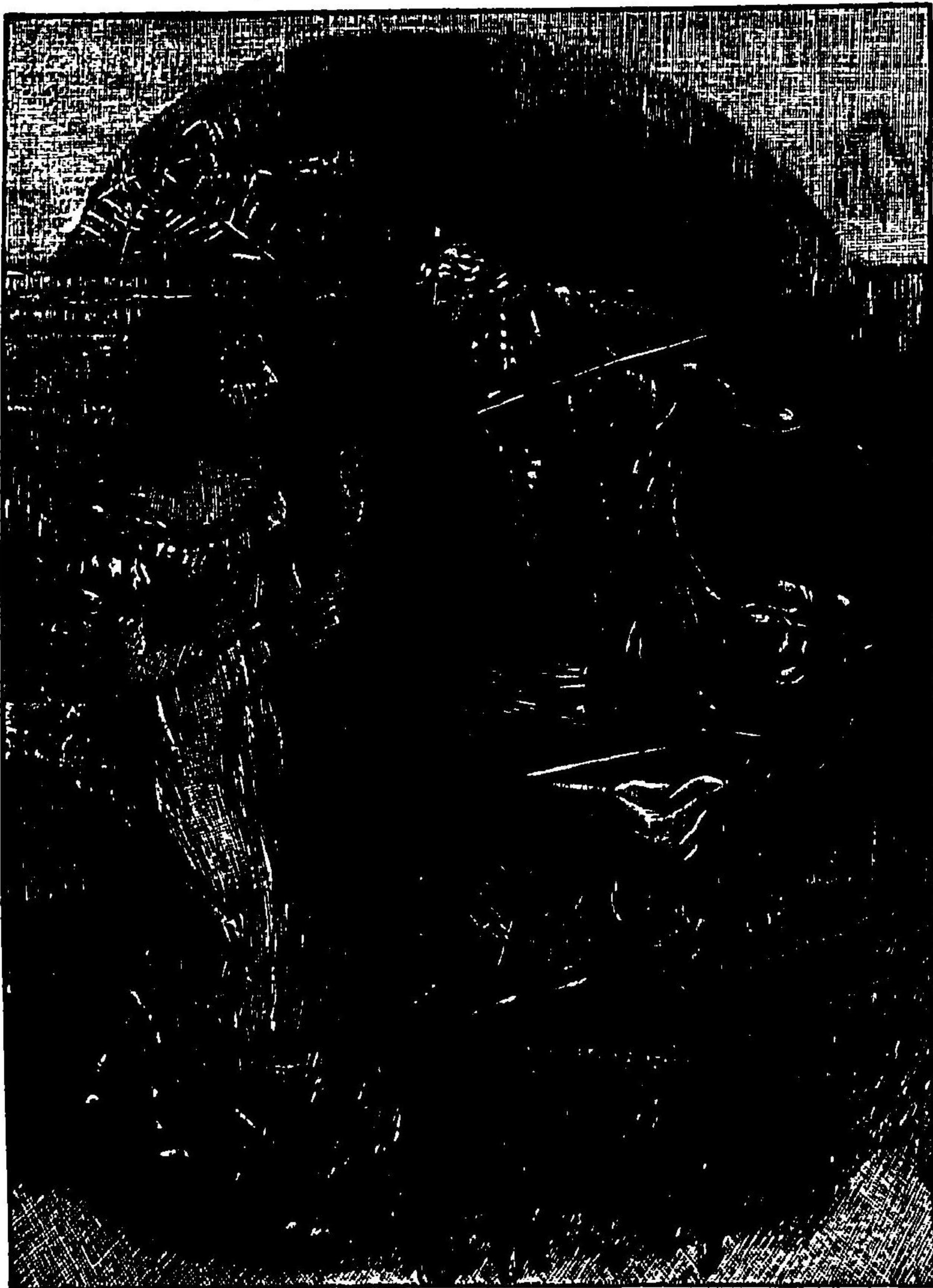
PART II.

"What troubles you, child?" said a pleasant voice, and on looking round, Anna saw standing on the table in front of her, a little lady who looked like neatness itself.

Anna pointed to the heap of pins needles, and papers on the table before her, but could not speak.

"Let me try what I can do," said the lady, waving a shining wand over the table.

As she waved it, all the pins left the needles and made a little heap by themselves. Then the carpet pins withdrew from their companions, and laid themselves in rows, with their points all one way. Then the other pins did



the same, until they were all arranged on one side of the table.

Then the needles acted in the same manner. Both pins and needles jumped

into their proper papers, pushing their way through with their points.

Then the papers smoothed themselves and doubled themselves into regular folds.

Anna turned round to thank the lady, but she was no longer there, and the ill-tempered fairy was standing in her place.

"So," said she, "you have done the task after all, and must have your dinner!"

The next day, she brought out another box, full of beads, of all colors and sizes, and needles to match, with silk and thread.

"Now," said she, "you must stay here until you have strung all the beads on threads of their own color and of the right size. There is only one thread for each kind of bead, and each needle and thread exactly fit their beads."

Anna tried and tried a long time, but found she could not string the beads as the fairy wished them.

"Ah," said she, "if that kind lady would only come again!"

"I am here," said the same sweet voice, and at a wave of the shining wand, all the beads, needles, and thread arranged themselves in their places, so that Anna soon finished her task.

When the ill-tempered fairy returned, she seemed much surprised to find the beads all strung so nicely. She then went away and brought Anna's dinner.

Next day, she came with a tangled mass of silks of all colors, and a canvas and pattern which had to be exactly copied before dinner.

This time Anna at once called for help, and again the kind fairy appeared. At her presence the tangled silks unraveled themselves and lay in rows, each of its own color and in its own place.

"Who is my kind helper?" asked Anna.

"I," said she, "am the fairy Order. You see what I am. Now see what I

might have been, if I had been as heedless and careless as you."

In a moment, the smooth and shining hair became tangled; the trim dress looked dingy, loose, and ragged; the neat shoes were worn and soiled; the stockings had holes in them; the sweet smile changed to a peevish scowl, and Anna saw before her the ill-tempered fairy who had made her life so unhappy.

"Now," said she, "I am the fairy Disorder, under whose rule you have been. Choose which of us you will take for your guide."

"Order shall be my guide in the future," replied Anna, and as she turned again to look at the ill-tempered Disorder, there stood the fairy Order in her place.

Anna thanked the fairy Order with all her heart for what she had done for her, and from that time was never again found untidy.

"A place for every thing, and every thing in its place," was her motto, and

all through her life, she never forgot the lesson she had learned from the two fairies, and never failed to keep everything about her room and herself, neat, clean, and in order.

LANGUAGE LESSON—*Let pupils add less to each of the following words, and give the meaning of the words so formed.*

<i>use</i>	<i>care</i>	<i>hope</i>	<i>harm</i>
<i>rest</i>	<i>fear</i>	<i>doubt</i>	<i>motton</i>

Let pupils write eight statements, each containing one of the words just formed.

LESSON LVII.

fēr'tilə erownz shăd'ōw flăsh'ing

LITTLE BY LITTLE.

While the new years come, and the old years go,

How, little by little, all things grow!

All things grow, and all decay—

Little by little passing away.

Little by little, on fertile plain,

Ripen the harvests of golden grain,

Waving and flashing in the sun

When the summer at last is done.

Low on the ground an acorn lies—

Little by little it mounts the skies,

Shadow and shelter for wandering herds,

Home for a hundred singing birds.

Little by little the great rocks grew,

Long, long ago, when the world was new;

Slowly—and silently, stately and free,

Cities of coral under the sea

Little by little are builded, while so

The new years come and the old years go.

Little by little all tasks are done;

So are the crowns of the faithful won,

So is heavea in our hearts begun.

With work and with weeping, with laugh-
ter and play,

Little by little, the longest day

And the longest life are passing away—

Passing without return, while so

The new years come and the old years go.

LANGUAGE LESSON.—*Let pupils write a short exercise upon one of the following subjects,*

bricks, plaster, boards, nails,

and use this

ANALYSIS.

- | | |
|------------------|------------------|
| 1. Of what made. | 3. How used. |
| 2. How made. | 4. By whom used. |

LESSON LVIII.

Ā'eres	mār'bles	ad dī'tion
re pōrt'	prōg'ress	a rīth'me tīe
sue çess'	dī vīş'ion	sub trāe'tion
gēn'iūs (yūs)	at tächèd'	mūl ti pli eā'tion

THE BOY WITHOUT A GENIUS.

Mr. Wiseman, the school-master, at the end of the summer holidays, received a new pupil with the following letter:

Sir:—This letter I send by my son, John, whom I place under your care, hoping that you may be able to make something of him. He is now eleven, and yet can do nothing but read, and that very poorly. In short, if he has any genius at all, it has not yet shown itself. I trust to your skill to find out what he is fit for.

“Yours, very truly,

“George Acres.”

When Mr. Wiseman had read this letter, he shook his head and said to one of his teachers, “A pretty case this! A boy with a genius for nothing at all! But perhaps my friend,

Mr. Acres, thinks a boy ought to show genius for a thing before he knows any thing about it.”

Master John Acres was now called in. He came slowly, with his head down, and looking as if he expected a whipping.

“Come here, John!” said Mr. Wiseman. “Stand by me, and do not be afraid. How old are you?”

“Eleven, last May, sir.”

“A well-grown boy for your age. You love play, I dare say?”

“Yes, sir.”

“What are you a good hand at, marbles?”

“Pretty good, sir.”

“And can spin a top and drive a hoop, I suppose?”

“Yes, sir.”

“Can you write?”

“I learned a little, sir; but I left it off again.”

“And why so?”

“Because I could not make the letters.”

"No? Why, how do you think other boys do? Have they more fingers than you?"

"No, sir."

"Are you not able to hold a pen as well as a marble?"

John was silent.

"Let me look at your hand."

John held out both his paws like a dancing bear.

"I see nothing to keep you from writing as well as any boy in school. You can read, I suppose?"

"Yes, sir."

"Tell me, then, what is written over the school-room door."

John, with some difficulty, read:

"Pray, how did you learn to read? You surely did not do it without taking pains?"

"No, sir."

"Well, taking more pains will help you to read better. Do you know any thing of arithmetic?"

"I went into addition, sir; but I did not go on with it."

"Why so?"

"I could not do it, sir."

"How many marbles can you buy for two cents?"

"Twelve new ones, sir."

"And how many for one cent?"

"Six."

"And how many for four cents?"

"Twenty-four."

"If you were to have two cents a day, how many would that make in a week?"

"Fourteen cents."

"But if you paid out five cents, how many would you have left?"

John thought a while and then said, "Nine cents."

"Right! Why here you have been practising the four great rules of arithmetic—addition, subtraction, multiplication, and division.

"Well, John, I see what you are fit for. I shall set you about nothing but what you are able to do; but you

must do it. We have no 'I can't' here."

The next day John began to work in earnest. He found Mr. Wiseman was to hear part of his lessons; and instead of feeling afraid of his master, in a short time he became much attached to him.

In the school there was a feeling of "I'll try" shown on all sides, and John, though slow, began to make steady progress.

The difficulties that had once seemed so great to him, disappeared; and at the end of a year, Mr. Wiseman was able to make a good report to his father.

Mr. Acres was much pleased to learn of John's success, and felt hopeful that his boy would in time become a useful man, even if he was "without a genius."

LANGUAGE LESSON.—*Let pupils add er to the words given below, then give their meaning, and write four statements, each containing one of them.*

hunt

seek

sing

dwell

LESSON LIX.

jūicə	mā'plə	eōp'per	ex plāin'
eōf'fēə	pounds	boil'ing	erȳs'tals
īron (ūrn)	sug'ar (shōog)	prōç'ess	ūş'ū'al ly (yū'zhȳ)

SUGAR.

"One more lump, please," said James, as his mother was putting the sugar into his coffee one morning.

"You seem very fond of sugar, James," said his father; "perhaps you can tell us how it is made?"

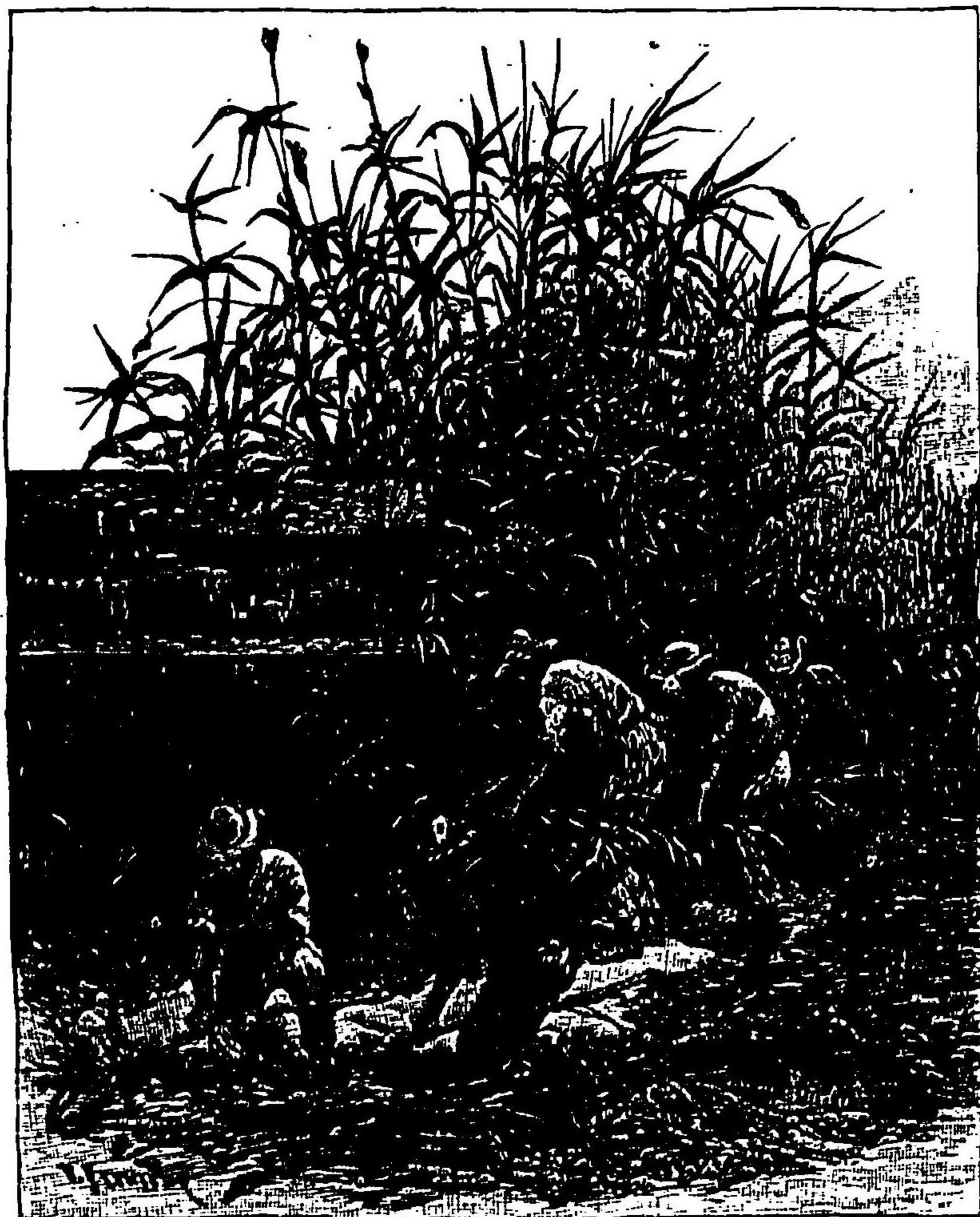
"Aunt Mary told me that it was made from the juice of a kind of cane that grows in certain warm countries, but she did not tell me how it was done."

"I suppose that was because it was a long and difficult process to explain to you, unless you could see it being done."

"What does the sugar-cane look like when growing," said James.

"It looks much like the corn you see growing in the country. It usually

grows from ten to twelve feet high, but sometimes to twenty."



"How do they get the sweet juice out of the stalk?"

"They cut the tall stalks down, trim the leaves and top off, take them to a

mill and pass them between huge iron rollers.

"This crushes the stalks as flat and thin as paper, and presses the juice out."

"Do they get much juice from a single stalk?" said James.

"Yes, indeed! if the cane is good. From a hundred pounds of canes they sometimes get as much as seventy-five pounds of juice."

"But how do they make sugar from the juice?" inquired James.

"This juice, which looks much like dirty water, is heated in large iron or copper pans. The watery part of the juice dries away, while the sugar remains.

"After long and careful boiling, nothing remains but the crystals of sugar, which are then made white, and ready to sell."

"But how do they make it red?" asked James.

"Red! What do you mean?"

"Why, you told me candy was made

from sugar—and some candy is 'red,' said James.

"O, I understand what you mean now. The men who make the candy, can color the sugar so as to suit their wants. All fine, nice sugar is pure white."

"Isn't sugar made from any thing else besides the sugar-cane?" inquired James.

"Yes, it is made from the sugar beet, the maple-tree, and some reeds, and grasses."

LANGUAGE LESSON.—*Let pupils select some easy subject, and treat it according to the following directions.*

Make out parts for analysis.

Ask one or more questions about each part.

Write answers to questions in complete statements.

Unite statements where it seems best to do so.

Arrange paragraphs in the same order as the parts of the analysis.

DEFINITIONS

OF SOME OF THE DIFFICULT WORDS USED IN THE READER.

The figures within the curved lines show the page on which the word may be found. The Language Lessons contain no words not used in the previous reading lessons.

A

- absence** (64), being away.
acid (160), a sour substance.
acorn (90), the seed or fruit of an oak-tree.
advancing (199), moving forward.
adventure (179), an unusual or dangerous event.
afford (107), allow; permit.
alarm (146), notice or signal of danger.
angry (37), mad; out of temper.
anxious (111), eager; fearful of what may happen.
arranged (218), placed in order.
astonished (45), surprised; amazed.
attached (228), held by love or affection; bound to.
attack (176), begin a fight with.
avoid (54), keep out of the way of.

B

- bank-note** (180), a bank-bill used as money.
barley (151), a kind of grain.

behold (46), see; look upon.
believe (46), think; consider as true.
belonged (73), was the property of.
benumbed (171), without feeling.
blazing (101), burning with a bright light.
boll (131), a kind of pod; a capsule.
bough (32), branch of a tree.
bounding (99), leaping; jumping.
braced (63), held; placed firmly.
brink (117), the edge.
briny (196), salty.
brisk (106) quick in movement.
broods (116), sits; covers over.

O

cabin (119), hut or cottage; a room on a boat.
calm (202), quiet; peaceful.
canvas (220), a kind of coarse cloth.
capital (211), first-rate; a leading one.
ceased (155), stopped.
certain (109), agreed upon; having no doubt.
cheerily (201), merrily; happily.
choicest (95), most carefully selected; best.
choked (99), unable to breathe; stifled.
clerk (113), a salesman; one who keeps accounts.
clever (32), full of skill; well-informed.
clinging (85), holding on.
coast (202), the edge of land next to the sea.
collect (188), take; gather together.
comfort (171), enjoyment; quiet pleasure.
companions (217), those that are together.
conductor (188), one in charge of a train of cars.
constant (213), steady; fixed.
corks (74), bits of bark of the cork-tree.

cot (15), a little bed.
crazy (130), foolish; without reason.
crowns (223), prizes; rewards; signs of authority.
crumpled (215), pressed into folds; wrinkled.
crush (176), break; squeeze.
crystals (231), small, regular forms.
curious (73), strange; odd.
curtsied (141), made a slight bow.

D

danger (122), position to receive harm; peril.
daring (25), having courage.
dawns (47), begins.
dazzles (150), hurts; overpowers with light.
dealt (179), gave.
delighted (63), much pleased.
deserve (57), are worthy of; merit. [air.
dewdrops (47), drops of moisture condensed from the
dictionary (147), book of words with their meanings.
different (74), not the same; unlike.
difficult (126), very hard; not easy.
dingy (221), of a dark color; soiled.
disappeared (171), went out of sight.
disorder (221), not in the right place; confusion.
distress (202), a state of danger; great trouble.
disturbed (67), troubled; interfered with.
dreary (71), unpleasant; gloomy.
drooped (129), hung down; sorrowed.
duly (207), at the right time.

E

eaves (155), lower edges of a roof.
enclosed (101), shut in.
entice (103), coax.

escape (120), getting away from.
exactly (190), in fact; strictly.
exclaimed (200), called out; spoke in a loud tone.

F

fading (155), losing color; growing dim.
faury (52), not a real person.
fashion (127), way; manner.
favorite (141), looked upon with pleasure; well-liked.
fertile (222), fruitful; productive.
fibers (158), fine, slender threads.
flapped (22), moved; struck.
flashing (222), shining brightly.
fleecy (184), soft and white; like wool.
fleeting (185), soon passing from sight.
flitted (22), flew quickly.
fluttered (34), moved wings rapidly without flying.
foaming (185), spirited; covered with froth or foam.
foreign (205), of another country.
forgery (110), one who writes another's name for a bad purpose.

G

genius (224), natural gift.
glanced (21), looked.
glen (72), a small valley.
grateful (66), thankful.
gravely (32), in a solemn manner; soberly.
greeting (180), offering good wishes; salute.
guide (221), leader; conductor.

H

harpoon (126), a spear used to kill large fish.
haul (160), pull.

herbage (151), green food for beasts; grass.
herd (102), a number of large beasts together.
household (83), those under the same roof; family.

I

insects (87), very small animals.
intending (189), having in mind; proposing.
interesting (158), holding the attention; exciting.
interfere (210), stop what other people are doing.

J

jogged (162), moved slightly; joggled.
join (34), bring together; unite.
journey (190), traveling.

L

lance (48), a spear; [like a lance=very quickly].
language (196), words properly put together.
lawns (47), spaces of ground covered with grass.
limbs (125), arms and legs.
limped (54), walked lamely.
linen (52), a kind of cloth made of flax.
linger (204), stop for awhile; delay.
lonely (15), without company; alone.

M

meadows (71), low lands covered with grass.
meddlesome (209), wishing to interfere with others.
menagerie (123), a place where wild animals are kept.
millet (207), a kind of grain.
moans (113), low sounds made by persons in sorrow.
motto (221), saying; short statement.
mounts (223), rises to; ascends.
mournful (83), sorrowful; sad.

N

natives (176), those born in a country.
nigh (118), near; close.
noble (69), great; splendid.
nonsense (50), foolishness; words without meaning.
nook (67), a small place; a corner.

O

object (120), form; anything with shape.
omit (194), leave out.
otherwise (144), any other way.
outward-bound (205), going to sea; sailing away.

P

parched (54), very dry; slightly burned.
particles (200), small bits or parts.
passion (129), strong desire; anger.
pattern (220), model; something to be copied.
peevish (221), fretful; easily vexed.
perform (39), do; execute.
piping (82), singing; making a shrill sound.
plaintive (76), sad; mournful.
plumed (117), get their feathers ready.
porter (190), one who carries.
position (111), place; situation.
pranks (39), playful tricks.
prefer (136), like better; choose.
probably (177), very likely; perhaps.
process (229), way of doing; operation.
produced (215), brought forth.
progress (228), advancement; going forward.
prospects (113), things looked forward to.
purposes (148), uses; things to be done.
purse (181), small bag to carry money in.

R

rage (103), anger; fury.
recover (139), get over; get well.
relief (180), comfort; help.
report (228), statement; account.
rescued (206), saved; delivered.
resolved (194), made up his mind; decided.
return (66), coming back.
rude (33), rough; ill-mannered.
ruffled (34), shook; disturbed.

S

satisfaction (198), pleasure; enjoyment.
sentinel (146), one who keeps watch; a guard.
share (207), take part in; divide.
shrill (82), sharp; piercing.
signals (202), signs.
skillful (137), clever; expert.
sledge (97), sled or sleigh.
slender (21), thin; fine.
snatched (26), took quickly; grasped.
social (143), friendly; liking to be together.
soil (165), stain; to discolor.
solemn (168), sober; serious.
sparkle (184), shine; glisten.
splendor (174), beauty; brightness.
spray (106), small branch; twig.
sputtered (171), burned with a crackling noise.
squall (202), strong and sudden wind.
stalking (137), hunting on foot.
stare (63), fixed look.
stately (223), grand; fine appearing.
station (186), place where cars stop; depot.
steed (185), horse.

strength (20), power; ability to do or bear.
struggles (103), tries very hard to break away.
subject (111), matter talked about; topic.
sullen (176), cross; gloomily angry.
surface (124), top; outside part.

T

tangle (59), put in disorder.
tempests (185), hard storms.
tend (94), take care of; mind.
tide (196), rising of water.
timbers (73), large pieces of wood.
tints (47), colors.
trained (74), taught; exercised.
tramples (103), breaks; treads down under foot.
trials (162), sorrows; troubles.
twilight (100), light before sunrise and after sunset.
trim (129), neat; in good order.
twined (145), put in and out; twisted.

U

unraveled (220), placed in order; separated.
untidy (213), not neat.
utter (77), put forth; to speak.

V

vain (121), without success.
vast (150), of great size.

W

wand (51), stick; slender rod.
warning (214), notice; caution.
weaving (134), making; forming into cloth.
worthy (93), fit for.

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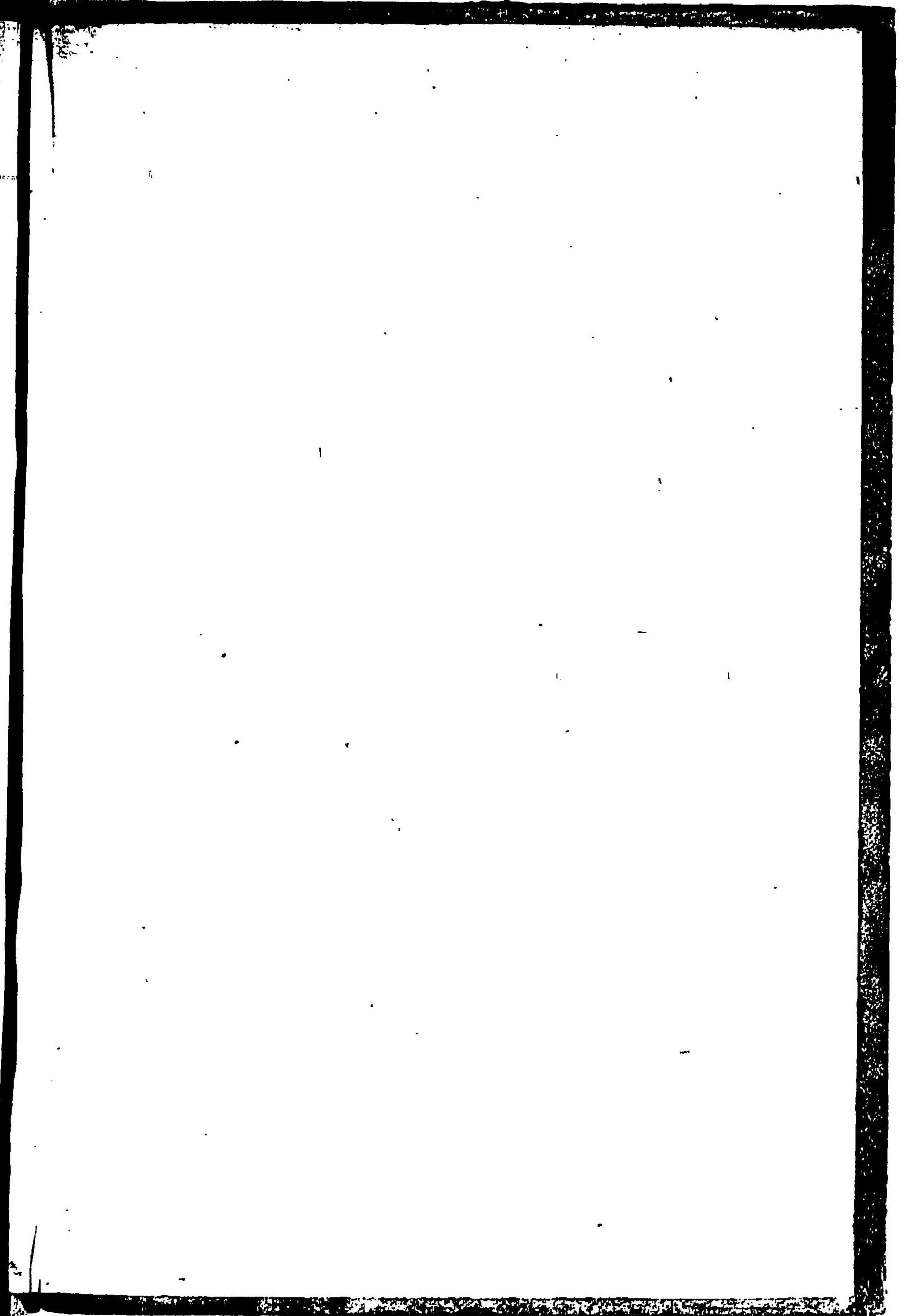
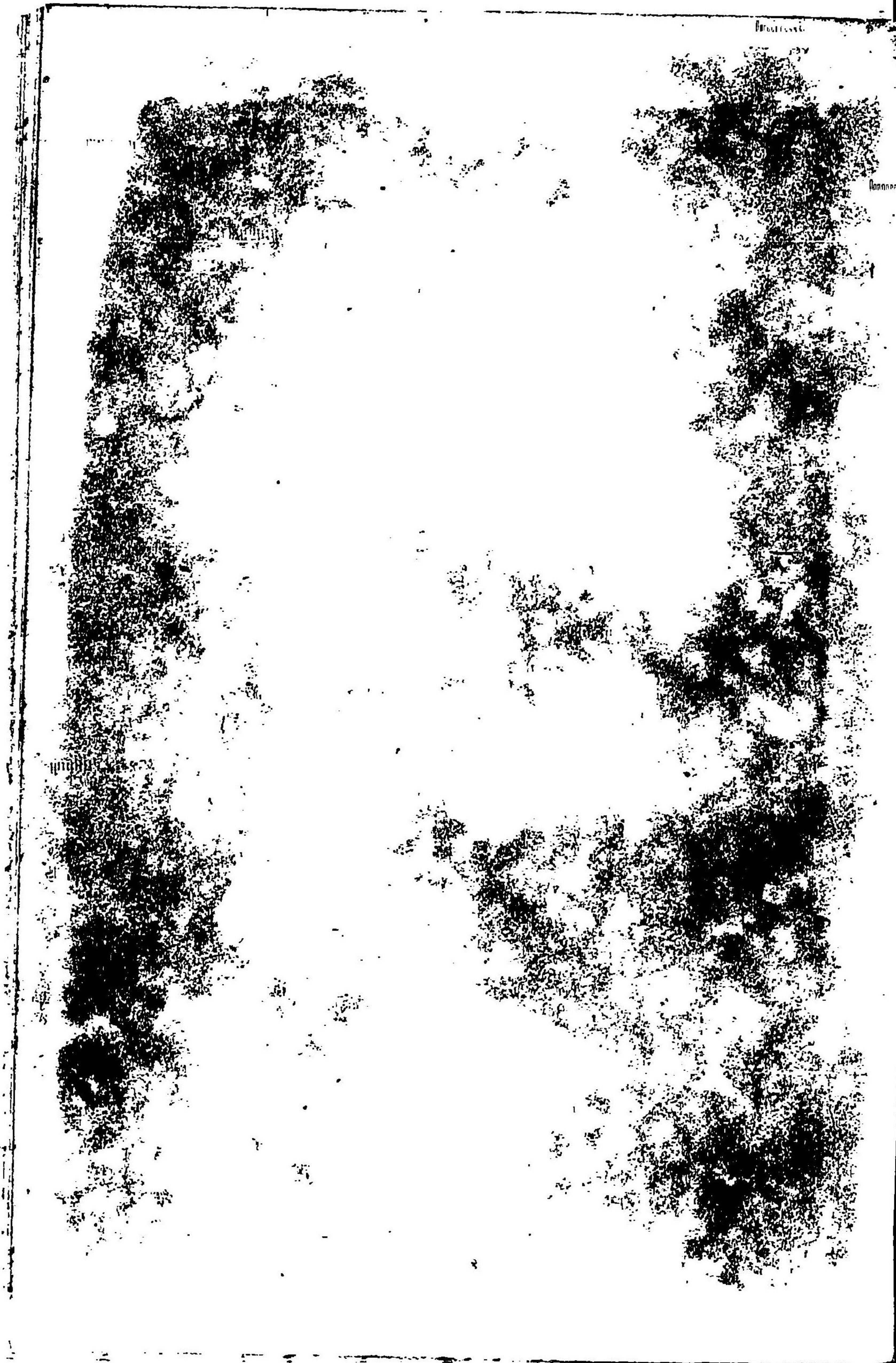
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