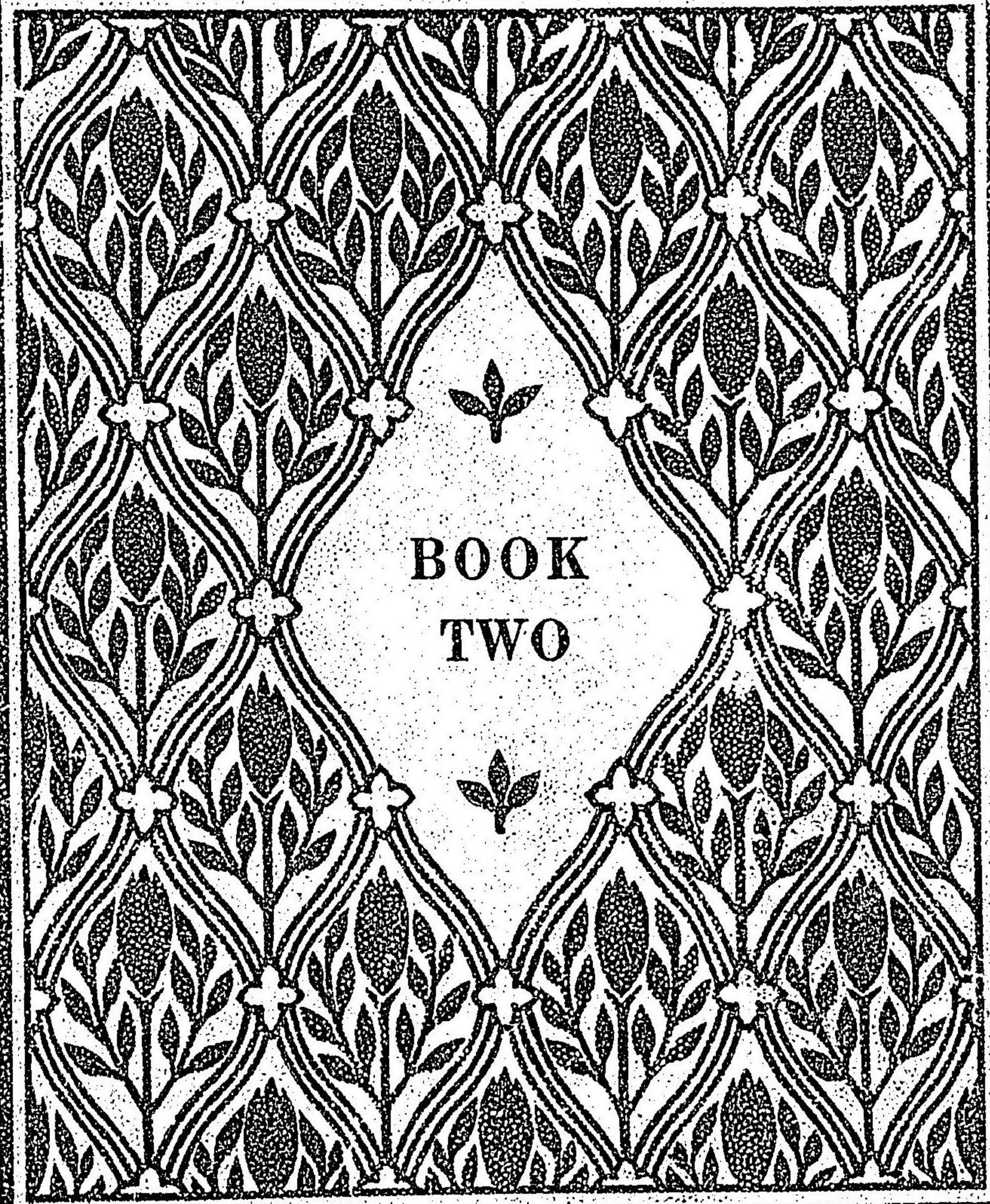


181  
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287

# New Education Readers



BOOK  
TWO

THE KAISEIKWAN



181  
287



*THE READER THE FOCUS OF LANGUAGE-TRAINING*

---

**NEW**  
**EDUCATION READERS**

**BOOK II**

**REVISED**

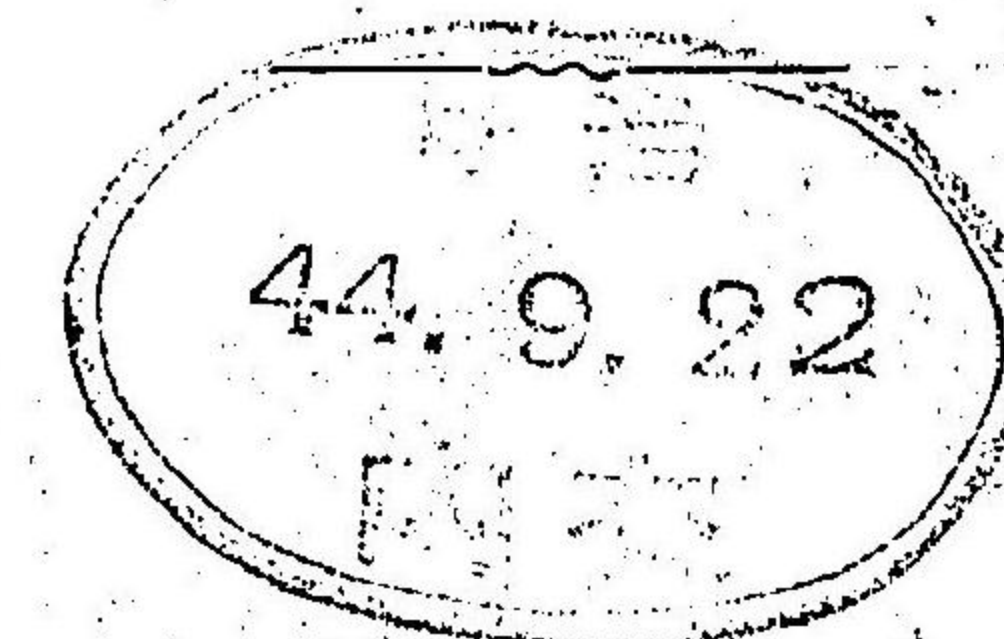
BY

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AND

**BERNARD THOMSON**



**THE KAISEIKWAN**

TOKYO



=====  
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THE KAISEIKWAN  
=====

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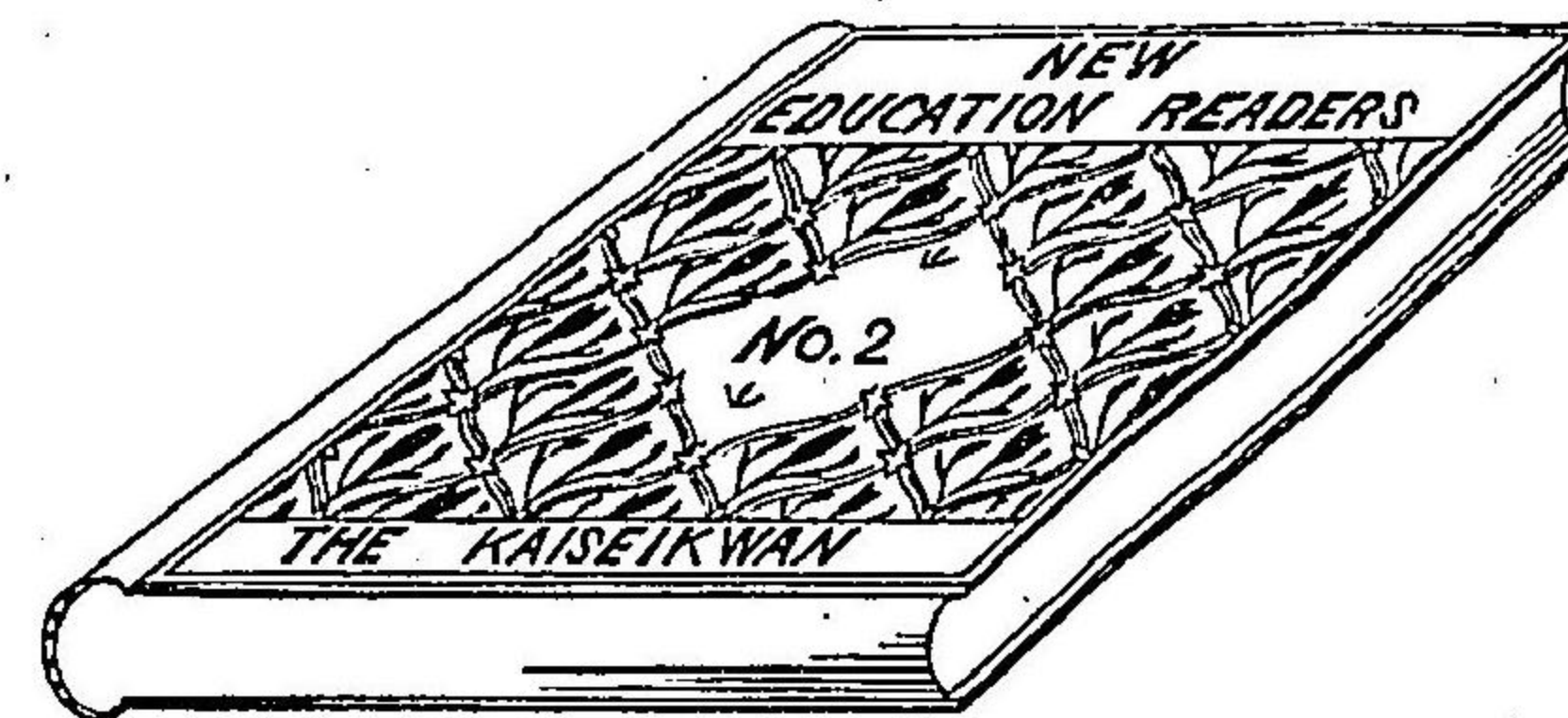


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## SECOND READER

LESSON I. (one)

The New Book.



The spring holidays are over.

Here we are at school again.

We are now in the second year.

We have read through the First Reader.

We can read every lesson in it.

hōl'i-dāy

rēad

through



We can spell almost all the words in it.

We can also tell what they mean.

We are to read the Second Reader.

It is full of pretty pictures and nice stories.

My brother likes to read about great men.

I like to read about animals.

What do you like to read about?

FOR STUDY.

1.

1. In what class are you?
2. What book have you read through?
3. How do you spell *school*?
4. Give the Japanese for *holiday*.

spell	mēan	full	nīçə
stō'riəs	ā-bout'	grēāt	ān'i-māl
Jāp''ā-nēsə'			

5. What is the English for *Daini-dokuhon*?

2.

animal	animals
holiday	holidays
story	stories
man	men

read                      read                      read

PRONUNCIATION EXERCISE.

e = ee = ea

be	she	we	me	he
tree	three	sleep	seek	need
mean	read	leap	clean	beast

u...(e) = ew

use	use	use'ful	duke	tube
new	few	mew	dew	stew



## LESSON II. (two)

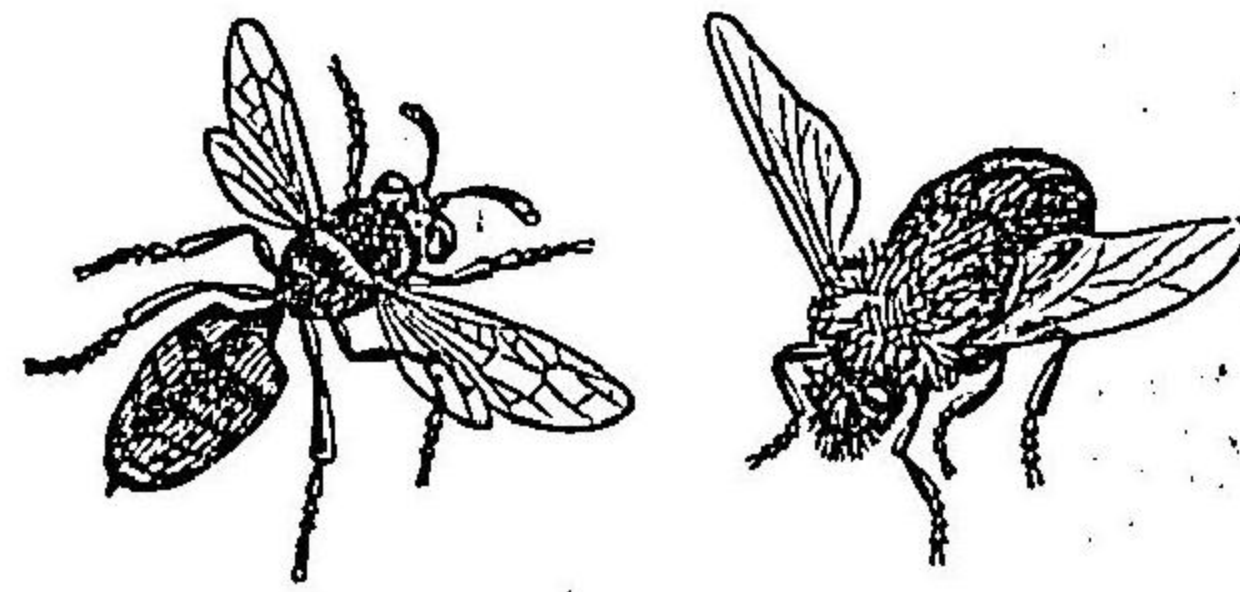
## The Wasp and the Bee.

1. Who is this?

His name is Wasp.

He is very busy all

summer, but he does not make any honey.



2. One day a wasp met a bee, and said to him, "Good morning, friend Bee. Have you time to talk with me?"

The bee said, "This is my busy day. Be quick and talk fast."

3. The wasp said, "Can you tell me why people are so rude to me and so fond of you? We are both the same. We both

wasp

bus'ỹ

hòn'ey

talk

quick

(1)  
pēō'plē

rudē

have wings; we both have stings. If men vex us, we both sting them. Why do they take care of you while they hate me and try to kill me?"

4. The bee said, "Because I am useful to them, and you are not. Try to do good and never harm any one. Then men will like you as well as me. Good-bye."

## FOR STUDY.

1. What did a wasp meet?
2. What did he say?
3. What do bees and wasps do, if people vex them?
4. Why do they take care of bees?
5. Does the wasp make any honey?

if

vēx

hātē

kill

bē-caūse'

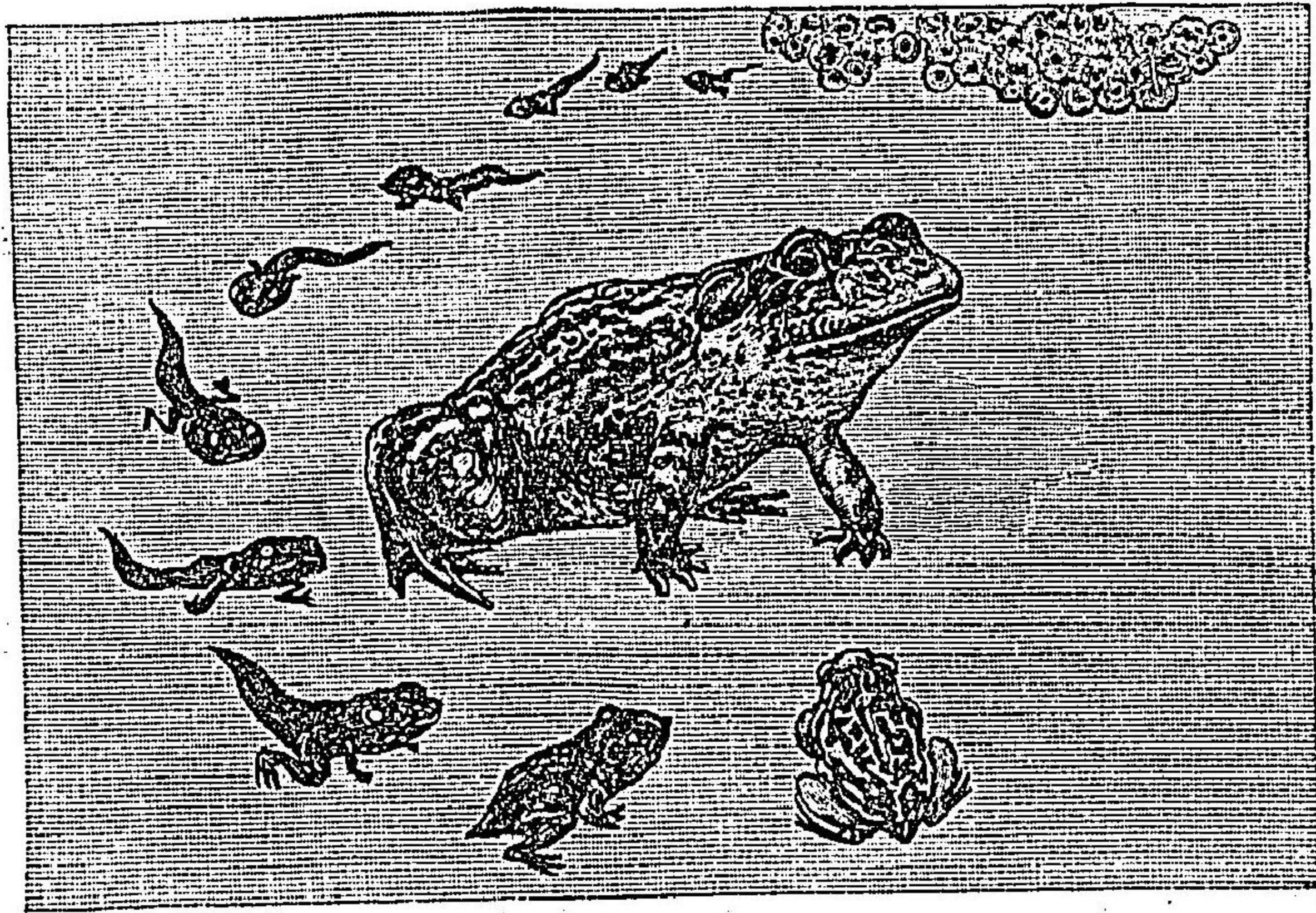
härm

gōōd-bye'



## LESSON III. ( three )

## The Frog.



I have two web feet.  
 I am not a duck.  
 I sleep all winter in a hole.  
 I am not a squirrel.  
 I hop about in the grass.  
 I am not a rabbit.

frōg  
 hōlē

wēb  
 hōp

slēep  
 rāb'bīt

I have a little song of my own.  
 I am not a bird.  
 At first I am a tadpole.  
 I swim and breathe as a fish does.  
 I have gills to breathe with.  
 By and by I have four little legs.  
 I lose my gills and tail.  
 I come out of the water.  
 I hop about in the fields.

## FOR STUDY.

## 1.

swim	swims
come	comes
hop	hops
sleep	sleeps

sōng  
 brēathē

ōwn  
 gill

tād'pōlē''



breathe                      breathes

lose                            loses

2.

*Read Lesson III thus :*

You have two web feet.

You are not a duck.

*Read Lesson III thus :*

The frog has two web feet.

It is not a duck.

PRONUNCIATION EXERCISE.

a...(e) = ai = ay

cake    name    gate    wake    case

tail    pail    fail    wait    maid

way    day    say    stay    stray

LESSON IV. ( four )

The Boys and the Frogs.



1. Some boys went one day to play by the side of a pond, and they threw stones into it for fun. Now, this pond was full of frogs, and when the boys threw in a stone it hit them.

pōnd

threw  
(u)

stōne(s)



2. At last a wise old frog put up his head out of the water and said, "Boys, please don't throw stones at us."

3. "We are only playing," replied one of the boys.

"That's true," said the frog, "but the stones you throw hurt us all the same. What is play to you is death to us."

## FOR STUDY.

## 1.

throw	threw	thrown
put	put	put
hit	hit	hit

---

wiʒə	put	hɛəd	rɛ-pliəd'
truə	hɜrt	dɛəθ	

## 2.

1. Who were playing by the side of a pond?
2. What did they throw stones for?
3. Did the stones hit the frogs?
4. Who put up his head out of the water?
5. What did one of the boys reply?

## PRONUNCIATION EXERCISE.

## o...(e) = oa

stone	nose	rose	close	broke
boat	coat	goat	road	toad

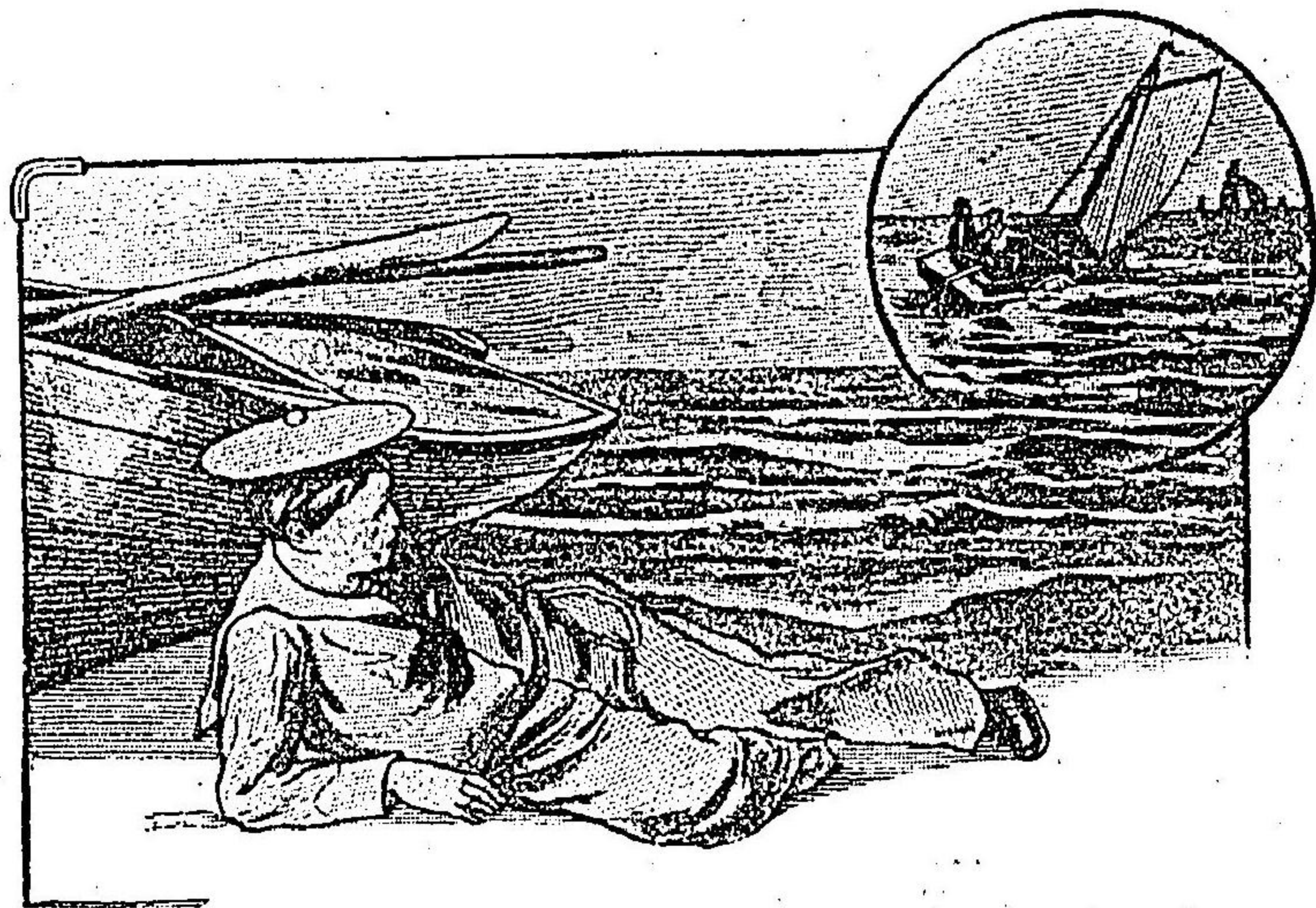
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 rɛ-pli'



## LESSON V. (five)

## The Sailor Boy.



1. Here is a sailor boy. His name is Jack. His home is by the sea. He loves the sea. He likes to play in the sand.

2. Jack likes to watch the waves. They roll in and break on the beach.

3. Sometimes there is a storm at sea.

sāil'ōr  
rōll

sānd  
bēach

wāvə(s)

Then the wind and the waves roar. Jack likes to hear them roar. He likes to see the big waves break on the seashore.

4. Sometimes Jack sails out with his father. They go out in a boat to catch fish. The wind blows the white sails. The boat sails away.

5. At night they come home. Isn't Jack a fine sailor boy?

## FOR STUDY.

1. What is the boy in the picture?
2. How old do you think he is?
3. Is he standing up or lying down?
4. What has he on his head? Is it a hat or a cap?

stōrm  
thīnk

rōar  
lŷ'ing (lie + ing)

sēa'shōrə

hăt

finə  
căp



## LESSON VI. (six)

## What the River Told.



1. I am a river. I rose far, far away among the mountains. At first I was a little brook. I flowed down the mountain side.

2. Many other small streams joined me. I rushed on and on. I grew larger and larger. Then people called me a river.

riv'ēr	rōsē	à-mòng'	moun'tain
flōw	strēam	join	rūshèd (t)

3. I water the land. There are fine farms on my banks. I flow by many villages and towns.

4. Then I rush by a great city. I carry many ships from place to place. At last I join the sea.

## FOR STUDY.

## 1.

water	waters	flow	flows
rush	rushes	carry	carries

## 2.

Read the above lesson thus :

You are a river. You rose far.....

## 3.

Read the above lesson thus :

This is a river. It rose far.....

lānd	fārm	bānk	vī'lāgè
town	cār'rŷ	shĭp	



## LESSON VII. ( seven )

## The Summer Holidays.

1. I have an uncle in the country. Every year when the summer holidays come, I go to his farm.

2. Uncle George likes to have me at the farm. Aunt Mary loves me, too.

3. They say, "How good it is to have a good boy around,—and Joe is such a good boy!" That means me.

4. Uncle George lets me help him. He says that I may drive the cows to the field.

5. The field is a fine place for boys. A pretty brook runs through it. It sings as it runs. I like to play in the brook.

ūn'clə    äunt    ä-round'    Jōə    hēlp    drīvə

## The Summer Vacation.

(Written in the past tense.)

1. I had an uncle in the country. Every year when the summer vacation came, I went to his farm.

2. Uncle George liked to have me at the farm. Aunt Mary loved me, too.

3. They said, "How good it is to have a good boy around,—and Joe is such a good boy!" That meant me.

4. Uncle George let me help him. He said that I might drive the cows to the pasture.

5. The pasture was a fine place for boys. A small pretty stream ran through it. It sang as it ran. I liked to play in the brook.

vā-cā'tion    mēant    mīght    pās'tūrə    sāng



6. Uncle George and Aunt Mary are dead, but I still like to <sup>クニカ</sup>think of them and those happy days I had with them.

## FOR STUDY.

## 1.

sing	sang	sung
mean	meant	meant
run	ran	run

## 2.

Uncle George says, "You may drive the cow."

Uncle George says that I may drive the cow.

Uncle George said that I might drive the cow.

## DETACHED SENTENCES.

1. May I come in?

Yes, you may.

dead

2. May I go out?

Yes, but you must come back very soon.

3. May I shut the window?

Yes, you may do so.

4. May I go to the museum? <sup>博物館</sup>

Yes, if you like.

May Ned go, too?

No, he must learn his lesson now.

5. Must I write my exercise in ink?

Yes, you must.

May I write it in red ink?

No, you must not. You must write it in black ink.

6. You may use my dictionary.

Did you say that I might use your dictionary?

mū-sē'ūm

ūṣè

writè

dīc'tion-ā-rŷ

ĕx'ĕr-cīṣè



## LESSON VIII. (eight)

## The Wind and the Sun.

1. Once the wind and the sun had a great quarrel.

“I am stronger than you,” said the wind.

“No, I am stronger than you,” said the sun.

2. Just then a man came along the road.

“That man has an overcoat on,” said the wind. “I can make him take it off.”

“No, you can not,” said the sun, “but I can.”

3. “Let us try,” they both said.

(Continued on page 22.)

quar'rel    a-lōng'    rōad    ō'vēr-cōat'    blew  
(ū or ū)

## The Wind and the Sun.

(Indirect narration.)

1. Once the wind and the sun had an angry dispute.

The wind said that he was stronger than the sun.

But the sun said that he was stronger than the wind.

2. Just then a traveller came along the road.

The wind said that the man had an overcoat on, and that he could make him take it off.

The sun said that the wind could not do that, but that he could.

3. They both agreed to try.

(Continued on page 23.)

an'grŷ    dīs-pūtē'    trāv'ēll-ēr    ā-grēē'



(Continued from page 20.)

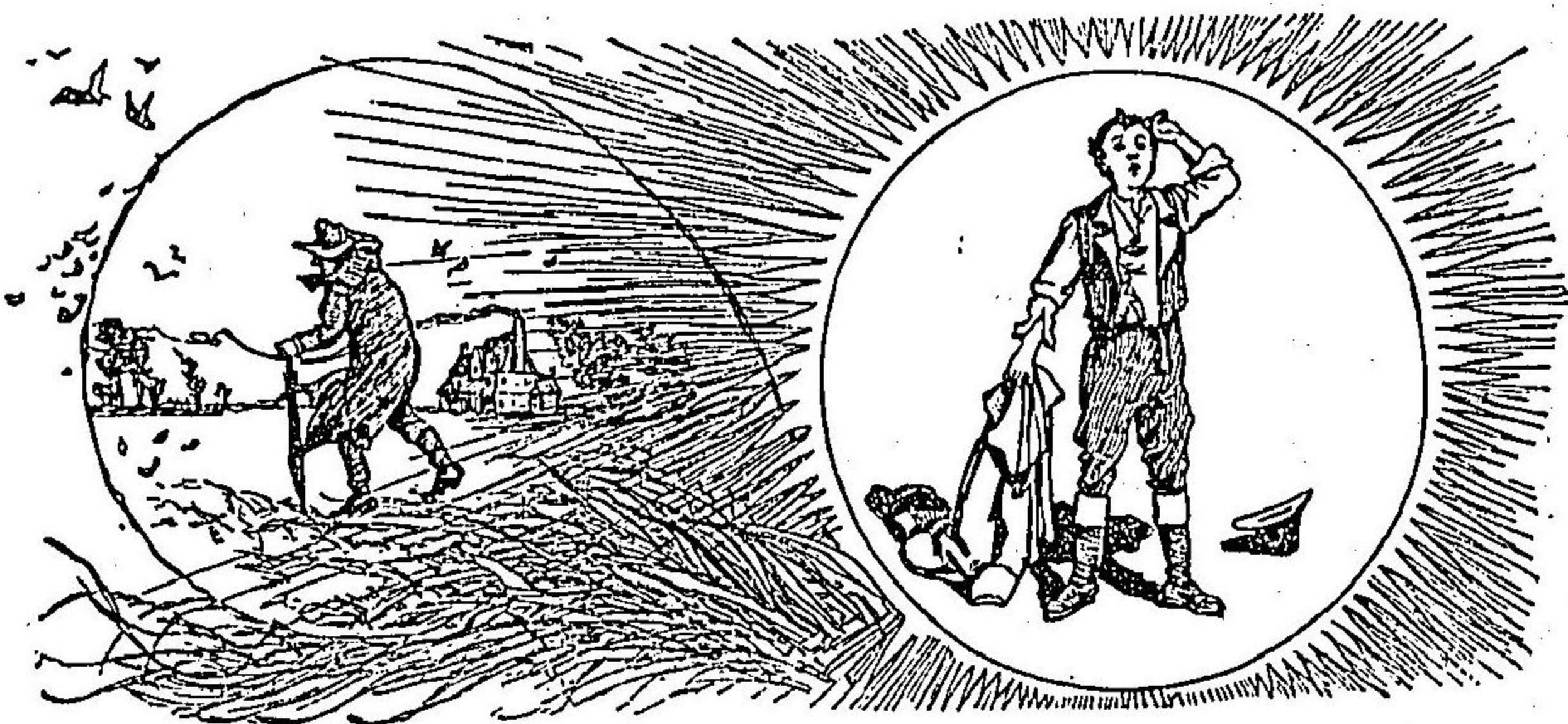
The wind <sup>吹</sup> tried first. He blew as <sup>硬</sup> hard as he could. What a <sup>大</sup> noise he made!

The man said, "It is very <sup>冷</sup> cold," and so he did not take off his coat.

4. Then the sun tried. He made no noise. He <sup>照</sup> shone hotter and hotter.

"How <sup>暖</sup> warm it is!" said the man, and so he took off his coat.

5. Which <sup>强</sup> do you think was the stronger, the sun <sup>比</sup> or the wind?



hård    noise    shōne    wårn    tōok

(Continued from page 21.)

The wind tried first. He blew with all his <sup>力</sup> might.

The man said that it was very cold, and so he did not take off his coat.

4. Then the sun tried. He made no noise, but sent his warm rays on the man's back and shoulders.

The man said how warm it was, and then he took off his coat.

5. We can do more by kindness than by any other means.

FOR STUDY.

I.

strong	stronger	strongest
hot	hotter	hottest
much	more	most

---

sēnt    rāy    shōul'dēr    kind'nēss



take	took	taken
blow	blew	blown
shine	shone	shone
make	made	made
send	sent	sent
come	came	come

## 2.

"I **can** make the man take off his coat," said the wind.

The wind **said** that he **could** make the man take off his coat.

## DETACHED SENTENCES.

1. Can you write all the capital letters?  
Yes, I can.
2. Can you write a letter in English?  
No, I can not do that yet.

cǎp'î-tál

yět

3. Can your brother speak German?  
Yes, he can speak a little.
4. Can you recite your lesson?  
No, I can not.
5. Why can't you recite it?  
Because I was too busy to learn it.
6. What did George say?  
He said that he could not recite his lesson.

Jā-pǎn'

Jāp''ā-nēsē'

Chī'nà

Chī-nēsē'

En'glānd

En'glīsh

(i)

(i)

Frānçē

Frēnch

Ā-měr'î-cā

Ā-měr'î-cān

Ġēr'mā-nŷ

Ġēr'mān

Rūs'sia

Rūs'sian

(rūsh'ā)

rē-çitè'

cān't

Ġēr'mān



## LESSON IX. (nine)

## Caterpillar.



1. Do you know what I am, little girl?  
I was once in an egg. When I came out  
of it, I was much smaller than I am now.

2. Perhaps you do not like me now, but  
some day you may like me better.

3. By and by I shall go to sleep. I shall  
sleep and sleep all winter.

căt'ēr-pīl''lār  
(ēr)

pēr-hāps'

4. When spring comes, I shall wake up.  
What shall I be then? I shall not be a  
caterpillar, but a beautiful butterfly. I  
have to go slowly now, but then I shall be  
able to fly fast.

## FOR STUDY.

## 1.

Do you know what I am?

I am a caterpillar.

I was much smaller than I am now.

I shall be a beautiful butterfly.

## 2.

What shall I be then?

I shall be a butterfly.

wākè  
ā'blè

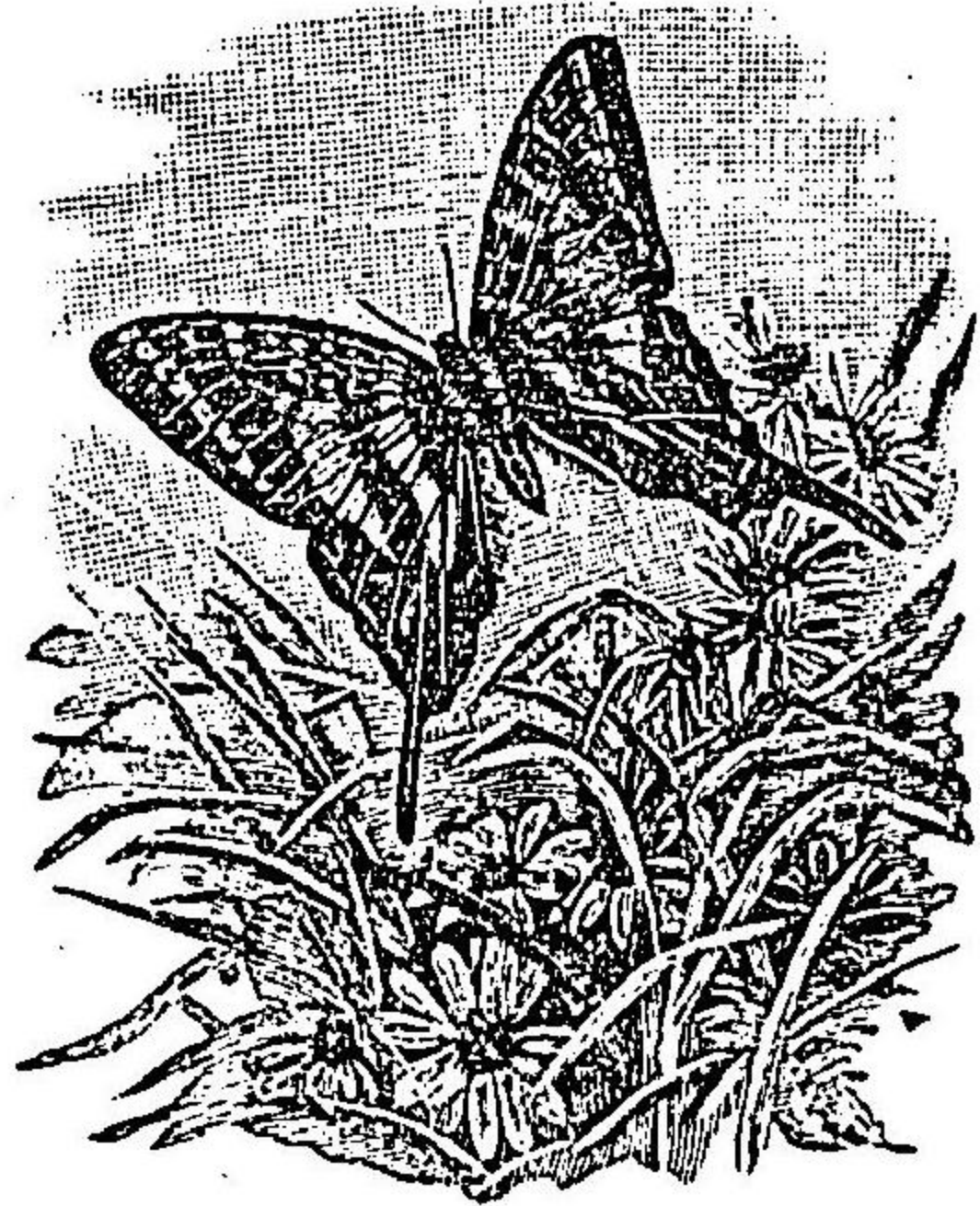
bə'ū'tī-ful

būt'tēr-fly''



3.

I } shall ..... Shall { I } ..... ?  
 We }



Here I am ! I told you that I should  
 be a butterfly.

## DETACHED SENTENCES.

1. How old are you ?

I shall be fourteen next month.

should

2. Shall we be late this morning ?

Yes, we shall be late, if we don't hurry up.

3. When shall we finish this reader ?

We shall finish it by the middle of the third  
 term.

4. What examination shall we have next week ?

We may have history.

5. How many marks do you expect to get ?

I hope I shall get full marks.

6. How many marks did you expect to get ?

I hoped I should get full marks, but I got  
 only sixty.

fīn'ish  
 ěx-ām''i-nā'tion  
 ěx-pĕct'

mīd'dlĕ  
 hīs'tō-rŷ  
 hōpĕ

tĕrm  
 mārĕk



## LESSON X. (ten)

## To a Caterpillar.

1. O caterpillar! do not crawl away.  
I wish to talk to you for a minute.
2. Sister says you will spin your own  
cradle. Where shall you spin it? She  
says you will go to sleep by and by. Shall  
you go to sleep very soon?
3. I know you will be a beautiful butter-  
fly. Then you will not have to crawl any  
more, but you will be able to fly swiftly  
like a flower with wings.
4. I hope I shall see you when you fly.

crawl  
spin  
rē-mēm'bēr

wish  
crā'dlè

sīs'tēr  
swift'ly

If you remember me, settle on my hand  
to let me know it is you. I am not a bad  
girl. I never hurt any living thing.

## FOR STUDY.

You will be able to fly.

Shall you go to sleep very soon?



~~~~~

Ah! you must be that  
caterpillar.

I knew you would be a  
beautiful butterfly.

sēt'tlè

knew (know, —, known)  
(ū)



## DETACHED SENTENCES.

1. Shall I be late for the train?  
Yes, you will miss the train, if you don't hurry up.
2. Shall you be at home this evening?  
Yes, I shall be at home from six.
3. When shall you graduate from your school?  
I shall graduate in four years.
4. You will be eighteen years old then, I suppose?  
No, I shall be seventeen.
5. I am sure I shall pass the examination.  
Don't be too sure. If you are so idle, you will fail.
6. Did you pass the examination?  
No, I did not.  
I am sorry. I thought you would pass it.

---

|                             |            |           |
|-----------------------------|------------|-----------|
| sure<br>(sh)                | pass       | i'dle     |
| fail                        | grad'ü-ätè | süp-pōsè' |
| thought (think, —, thought) |            |           |

## LESSON XI. (eleven)

## Drawing Water.



1. Fred and his sister May are at the old well. They dwell in the house near the well.
2. What is Fred doing? He is drawing water out of the well, for his mother wants a pail of water.

---

|      |       |      |      |      |
|------|-------|------|------|------|
| draw | dwell | near | want | pail |
|------|-------|------|------|------|



3. He will fill the pail at the well.  
He will also take a drink of water.

4. Do you see the old dog? Is he standing up or lying down? He is sitting with his mouth wide open.

5. Will Fred give the old dog a drink of water? Yes, May has a pan in her right hand. Fred will fill the pan for the dog.

6. Will he fill the can with water? Yes, he will fill the can with water. He will take the can and water the plants.

## FOR STUDY.

## 1.

**He will** fill the pail at the well.

**Will he** fill the can with water?

fill      drĭnk      wĭde      pān

## 2.

|      |             |      |           |
|------|-------------|------|-----------|
| He   | } will..... | Will | } ..... ? |
| She  |             | he   |           |
| It   |             | she  |           |
| They |             | it   |           |

## DETACHED SENTENCES.

1. Do you think it will rain this afternoon?  
No, I don't, but it may rain to-morrow.
2. Will it clear up by six o'clock?  
Probably it will.
3. Will James pass the examination?  
No, he will not. He is too idle to pass it.
4. Will there be any examinations next week?  
Yes, there will be some.
5. When will the boat-race take place?  
Next Wednesday.

tə-mōr'rōw  
bōāt'-rāçè''

clēār

prōb'ā-blĭ



## GRAMMAR LESSON.

## 1.

I } shall.....  
We }Shall { we } ..... ?  
          { I }

You will.....

Shall you..... ?

He } will.....  
She }  
It }  
They }Will { he } ..... ?  
          { she }  
          { it }  
          { they }

## 2.

May }  
Can } be.....  
Shall }  
Will }  
Must }Might }  
Could }  
Should } be.....  
Would }  
(Must) }Put any five verbs in place of **be**.Say the above verb-phrases with **not**.

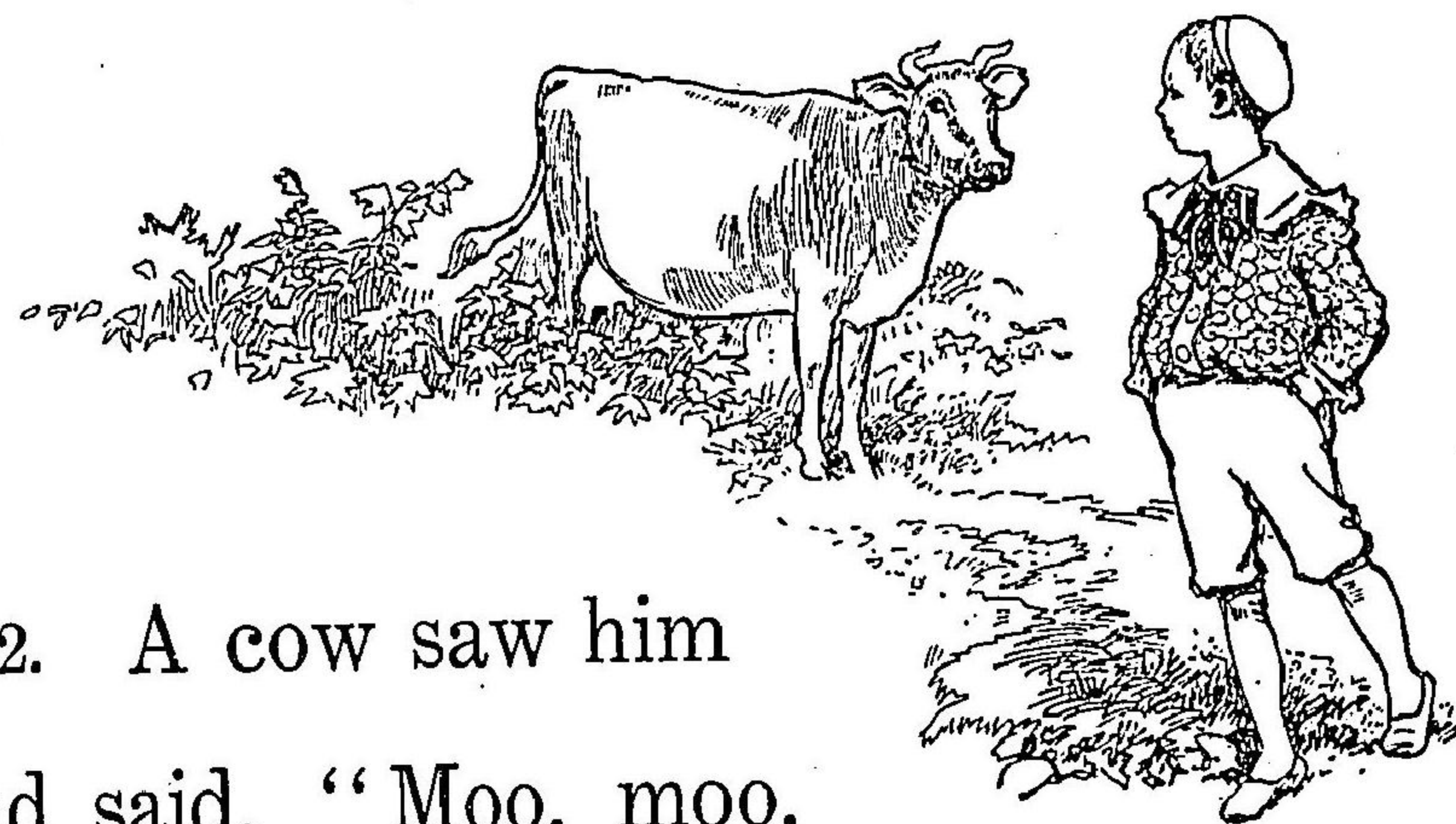
â-bôvè'

phrāsè

## LESSON XII. ( twelve )

## Billy and His Friends.—1.

1. Once upon a time a boy, whose name was Billy, went out to seek his fortune.



2. A cow saw him and said, "Moo, moo, moo! Will you let me go with you?"

"Yes, I will, certainly," said Billy. So the cow went along with Billy.

Bil'lỹ  
mōōsēek  
çēr'tain-lỹ

fôr'tūnè





3. Soon a dog saw him and said, "Bow-wow-wow! Will you let me go with you?"

"Yes, I will, certainly," said Billy. So the

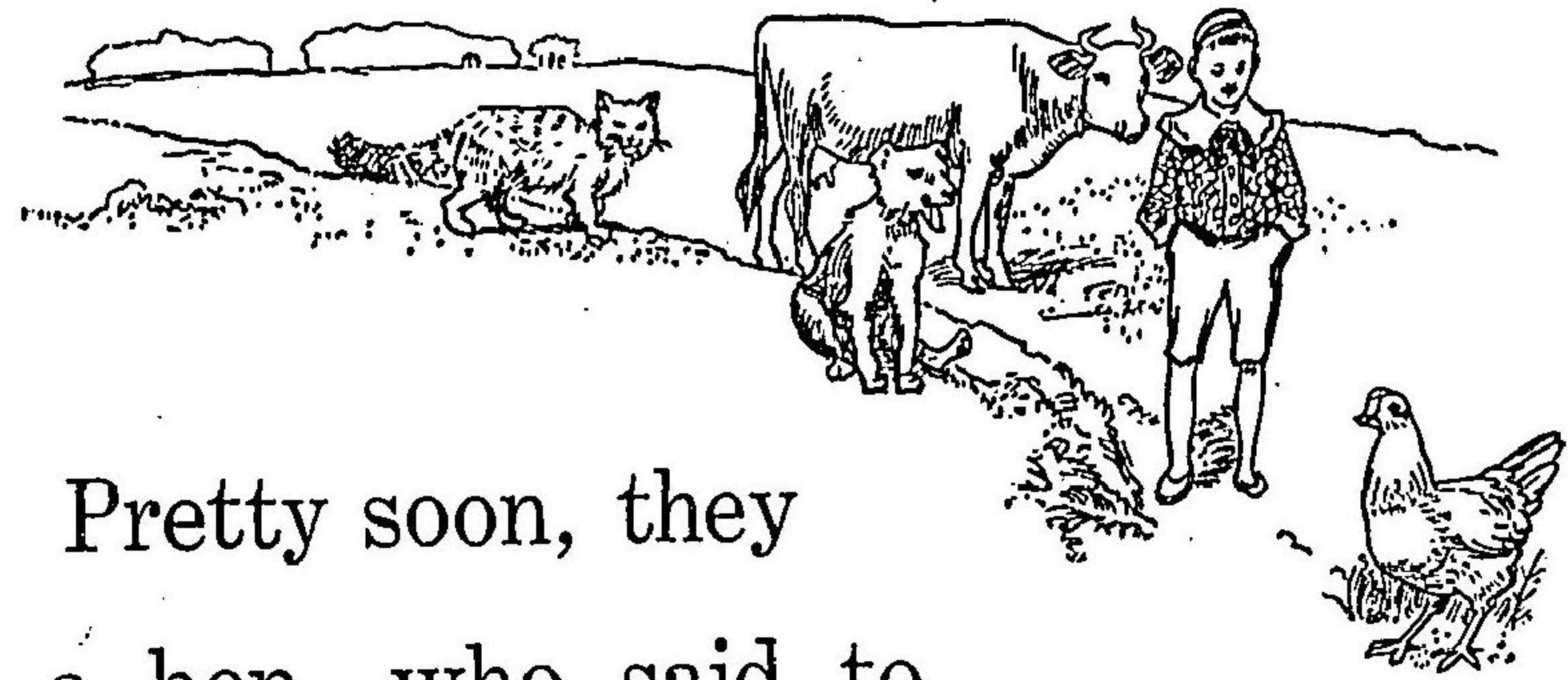
dog followed him.

4. A little farther on they met a cat, who said to Billy, "Mew, mew, mew! Will you let me go with you?"



"Yes, I will, certainly," said Billy. So the cat followed him.

bow'-wow-wow    fōl'lōw    fār'thēr    mew  
(ū)



5. Pretty soon, they met a hen, who said to Billy, "Cackle, cackle! Will you let me go with you?"

"Yes, I will, certainly. The more the merrier," said Billy.

So the hen joined the party and they all went together.

FOR STUDY.

|       |         |          |
|-------|---------|----------|
| merry | merrier | merriest |
| many  | more    | most     |
| far   | farther | farthest |

căc'klə    mēr'ri-ēr    pār'ty    tō-gēth'ēr



## LESSON XIII. ( thirteen )

## Billy and His Friends.—2.

1. That evening they came to some woods. "I am not afraid of the dark," said Billy. "If any thing comes to attack us, I will whistle to scare it away. What will you do, cow?"

"I will moo," said the cow.

"And what will you do, dog?"

"I will bark," said the dog.

"And what will you do, cat?"

"I will mew," said the cat.

"And what will you do, hen?"

"I will cackle," said the hen.

"Very well," said Billy, "we need not be afraid."

därk    ät-täck'    whis'tlə    scäre    nēd

2. So on they went into the woods, and came to a lonely house, where robbers were sitting around a table.

"I know how to drive the robbers away," said Billy. "When I count three, we must make a great noise."

3. "Ready, now," he said. "One, two, three." Billy whistled, the cow mooed, the dog barked, the cat mewed, and the hen cackled. The robbers jumped up from the table, and ran away into the woods.

4. Billy and his friends went into the house, and there they had a good supper.

5. Then Billy said, "Here is everything I want. This is my fortune. I will not go any farther to seek it."

lönə'ly    rōb'bēr    sūp'pēr    ěv'ēr-ŷ-thīng'



6. So Billy and his friends lived in the house for many years, contented and happy.

## FOR STUDY.

Will you let me go with you?

Yes, I will.

What will you do, cow?

I will moo.

## DETACHED SENTENCES.

1. Will you lend me your knife?

Yes, certainly.

2. Will you tell me the way to the railway station?

cōn-těnt'ěd  
rāil'wāy''

lěnd  
stā'tion

knīfə

With pleasure. I will show it to you, as I am going that way myself.

3. Will you go to the zoological garden with me?

I am sorry I can not.

4. Will you come to my house at seven?

I will do so without fail.

## LESSON XIV. (fourteen)

## Wellington and the Toad.

1. The Duke of Wellington was a very kind man. He was walking in his garden one morning, when he saw a boy stooping down and doing something on the ground.

plēas'ūrə  
(sh)

Wěl'ling-tōn

stōop

zō''ō-lōg'ic-əl

tōəd

ground

wīth-out'

Dūkə





2. As he came nearer, he saw that it was the son of one of his gardeners; but what he was doing he could not make out.

3. So he walked up to the boy and said, "What are you doing?" The boy looked up. "I am feeding my toad," he said; "they are going to send me to school, and I am afraid it will die."

4. "Never mind the toad," said the Duke, "go to school, and I will take care of it." He afterward wrote a letter to

|                     |            |       |     |
|---------------------|------------|-------|-----|
| nēār'ēr             | gār'dēn-ēr | sēnd  | dīē |
| āft'ēr-wārd<br>(ēr) | wrōtē      | quītē |     |

the boy at school, to tell him that the toad was quite well.

Little drops of water,  
 Little grains of sand,  
 Make the mighty ocean,  
 And the pleasant land.  
 Little deeds of kindness,  
 Little words of love,  
 Make our earth an Eden,  
 Like the Heaven above.

|                  |           |         |
|------------------|-----------|---------|
| drōp             | grāin     | mīght'ŷ |
| ō'cean<br>(shūn) | plēās'ānt | dēēd    |
| Ē'dēn            | hēāv'ēn   |         |



## LESSON XV. (fifteen)

## The Rising Sun.



1. The sun was up early this morning. It said to the stars, "Shut your bright eyes till the night comes again."

2. It said to the birds and flowers, "Wake up now. It is day, and you must not sleep any longer."

3. "Shall I sing?" said the lark.

"Yes, sing your sweet song, pretty bird," said the sun.

4. "Shall I bloom?" said the rose.

rīś'ing (rise + ing)

bright

lärk

"Yes, bloom all the day, pretty flower," said the sun.

5. "Shall we come?" said the clouds.

"No, stay away a little longer, dark clouds," said the sun.

6. "Shall I fall?" said the rain.

"No, do not fall to-day, rain," said the sun.

7. Shine on, bright sun! shine all day long. We are glad to see your pleasant face.

## FOR STUDY.

Shall I sing?

Shall we come?

Shall I be late, if I don't hurry up?

Shall I pass the examination?

cloud

shīnə



## DETACHED SENTENCES.

1. Shall I open the window?  
Yes, please.
2. Shall I shut the door?  
No, thank you.
3. Shall I go now or afterward?  
Please go at once.
4. Where shall I post the letter? Shall I take it to the post-office?  
No, you need not do so. You may put it into a pillar-box.
5. Shall I tell the servant to light the lamps?  
Yes, and tell him to clean the chimneys carefully.

## FOR STUDY.

careful

swift

certain

carefully

swiftly

certainly

pōst'-ōf''fīçə  
clēən

pī'lār-bōx  
chīm'nēy

sēr'vānt  
cārē'ful-lŷ

## LESSON XVI. ( sixteen )

## A Maid with Her Basket of Eggs.



1. A maid was walking with a basket of eggs on her head. She talked to herself, "I have fifteen eggs in my basket. I will take them straight to my good white hen. She will sit on them days and days, and keep them warm."

māid    bās'kēt    hēr-sēlf'    strāight    kēep



2. "Then fifteen little chickens will come out of the eggs. I can see them now. Pretty little things; some black, some yellow, some white!

3. "I will feed them well, and they will grow to be strong, fat hens. Then I will take them to market to sell. How much shall I get? Ah! I shall be quite rich.

4. "I think I will buy a new green dress. I think I look well in green. Yes, that's what I'll do. How fine I shall look in my green dress! All my friends will have a frown on their faces when they

|        |       |         |
|--------|-------|---------|
| yē'lōw | fāt   | mār'kēt |
| sēll   | rīch  | būy     |
| grēən  | drēsṣ | frown   |

see me in my new dress. When I pass them, I will try to look like a grand lady. I will toss my head—like this."

5. She tossed her head in pride, forgetting the eggs. The basket fell to the ground; the eggs were broken.

*Never count your chickens before they are hatched.*

*A bird in the hand is worth two in the bush.*

|          |                |       |       |
|----------|----------------|-------|-------|
| grānd    | lā'dy          | tōss  | prīdē |
| fōr-gēt' | hātchēd<br>(t) | wōrth |       |



## LESSON XVII. (seventeen)

## Spring.

1. Winter has gone. Spring has come.  
There is no snow on the ground now.  
The days are warm and bright. The sun  
is high in the sky.

2. Soon the trees will be green. There  
are wild flowers in the woods now.

3. All the birds have come back from  
the south. The robin is here. He is  
building his nest in the old apple tree.  
Soon there will be some blue eggs in the  
nest.

4. The old owl did not go to the south.  
But he is glad that spring has come.

|          |       |       |
|----------|-------|-------|
| wild     | south | build |
| blue     | owl   |       |
| (u or ū) |       |       |

## FOR STUDY.

## 1.

|      |      |      |
|------|------|------|
| go   | went | gone |
| come | came | come |

## 2.

Winter **has gone**.

Spring **has come**.

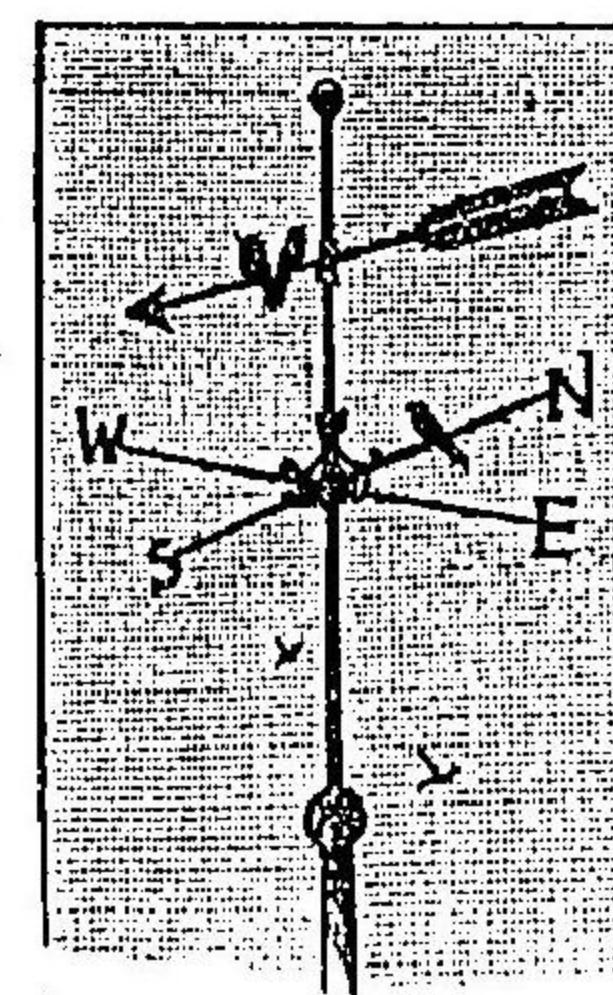
All the birds **have come** back from the south.

## 3.

What season is coming?

What season has come?

What season is it now?



Here is a vane.

“E” stands for east.

“W” stands for west.

“S” stands for south.

“N” stands for north.

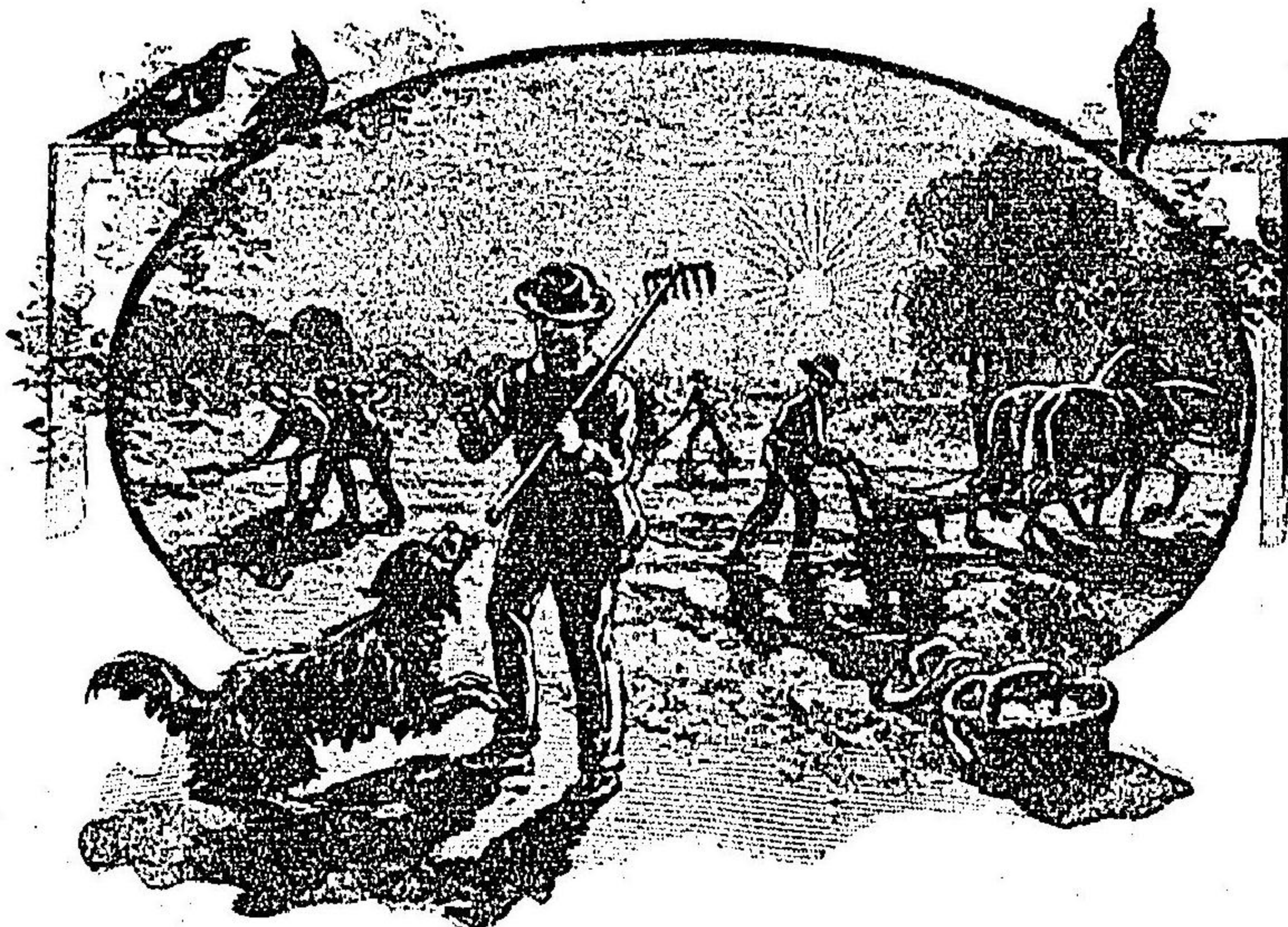
vānə

nôth



## LESSON XVIII. ( eighteen )

Morning.



1. The sun has risen. It will be a fine day. The hens have left the roost. The birds are singing and flying from tree to tree. The grass is fresh with dew.

2. The men have gone to the fields ; some to plough, and some to sow.

3. James has gone to the fields with

|        |        |       |       |
|--------|--------|-------|-------|
| rīſ'ən | lēft   | rōost | fřesh |
| dew    | plough | sōw   |       |

the men, and the old dog Fido has gone with him.

4. Do you see James with the dog ? Do you see the dog look up at James ? What do you suppose James has gone to the fields for ?

## FOR STUDY.

|       |      |       |
|-------|------|-------|
| rise  | rose | risen |
| leave | left | left  |

From Ned's Diary.

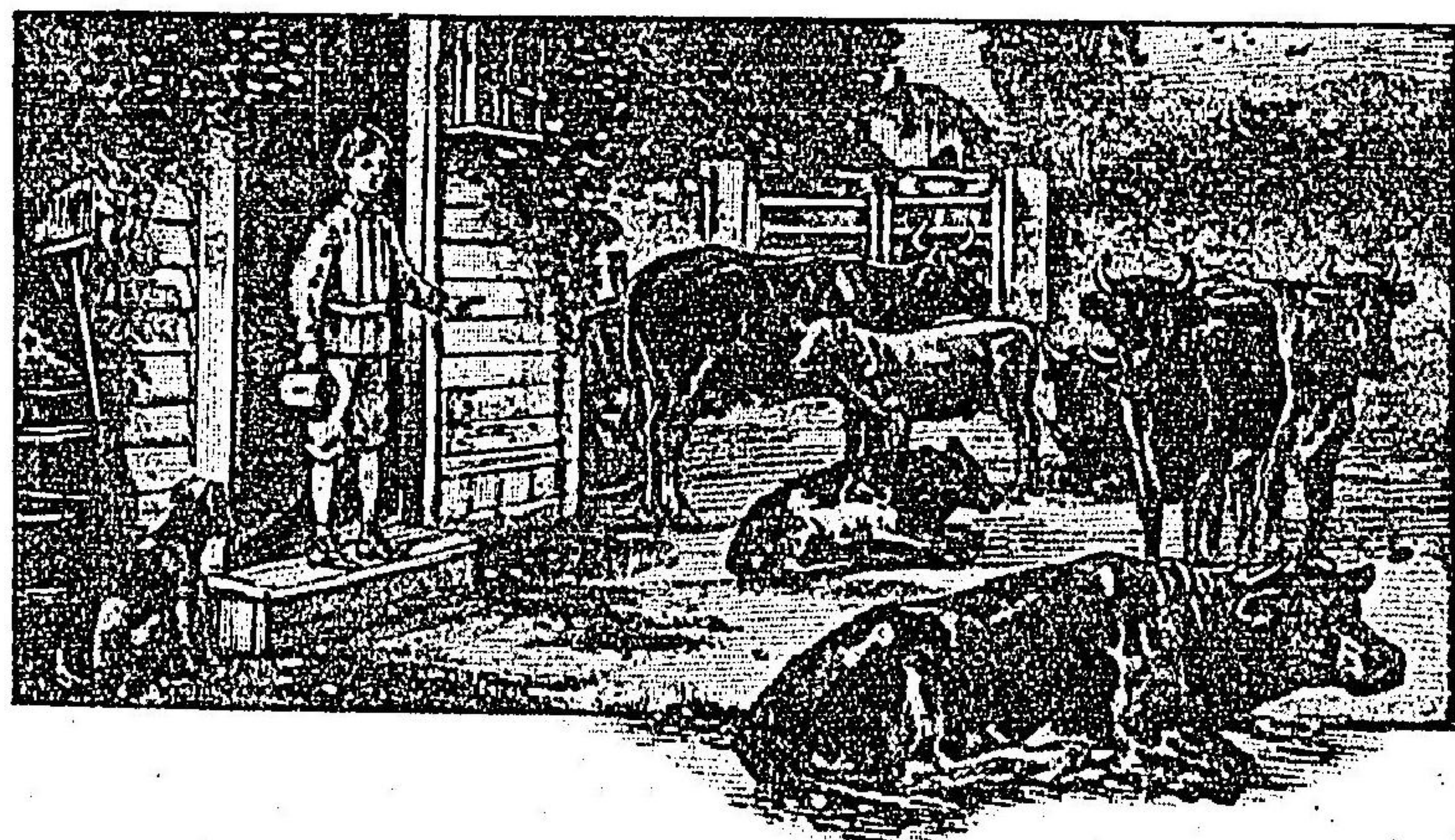
Tuesday. This morning when I got up, the sun had risen. The hens had left the roost, and the men had gone to the fields. I wanted James, but he, too, had gone out with Fido.

|       |         |
|-------|---------|
| Fī'dō | dī'ā-rỹ |
|-------|---------|



## LESSON XIX. (nineteen)

Evening.



1. Now the sun has almost set. It will soon be dark.

2. The men have come in from the fields. The cows are in the yard, and the servant has shut the gate. The hens have gone to roost. Old Fido has come back with James.

yård

gätè

3. Do you see him sitting by the door? He will keep watch all night, and no robber will dare to come near the house.

## FOR STUDY.

set

set

set

shut

shut

shut

## From Ned's Diary.

When I came back to the house, the sun had almost set. The men had come in from the fields. The hens had gone to roost.

The cows were in the yard, and the servant had shut the gate. Old Fido had come back too, and was sitting at the door.

dâre



## DETACHED SENTENCES.

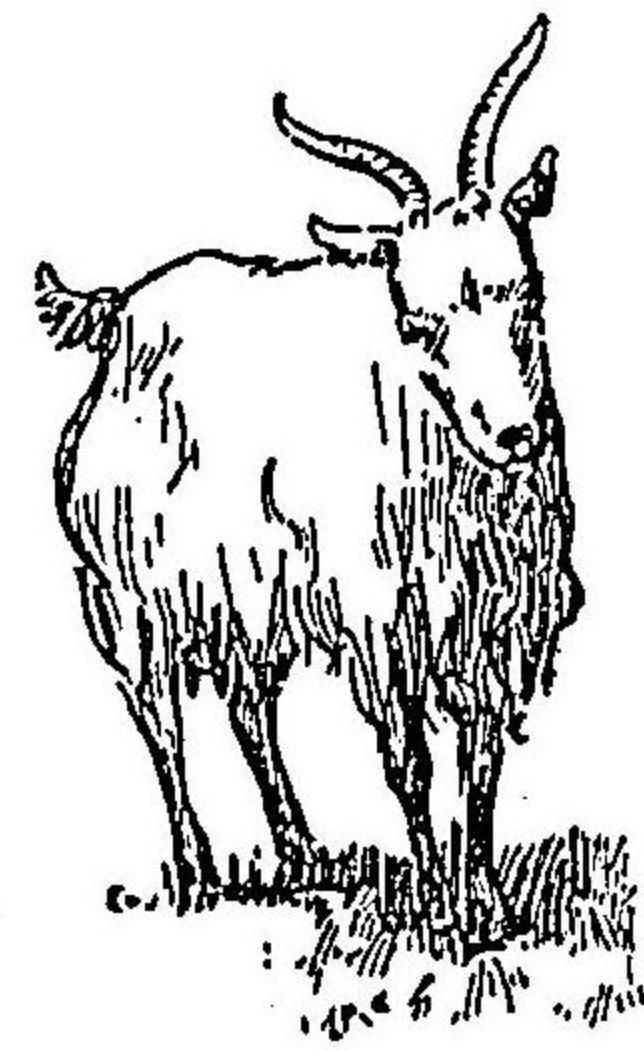
1. Has the bell rung yet?  
Yes, it has rung already.
2. Have you found your purse?  
No, (I have) not (found it) yet.
3. Have you read to-day's newspaper?  
No, (I have) not (read it) yet.
4. Have you studied your lessons for to-day?  
Yes, I studied them last night.
5. Had the train left when you got to the station?  
Yes, it had left already, and so I had to wait for the next train.

---

|                        |                   |                      |
|------------------------|-------------------|----------------------|
| bēll                   | al-rēad'ŷ         | rūng (ring, rang, —) |
| found (find, found, —) | pûrsè             |                      |
| news'pāp''ēr           | gōt (get, —, got) | wāit                 |

## LESSON XX. (twenty)

## The Fox and the Goat.



1. Have you ever seen a goat and a fox? If you have not seen a goat yet, I suppose all of you have seen a fox.

I will tell you a story about a fox and a goat.

2. Once a fox fell into a well. It was so deep that he could not get out.



He tried again and again, but it was of no use.

---

|      |      |     |
|------|------|-----|
| gōat | dēep | ūse |
|------|------|-----|



3. Then a goat came along. "Why are you down there?" asked the goat.

"I am drinking the sweet water," answered the fox. "Come down and try some."

4. Down jumped the goat at once; but no sooner was he down than the fox leaped on his back, and in an instant was on the green grass. As he sprang to the top of the well, he turned round and said, "Good-bye, friend Goat. I hope you like the water."

5. The story I have just told is one of Æsop's fables. Have you ever read it?

|               |              |        |     |
|---------------|--------------|--------|-----|
| lēapəd<br>(t) | in'stānt     | sprāng | tōp |
| tūrn          | Æ'sōp<br>(e) | fā'blē |     |

## FOR STUDY.

|        |        |        |
|--------|--------|--------|
| spring | sprang | sprung |
| tell   | told   | told   |

## From Ned's Diary.

Wednesday, May 10th. This morning the teacher asked us if we had ever seen a goat. He seemed to think that, if we had never seen a goat, we had seen a fox.

As for me, I have never seen a live fox, though I have often seen a stuffed one.

|                |        |        |
|----------------|--------|--------|
| sēeməd         | livē   | thōugh |
| stūffəd<br>(t) | ōf'tēn |        |



## LESSON XXI.

## The Foolish Frog.



1. Once upon a time, a little frog, on his way home from school, saw a great creature walking in the field.

2. He had never seen an ox before, so he ran to tell his mother.

“O mother!” he cried, “I have just seen a wonderful creature. It was as

fōol'ish                      ōx                      wōn'dēr-ful  
crēa'tūrē

large, as large—.” But he did not know how to express himself.

3. “As large as I am?” said the mother. “Oh, much larger!” answered the frog.

4. “As large as this?” asked the mother, and she began to puff herself up.

“Oh, much larger!” replied the little frog.

5. “As large, then, as this?” said the mother, and puffed herself till she burst.

6. It is indeed hard for a frog to become as large as an ox.

## FOR STUDY.

|       |       |       |
|-------|-------|-------|
| burst | burst | burst |
| begin | began | begun |

|           |           |          |
|-----------|-----------|----------|
| ĕx-prĕss' | hĭm-sĕlf' | pŭff     |
| bŭrst     | ĭn-dĕĕd'  | bĕ-cōmĕ' |



## DETACHED SENTENCES.

1. Have you ever heard a lion roar?

No, never. They say his voice sounds like thunder.

2. Have you ever been to the museum?

Yes, I visited it the day before yesterday.

3. Have you seen Mr. Itō lately?

I saw him last Thursday, but since then I have not seen him.

4. Is your new servant honest?

Yes. So far as I know, he has not been guilty of any dishonest act.

5. Had you studied English when you entered this school?

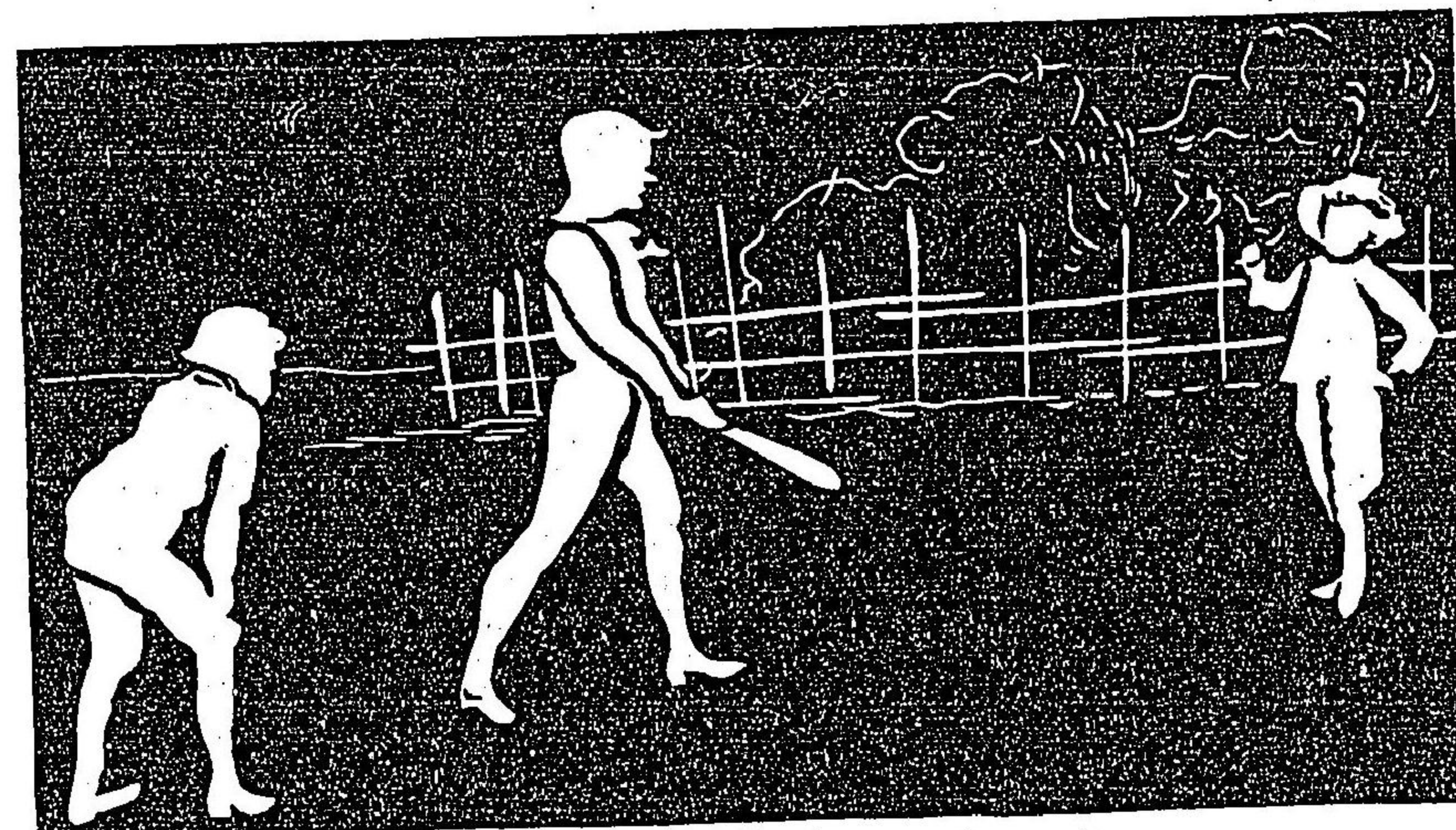
No, I had never studied it before.

---

|         |        |           |             |
|---------|--------|-----------|-------------|
| voicə   | sound  | thūn'dēr  | dīs-hōn'ĕst |
| gūilt'y | ăct    | vīs'it-ĕd | lātĕ'lŷ     |
| sīncĕ   | ĕn'tĕr |           |             |

## LESSON XXII.

## Ned's Excuse.



1. One day a mother said to her son, "It is past six o'clock, and your school closes at three—where have you been all this while, my boy?"

2. "O mother!" said Ned, "I have been in school."

---

ĕx-cūse'

clĕs'ĕs



“What have you been doing in school?” asked his mother.

“We have been playing ball,” said Ned. “When we play ball, I forget everything else. I do not think of the time or of coming home.”

3. “It is a good thing for boys to play, but you must not play too long,” said the mother.

“After this I will come home as soon as school is over,” said Ned.

4. Not long after, Ned came home late again. He had been playing ball again.

5. “Where have you been, Ned? I am sure you have not been playing ball,” said his mother.

---

else

“We have been in school all this while,” said Ned. “It is all the fault of our new clock. It is so big that it takes the hands a long time to go round the dial.”

FOR STUDY.

Where **have** you **been** all this while?

What **have** you **been** **doing**?

We **have** **been** **playing** ball.

Not long after, he came home late again.

He **had** **been** **playing** ball again.

---

DETACHED SENTENCES.

1. How many years has Mr. Smith been in Japan?

---

fault

dial

Smith



(He has been here) a little less than two years.

2. Have you all been quite well since I saw you last?

We have all been in good health, thank you.

3. I have not seen you for a long time. Where have you been?

I have been ill these three weeks.

4. How long have you been studying English?

I have been studying it a little more than one year.

Indeed! You speak English awfully well for so short a time.

## FOR STUDY.

much            more            most

little            less            least

lěss            hěalth            aw'ful-lŷ

## LESSON XXIII.

## The Bible and the Spectacles.

1. A pastor called on an old lady, and began to talk about the Bible. He asked, "Have you a Bible?"

2. "Sir, how can you ask me such a question?" cried the old lady. "Do you think I am not a Christian?"

3. She then turned to a little girl, and said, "Go up-stairs, and bring me the Bible."

4. The little girl did so. And when the old lady opened the book, she exclaimed: "Well, how glad I am that you have called! Look! Here are the spectacles that I have been looking for these three years."

|                      |              |         |                     |
|----------------------|--------------|---------|---------------------|
| Bī'blē               | spēc'tā-clēs | pās'tōr | quēs'tion<br>(chūn) |
| Chrīs'tian<br>(chūn) | ŭp-stāirs'   | brīng   | ěx-clāim'           |



## LESSON XXIV.

## The King and the Prisoners.

1. There was once a king who cared much for the happiness of his people.

One day he said, "I will pay a visit to the chief prison."

2. In the prison yard he saw five prisoners in chains, going to their work.

He told them to stop and asked them, one by one, "Why are you here?"

3. The first man said, "I did no wrong, but a witness told a lie against me."

(Continued on page 72.)

kīng  
hāp'pī-nēsš  
wīt'nēsš

pāx  
chīēf  
liē

prīš'on[-ēr]  
chāīn  
ā-gainst'  
(ē)

## The King and the Prisoners.

(Indirect narration.)

1. Once there was a king who paid much attention to the welfare of his subjects.

One day he thought he would pay a visit to the chief prison.

2. In the prison yard he saw five prisoners in chains, going to their labour.

He told them to stop, and asked them, one by one, why they were in prison.

3. The first man said that he had done no wrong, but that a witness had told a lie against him.

(Continued on page 73.)

pāīd  
lā'bōār

wēl'fārē

sūb'jēct



(Continued from page 70.)

The second said, "The judge had a spite against me."

The third said, "The judge found me guilty through a mistake."

The fourth said, "They took me for another."

For these reasons they all begged the king to pardon them.

4. But he turned to the fifth man, and said, "And why are you here?"

"Alas!" said the man, "I stole a purse, and dare not ask your pardon."

"Then," said the king, "you are not fit to live with these honest men who say that they have done no wrong."

(Continued on page 74.)

|         |        |           |         |     |
|---------|--------|-----------|---------|-----|
| jūdgə   | spitə  | mīs-tākə' | rəa'sən | bəg |
| pār'dən | ā-lās' | stōlə     | fīt     |     |

(Continued from page 71.)

The second man said that the judge had had a spite against him.

The third said that the judge had found him guilty through a mistake.

The fourth said that they had taken him for another.

They pleaded their innocence and begged the king's pardon.

4. Turning to the fifth man, the king asked why he was there.

The man said with a sigh that he had stolen a purse, and that he dared not ask the king's pardon.

The king said that, if that was the case, he was not fit to live with the honest men who said that they had done no wrong.

(Continued on page 75.)

|          |             |      |
|----------|-------------|------|
| plēad'əd | in'nō-çəncə | sīgh |
| stōlən   | cāsə        |      |



(Continued from page 72.)

5. He turned to the jailer and said, "Take off this man's chains and send him away. He has not added to his crime the sin of telling a lie."

PRONUNCIATION EXERCISE.

| — ed  |         |       |         |
|-------|---------|-------|---------|
| flow  | flowed  | try   | tried   |
| beg   | begged  |       |         |
| jump  | jumped  | bark  | barked  |
| rush  | rushed  |       |         |
| add   | added   | scold | scolded |
| visit | visited | start | started |

jāil'ēr

ādd'ēd

crīmē

sin

(Continued from page 73.)

5. The king turned to the jailer, and told him to take off the man's chains and send him away. He said that the prisoner had not added to his crime the sin of telling a falsehood.

FOR STUDY.

|       |         |         |
|-------|---------|---------|
| take  | took    | taken   |
| steal | stole   | stolen  |
| tell  | told    | told    |
| find  | found   | found   |
| think | thought | thought |
| pay   | paid    | paid    |

false'hōod



## LESSON XXV.

## Adventure.



1. A gentleman, who had travelled in Africa, was in the habit of telling stories of his adventures. One day he told some friends that he and his servant had once made fifty wild Arabs run.

2. His friends were greatly surprised,

ăd-věn'tūrə  
hăb'it

gĕn'tlĕ-măn  
Ār'ăb

Ăf'rĭ-că  
sŭr-prĭzĕ'

and asked how he had managed to do so.

“Well,” said the gentleman, “there is nothing wonderful in it after all, for we ran and they ran after us.”

## FOR STUDY.

“I and my servant once **made** fifty wild Arabs run,” said he.

He **told** some friends that he and his servant **had** once **made** fifty wild Arabs run.

“How **did** you **manage** to do so?” asked his friends.

His friends **asked** how he **had managed** to do so.

măn'ăgĕ



## GRAMMAR LESSON.

## 1.

|                           |     |                       |                 |
|---------------------------|-----|-----------------------|-----------------|
| have                      |     | be                    |                 |
| have }<br>has }           | had | am }<br>is }<br>are } | was }<br>were } |
|                           |     |                       | been            |
| have been }<br>has been } |     |                       | had been        |

Put any five verbs in place of **been**.

## 2.

|                                               |                 |                                                       |                 |
|-----------------------------------------------|-----------------|-------------------------------------------------------|-----------------|
| may }<br>can }<br>shall }<br>will }<br>must } | be<br>have been | might }<br>could }<br>should }<br>would }<br>(must) } | be<br>have been |
|-----------------------------------------------|-----------------|-------------------------------------------------------|-----------------|

Put any five verbs in place of **be** and **been**.

Say the above verb phrases with **not**.

## DETACHED SENTENCES.

1. Has Ned finished his task?

He **must have finished** it, for he is playing in the garden.

He **can not have finished** it; he was playing on the organ till a few moments ago.

2. Have you ever seen Mr. Satō?

I **may have seen** him, but I do not remember his face.

3. How pale John looks! He **must have been** ill.

He has not been in good health lately.

4. When shall you finish your composition?

I **shall have written** it by lunch time.

5. The steamer **will have arrived** by to-morrow night.

|      |                 |          |          |
|------|-----------------|----------|----------|
| tāsk | ôr'gān          | few      | mō'měnt  |
| pālè | cōm''pō-sī'tion | stēam'ēr | ār-rivè' |



## LESSON XXVI.

## Ships.



1. Ships are very useful. A great many things which we need every day are brought to us in ships.

2. Ships are made of wood or of iron. They are made light enough to float on the sea.

3. In the picture you see a sailing ship. It has three tall masts. The sails are

brought

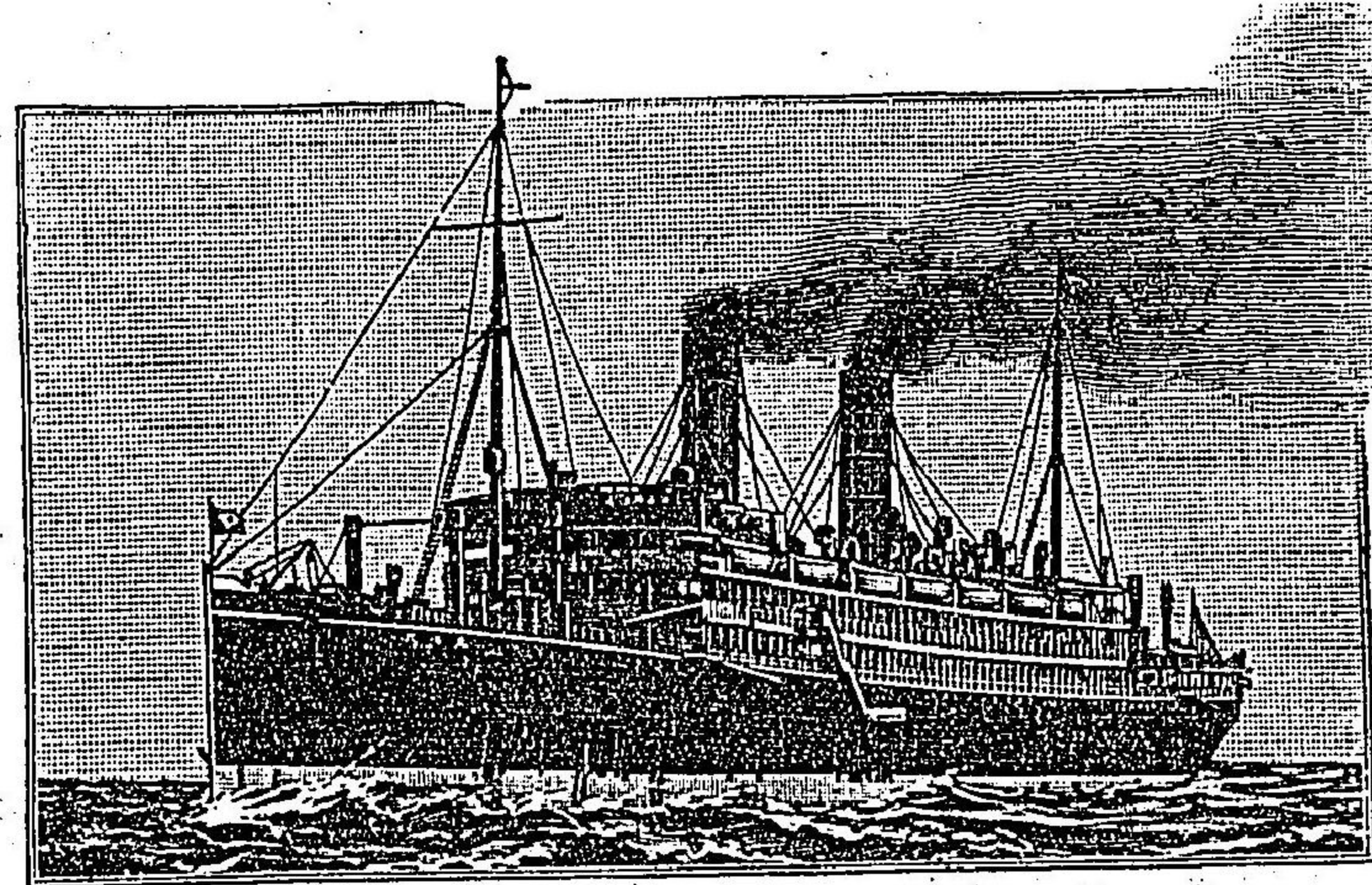
mast

i'ron  
(ēr)

fix

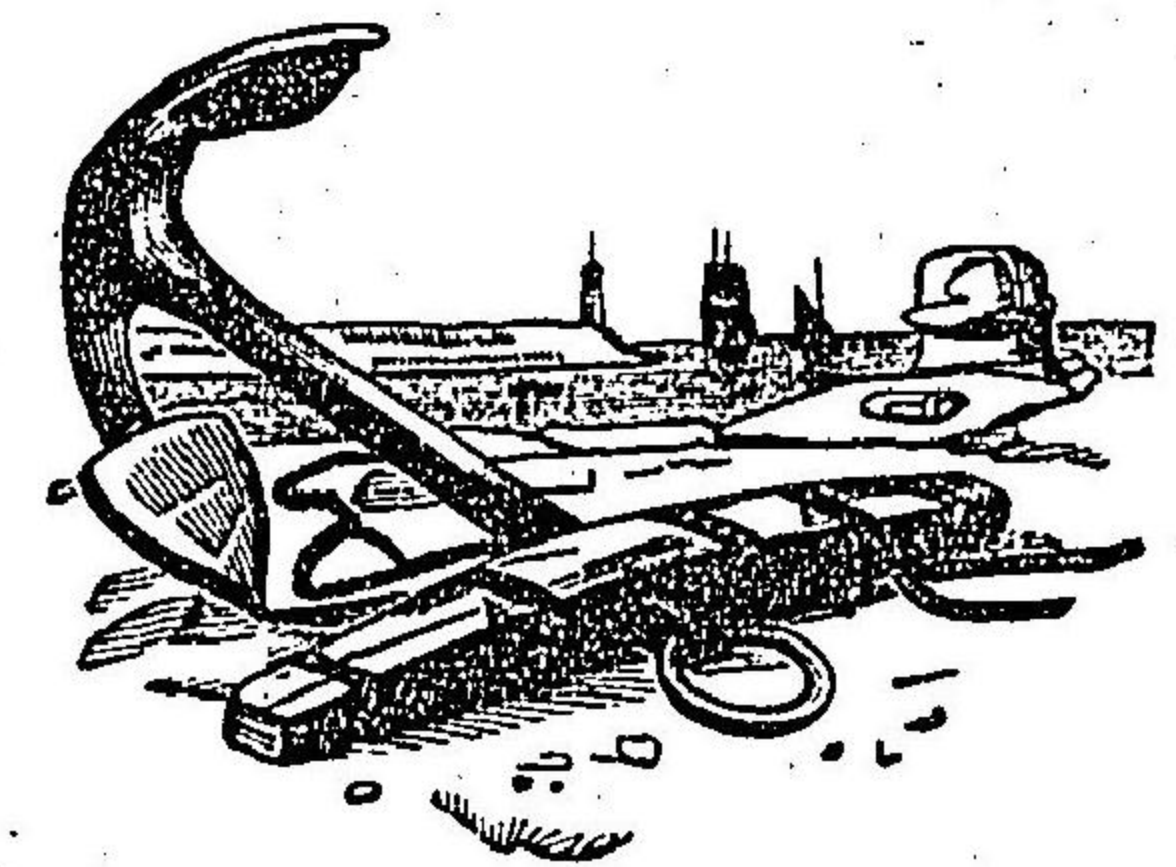
float

fixed to the masts. The wind fills the sails, and so the ship is carried along.



4. This is a steamer. Steamers can sail not only without wind but against the wind, for they are moved along by means of steam-engines.

5. The men who work a ship are called sailors. When they



move

en'gine



wish to stop their vessel, they throw out a large iron hook called an anchor.

6. A ship which is used in war is called a man-of-war. It carries a number of large guns. They are fired through holes called port-holes.

FOR STUDY.

1.

|       |         |         |
|-------|---------|---------|
| make  | made    | made    |
| bring | brought | brought |

2.

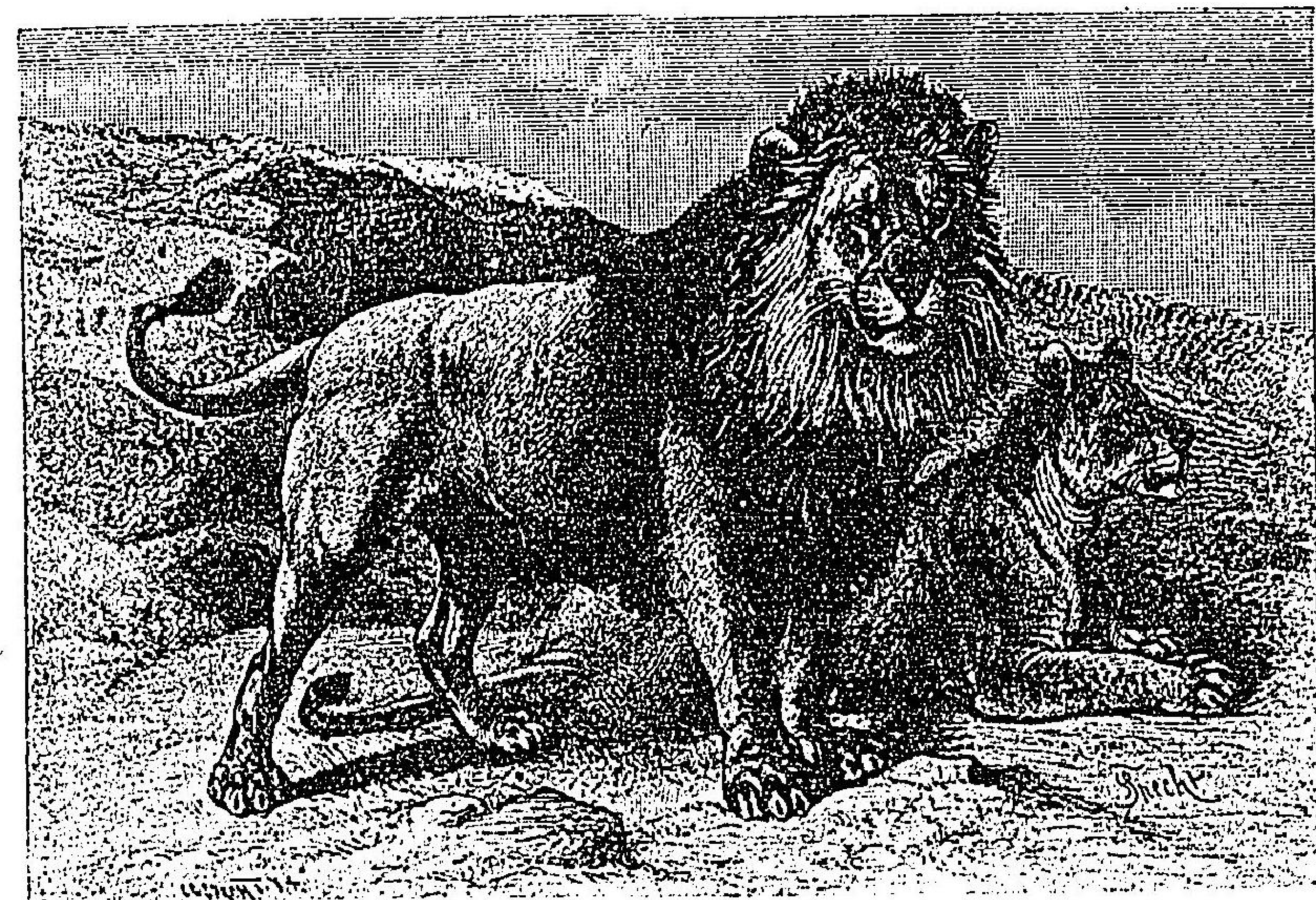
Ship are made of iron or of wood.

What are ships made of?

|         |         |               |
|---------|---------|---------------|
| vēs'sēl | ān'chōr | mān''-ōf-war' |
| nūm'bēr | firə    | pōrt'-hōlē''  |

LESSON XXVII.

The Lion:



1. Here is a picture of a lion and a lioness. How fierce they look! The lion is the chief of the cat family, and, like the cat, he is a beast of prey. He is called the 'King of beasts.' When he is wild,

|           |        |          |
|-----------|--------|----------|
| lī'on-ēsš | fiērçə | fām'i-lŷ |
| bēast     | preŷ   |          |



he is feared by both men and beasts.

2. He seldom goes out in the daytime, but when the sun is setting, he leaves his den to hunt.

3. When all is still, his terrible voice is heard. In the silence of night, it sounds like thunder.

4. The lion has a mane. It is long and flowing, and gives him a noble look. The lioness is much smaller and she has no mane.

5. The lion is found in the great forests of Asia and Africa. Africa is sometimes called the 'Land of the Lion.'

|                |         |        |            |
|----------------|---------|--------|------------|
| fēar           | sēl'dōm | lēavə  | tēr'ri-blə |
| sī'ləncə       | mānə    | nō'blə | fōr'ēst    |
| Ā'sia<br>(shā) |         |        |            |

## FOR STUDY.

## 1.

|      |       |       |
|------|-------|-------|
| find | found | found |
| see  | saw   | seen  |
| hear | heard | heard |

## 2.

1. What is the lion called?
2. When is his terrible voice heard?
3. Is the lion found in this country?
4. Where is he found?
5. What is Africa sometimes called?

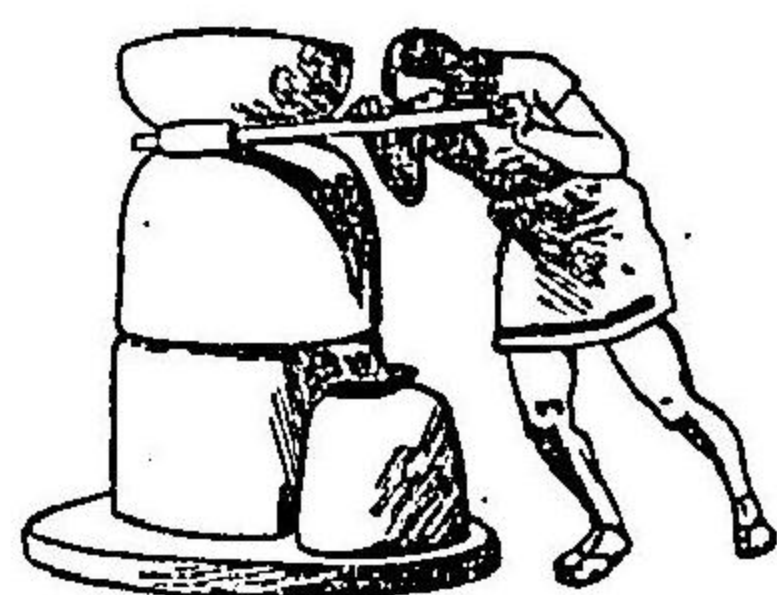
## PRONUNCIATION EXERCISE.

|       |        | — es |        |
|-------|--------|------|--------|
| cake  | cakes  | hope | hopes  |
| table | tables | fly  | flies  |
| race  | races  | rise | rises  |
| inch  | inches | fish | fishes |
| cage  | cages  |      |        |



## LESSON XXVIII.

## A Lion's Gratitude.—1.



1. In old times, the prisoners of war were made slaves.

They were forced to work very hard for their masters, and most of them were very badly treated.

2. A Roman slave once escaped from his master, who had been very cruel to him, and took refuge in a forest. There he met with a lion. He was in great fear, for he knew that he could not escape.

3. But to his great surprise, the lion

---

|             |        |          |         |         |
|-------------|--------|----------|---------|---------|
| grāt'ī-tūde | slāvè  | fōrçè    | mās'tēr | bād'lỹ  |
| trēat       | Rō'mān | ēs-cāpè' | cru'ěl  | rēf'ūgè |

came up to him in a very friendly manner, and held up a paw, as if asking for help. The slave took the paw in his hand. A thorn had made the poor animal's foot sore. The slave pulled out the thorn and the lion became his friend.



4. Several months passed, during which the slave was fed by the lion. But one

---

|           |         |           |         |       |
|-----------|---------|-----------|---------|-------|
| frīend'lỹ | mān'nēr | hēld      | paw     | thōrn |
| sōrè      | pull    | sēv'ēr-āl | dūr'ing |       |



day the lion did not come home from hunting, and the slave went out in search of his friend. He was caught by the soldiers who had been looking for him, and taken back to his master.

## FOR STUDY.

|       |        |        |
|-------|--------|--------|
| hold  | held   | held   |
| catch | caught | caught |
| feed  | fed    | fed    |

## LESSON XXIX.

## The Lion's Gratitude.—2.

1. He was tried as a runaway slave, and sentenced to be torn to pieces by wild

sēarch      sēn'tēncē      tōrn      piēcē

beasts. In those days, runaway slaves were often punished in this way, and thousands of people went to see the cruel sight.

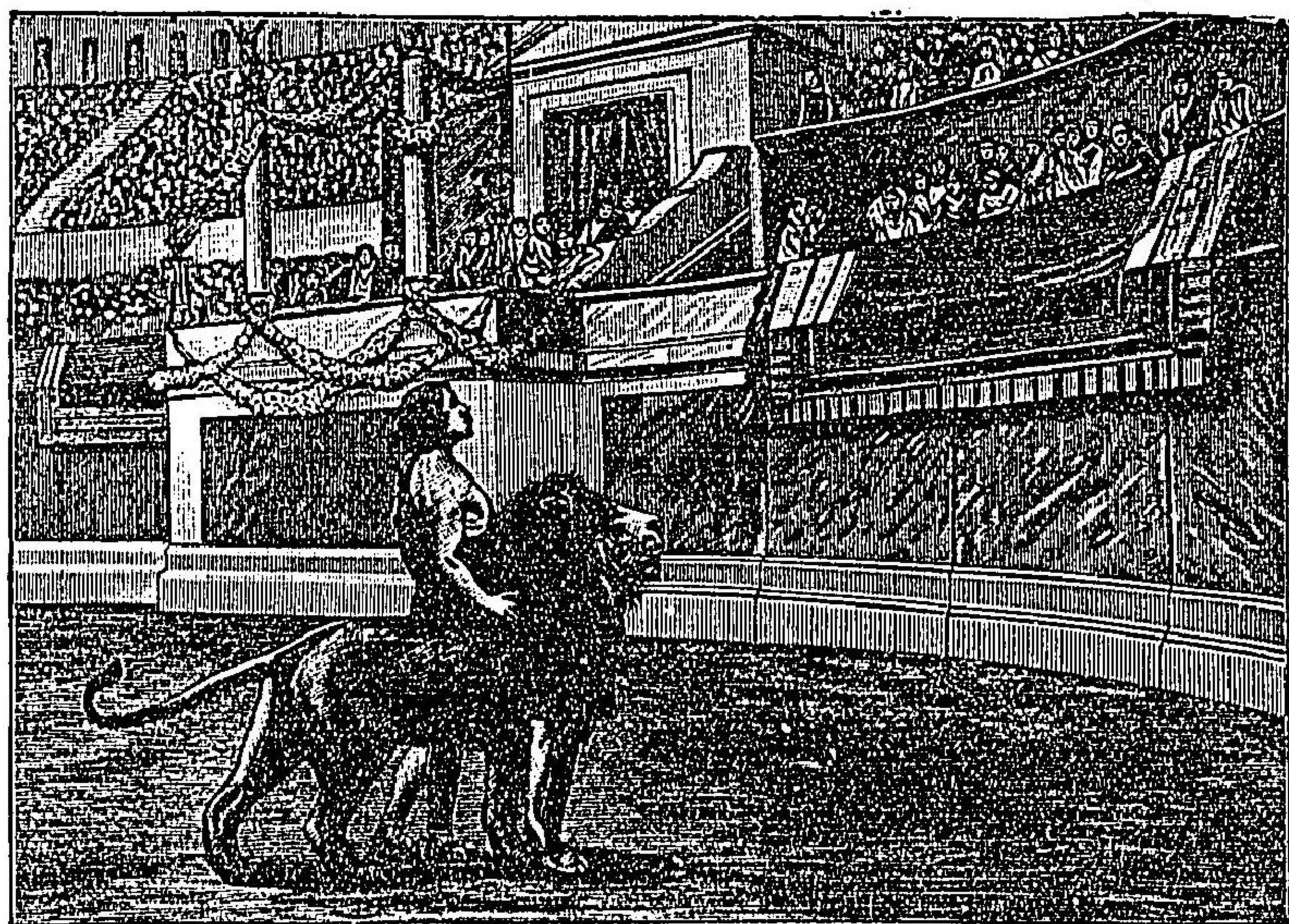
2. Pale and trembling, the poor slave stood, expecting every moment to be killed. A huge lion was turned out of his cage. The lion had been kept without food for some days, to make him savage. But when the lion saw the poor man, he suddenly became as gentle as a lamb, went up to him, licked his hands, and fawned upon him. It was the same lion, out of whose paw the slave had pulled a thorn.

|         |         |            |         |
|---------|---------|------------|---------|
| pūn'ish | sīght   | trēm'blē   | hūgē    |
| cāgē    | sāv'āgē | sūd'dēn-lŷ | gēn'tlē |
| lāmb    | lick    | fawn       |         |



3. When the slave told the story of his adventure, the crowd were so pleased at the gratitude of the lion that they shouted with one voice, "Let the man live! Let the man live!"

4. And so the slave was not only pardoned, but set free.



crowd

shout

frēe

## FOR STUDY.

keep

kept

kept

tear

tore

torn

set

set

set

## LESSON XXX. ( thirty )

## A Rough Boy.

1. A rough boy was sent to take care of a flock of goats.

One day he left his work to play in the field, and one of the goats strayed from the flock.

rōugh  
(f)

flōck

strāy





2. When the boy came back, he whistled and blew his horn, but the goat took no notice.

3. Becoming angry, the boy threw a stone at the truant. The hard stone struck one of the goat's horns and

broke it.

4. "Dear me!" cried the boy. "What have I done? I did not mean to hurt you. Pray do not tell my master. If you do so, I shall be scolded and may be dismissed."

"I need not tell," said the goat. "My

hörn      nō'tīçə      tru'ánt      strüçk  
prāy      dīs-mīss'

horn will speak, even if I hold my tongue.  
Wrong doing can not be hidden."

FOR STUDY.

1.

|        |        |        |
|--------|--------|--------|
| send   | sent   | sent   |
| throw  | threw  | thrown |
| strike | struck | struck |
| break  | broke  | broken |
| hide   | hid    | hidden |

2.

1. Who was sent to watch a flock of sheep?
2. What did the boy throw at the truant?
3. Can wrong doing be hidden?
4. Have you ever played truant?

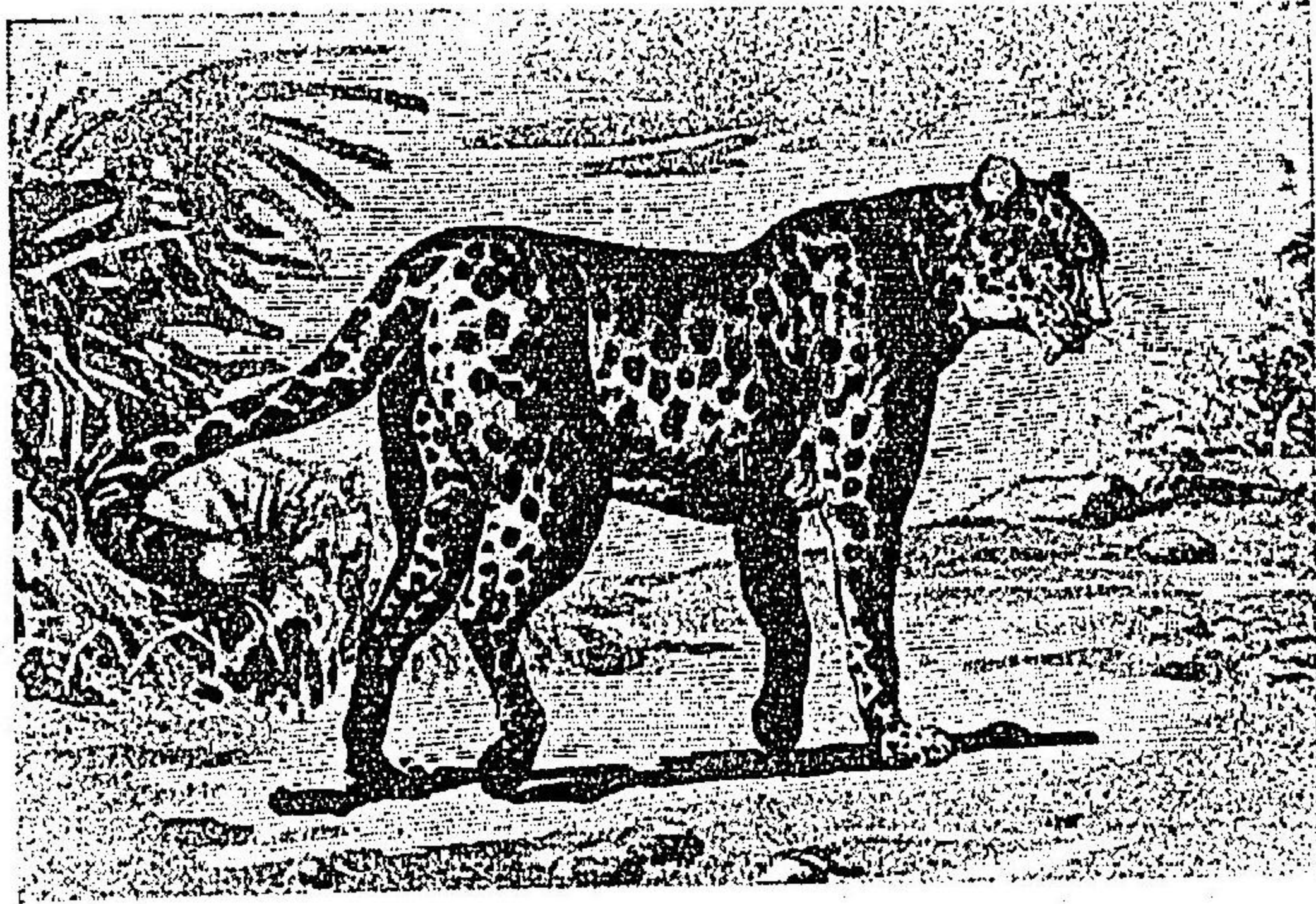
tōngʷə

hīd'dən



## LESSON XXXI.

## The Leopard.



1. The leopard is the most beautiful of all the animals of the cat tribe. He is found both in Asia and in Africa. He is not so large as a tiger, but his form is more graceful and his yellow skin is covered with beautiful black spots.

|          |        |        |           |
|----------|--------|--------|-----------|
| lěop'ārd | tribè  | tī'gēr | grāçè'ful |
| skīn     | còv'ēr | spõt   |           |

2. In India the leopard is called the tree-tiger, because he can climb a tree like a cat.

3. When he is hunted, he hides himself as long as he can in the tall thick grass ; but when he is driven out of his refuge, he tries to escape by running up a tree.

4. Sometimes he is shot down at once ; but if he is only wounded, he will spring upon the hunter. Many a hunter has been hurt by a wounded leopard.

5. The leopard has often been tamed, and in a tame state he is very playful.

Īn'dī-ā  
stātè

clīmḅ  
plāy'ful

wòund



## FOR STUDY.

## 1.

|           |                |                |
|-----------|----------------|----------------|
| drive     | drove          | driven         |
| shoot     | shot           | shot           |
| hurt      | hurt           | hurt           |
| beautiful | more beautiful | most beautiful |
| graceful  | more graceful  | most graceful  |
| tall      | taller         | tallest        |
| old       | older          | oldest         |

## 2.

1. Where is the leopard found?
2. What is his skin covered with?
3. What is he called in India?
4. What does a leopard do when he is hunted?
5. What, when driven out of his refuge?
6. Has the leopard ever been tamed?

## LESSON XXXII.

## Wishes.

1. This is an idle boy. He does not like to go to school.

He says, "I wish I were a bee. It has nothing to do."



2. This is a beggar. He is very hungry, and has nothing to eat. He says, "I wish I had something to eat."



says  
(ē)

bēg'gār

nōth'ing



3. This lad lives in the country. He finds country life very dull. He says, "I wish I did not live in the country."



4. Jack does not like arithmetic. He finds it very hard. He says, "Oh, if I liked arithmetic better! But it is so hard."

5. James cannot read English well. He pauses at almost every word. He says, "Oh, if I could read English better!"

---

lād      lifē      â-rīth'mē-tic      paŭzē

FOR STUDY.

The idle boy **is** not a bee.

He wishes he **were** a bee.

The beggar **has** nothing to eat.

He wishes he **had** something to eat.

The lad **lives** in the country.

He wishes he **did not live** in the country.

Jack **does not like** arithmetic.

He wishes he **liked** arithmetic better.

James **can not read** English well.

He wishes he **could read** English better.





## LESSON XXXIII.

## Five Senses.

We have five senses: taste, smell, feeling, hearing, and sight.

We taste with our tongues. The tongue is the organ of taste.

We smell with our noses. The nose is the organ of smell.

We feel mostly with our hands. The hands are the organs of feeling.

We hear with our ears, and see with our eyes. We say, therefore, that the ears are the organs of hearing; the eyes, the organs of sight.

If I had no eyes, I should be blind;

---

sense    mōst'ly    thêrê'fôrê    blīnd

I could not read this book.

If I had no ears, I could not hear; I should be deaf.

If you had no tongue, you could not talk; you would be dumb.

Some persons are colour-blind. If you were colour-blind, you would not be able to distinguish colours.

## FOR STUDY.

If I had no eyes, I should be blind; I could not read this book.

If you were colour-blind, you would not be able to distinguish colours.

---

dēaf                    dūmb            cōl'ōr-blīnd"  
dīs-tīn'gūsh



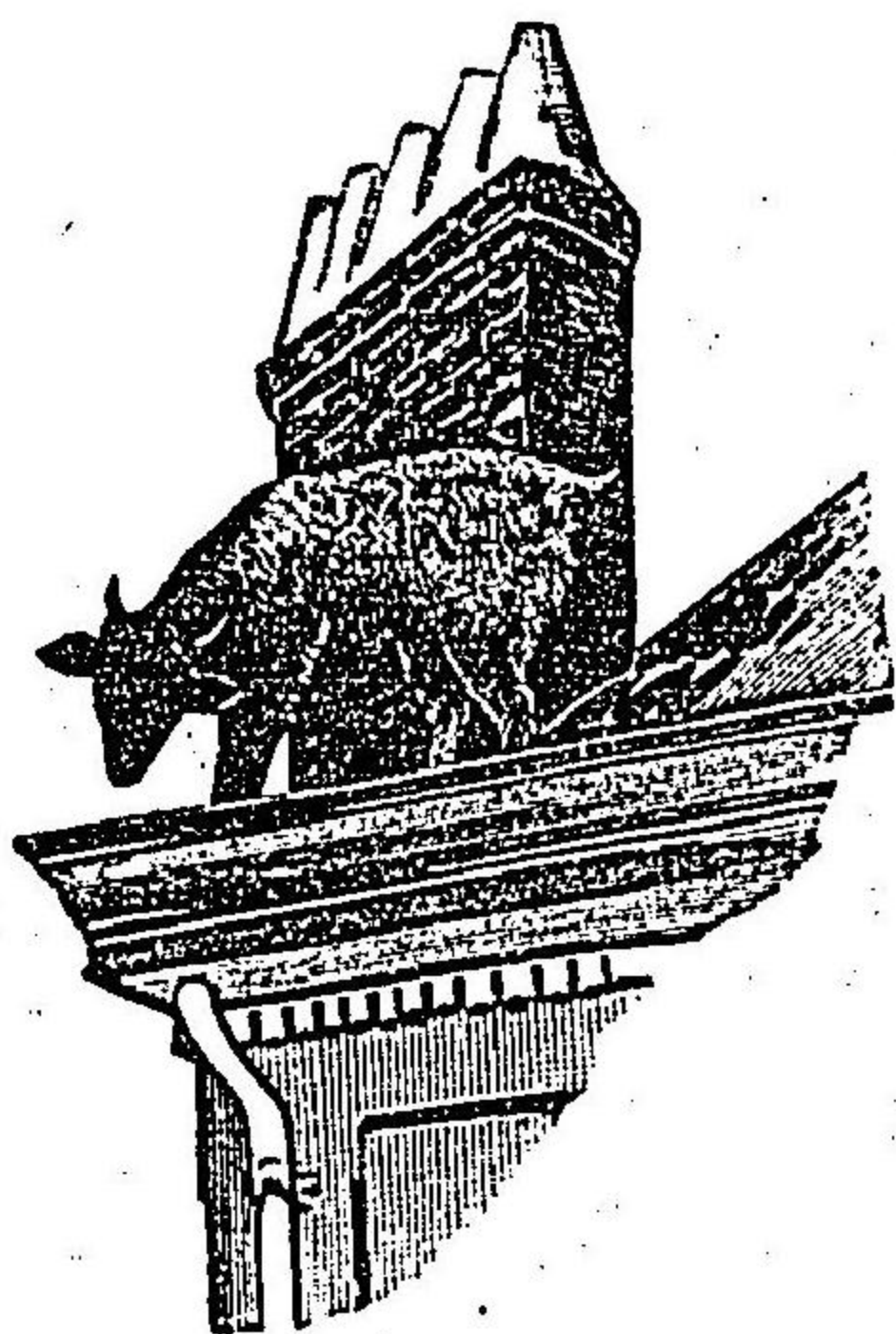
## LESSON XXXIV.

## I.

## The Kid and the Wolf.

1. A little kid stood  
on the roof of a house.

As he looked down  
he saw a wolf passing  
by.



2. "Oho!" he cried,  
"Who cares for the  
wolf?"

"It is the roof that  
makes you so brave,

kid

wolf

stōod

rōof

my fine fellow," said the wolf. "If you  
were in the field, how you would run!"

## II.

## Happiness.



"Were I but a king," said a country  
boy, "I would eat my fill of fat bacon  
and swing upon a gate all day long."

## FOR STUDY.

stand

stood

stood

bā'cōn

swing



## LESSON XXXV.

## A Timid Mouse.



1. A timid little mouse lived in the house of a great magician. The mouse was in constant fear of cats, and had not a moment's peace.

2. One day the mouse said to itself, "Ah! If I were a cat, how happy I should

tīm'īd      mouse      mā-gī'cian      cōn'stānt  
 pēāçè      it-sēlf'      (shun)

be!" The magician, taking pity on the mouse, changed it into a cat.

3. Then the 'mouse-cat' began to suffer for fear of dogs. It thought that it was no good to be a cat, after all. So it said to the magician, "O my master, please change me into a dog. If I were but a dog, I should have no fears."

4. The magician laughed and said, "No, no, I will not, for if I changed you into a dog, you would tremble for fear of a tiger."

5. "Then be good enough to turn me into a tiger," said the creature.

But the magician shook his head, and said, "No, no. Be a mouse again. You

pīt'ŷ      sŭf'fēr      lāugh      shōok  
 (f)



have the heart of a mouse. If I changed you into a tiger, as you beg, you would tremble for fear of hunters."

## FOR STUDY.

## 1.

I will not change you into a dog.

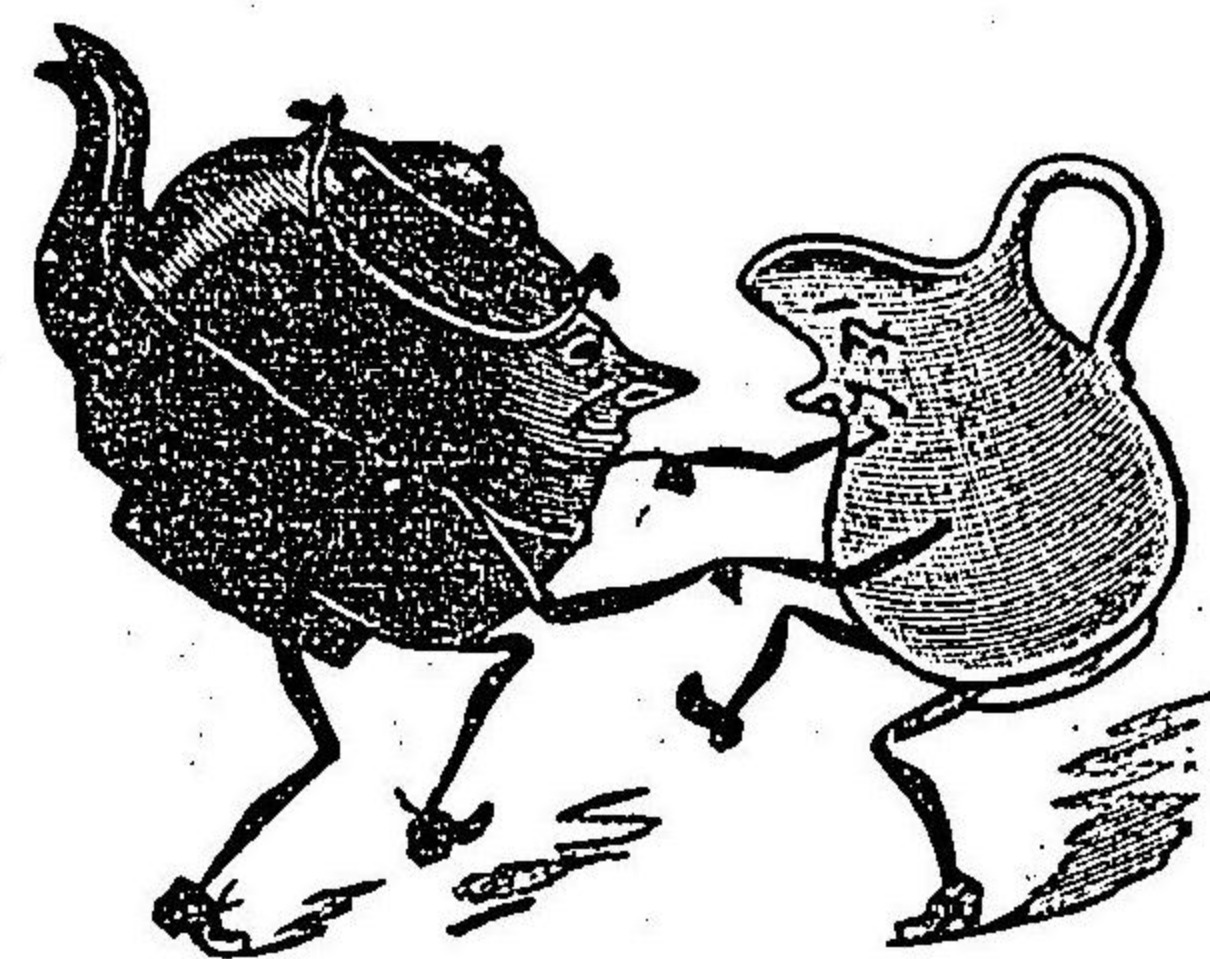
If I changed you into a dog, you would tremble for fear of a tiger.

## 2.

|        |         |         |
|--------|---------|---------|
| think  | thought | thought |
| shake  | shook   | shaken  |
| change | changed | changed |

## LESSON XXXVI.

## Milk-jug and Kettle.



*Maid.* There, my dishes are washed. I will rest now.

*Kettle.* Milk-jug, we are all alone. Will you come and dance with me?

*Milk-jug.* Dance with you! No, indeed! Look at your coat! You are dirty! You would make me all black.

*Kettle.* You silly little milk-jug. I should not make you dirty.

milk'-jüg''  
cōat

á-lōnè'  
dirt'ŷ

dānce  
síl'lŷ





*Milk-jug.* Come, then; but be careful.

*Maid.* Milk-jug, how dirty you are!  
I see you have been in bad company.

*Better be alone than in bad company.*

*A man is known by the company he keeps.*

*Birds of a feather flock together.*

còm'pà-nỹ

fēath'ēr

## LESSON XXXVII.

### Regrets.

#### I.

This is a good-for-nothing fellow.

He was an idle boy when he was at school.



He sees his error now, but it is too late. He says, "I wish I had not been idle in my boyhood."

#### II.

A. Were you at the concert last night?  
It was quite a success.

B. I wish I had been there, but I had urgent business.

rē-grēt'  
cõn'cěrt

fēl'lōw  
sũc-cěss'

ěr'rōr  
ũr'gěnt

boy'hōōd  
busĩ'něss  
(i)



## III.

A mother mouse warned her children never to go near a cat.

One of them did not mind her and was caught by a cat. When he saw that his end was near, he exclaimed, "Oh, if I had only obeyed my mother!"

## FOR STUDY.

This man was idle when a boy.  
He wishes he had not been idle.

I was not at the concert.  
I wish I had been there.

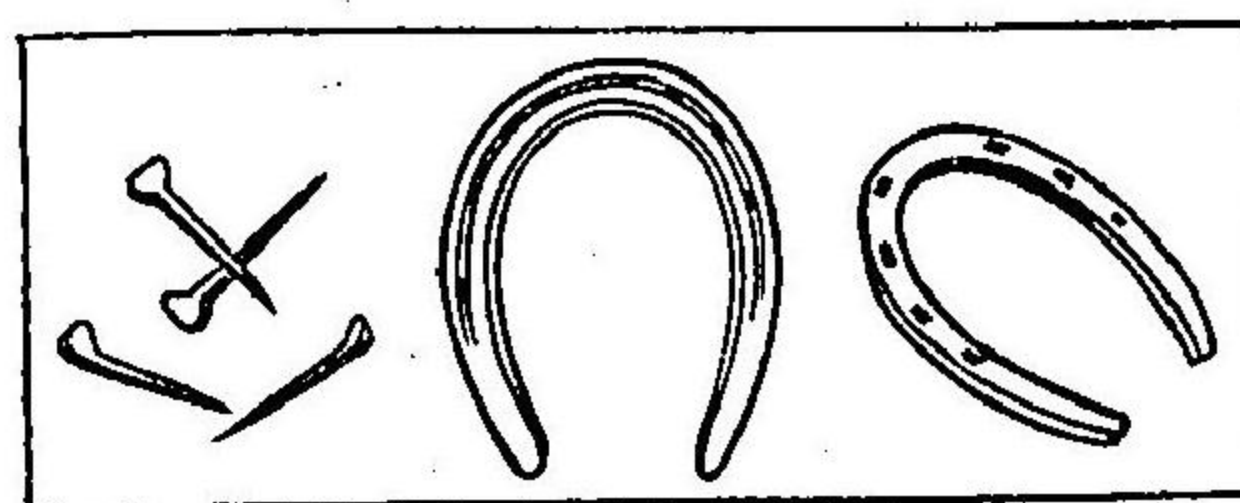
The little mouse did not obey his mother.  
When caught by the cat, he exclaimed, "Oh if I had only obeyed my mother!"

warn

ö-bey'

## LESSON XXXVIII.

## The Horseshoe.



1. A farmer, who was returning from market, stopped at an inn to rest. Just as he was about to start, the hostler said, "Please, sir, your horse has lost a nail from his left hind shoe. Shall I take him to the blacksmith?"

2. "No," said the farmer. "I have but six miles to go, and the shoe will hold fast that distance. I am in haste, and I have no time to lose."

rê-tûrn'

löst

dis'tânçə

inn

hind

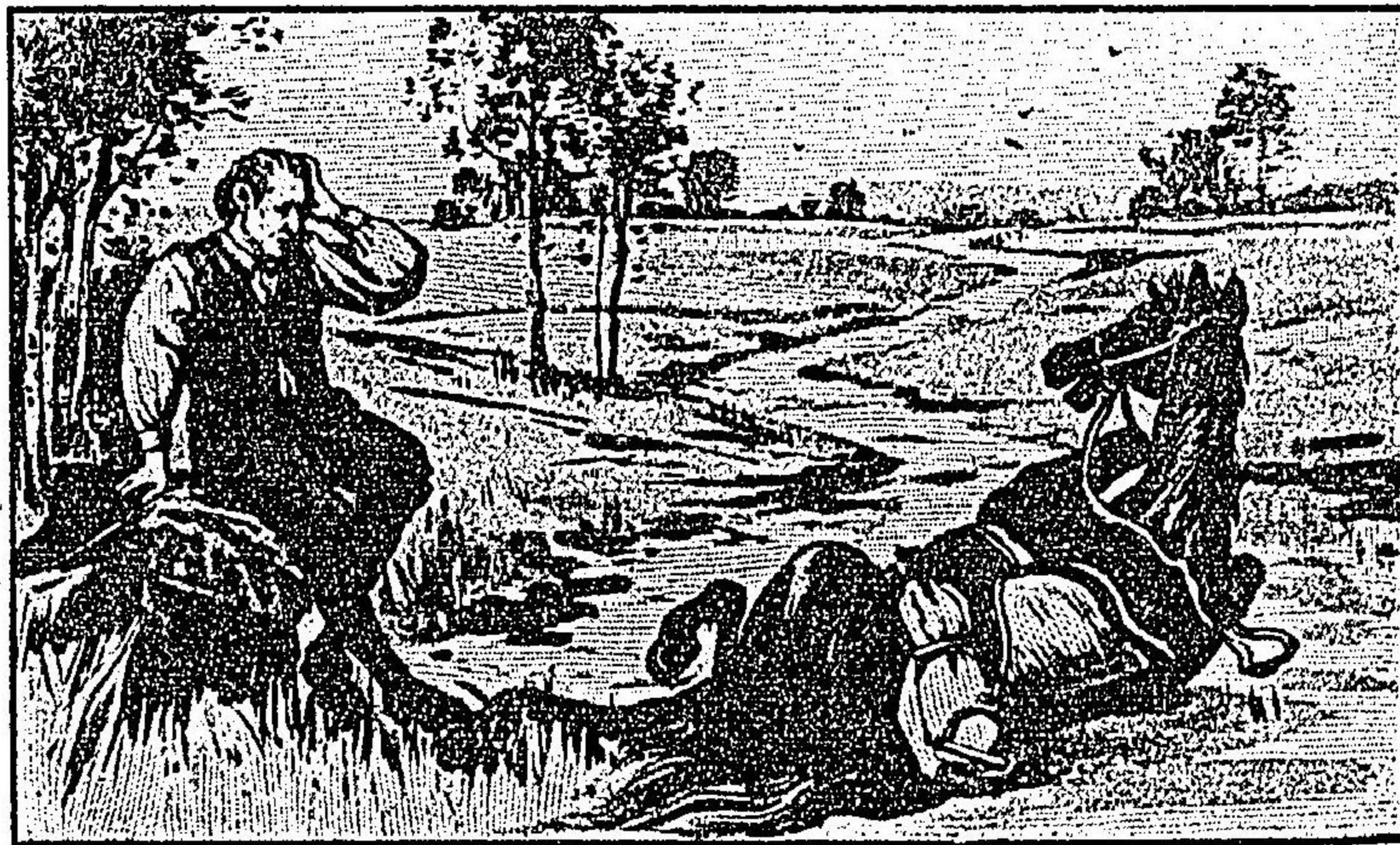
hāstə

höst'lēr

bläck'smith''



3. Away rode the farmer. But he had not gone far before the horse began to limp. It had not limped long before it began to stumble. It had not stumbled long before it fell down and broke a leg.



4. The man had to leave the horse, and he did not reach home till long after dusk. "Ah!" said the farmer. "If I had stopped for a few minutes more at the inn, I

rōdē      līmp      stūm'blē      dūsk

should have reached home before dark."

5. He was right in saying this.

If he had sent his horse to the blacksmith, the latter would have nailed the shoe.

If he had nailed the shoe, the horse would not have limped.

If it had not limped, it would not have stumbled.

If it had not stumbled, it would not have fallen down and broken a leg.

If it had not fallen down and broken a leg, it would have carried the farmer well and quickly.

lăt'tēr      nāīl      quīck'lŷ



## FOR STUDY.

## 1.

The farmer **did not** send his horse to the blacksmith. If he **had** sent his horse, what **would** the latter **have done**?

The blacksmith **did not** nail the shoe. If he **had** nailed the shoe, **would** the horse **have limped**?

The horse **limped**. If it **had** not **limped**, **would** it **have stumbled**?

## 2.

|      |      |        |
|------|------|--------|
| ride | rode | ridden |
| fall | fell | fallen |

*A stitch in time saves nine.*

*Haste makes waste.*

stitch

save

waste

## LESSON XXXIX.

## The Lion and the Bear.



1. One day a lion and a bear caught and killed a young deer. Then they had a quarrel over it.

2. "It is mine," said the lion. "I killed it with my strong jaws."

"It is mine," said the bear. "I killed it with my strong paws."

3. Then they fought over it, till they

bear

deer

jaws

fought



could fight no longer. They were so weak that they lay upon the ground, panting and looking at each other.

4. A fox, who was passing by, saw them with the dead fawn. He ran up, took the fawn in his mouth, and then ran away with it.

5. "We ought not to have quarrelled," said the lion. "See, the fox is eating the deer that we caught."

"It was all our fault," said the bear. "If we had not quarrelled like fools, we should have had a nice meal."

6. The fox, who had just finished his dinner, and was smacking his lips, said,

|       |         |       |      |      |
|-------|---------|-------|------|------|
| fight | wēak    | pānt  | ēach | fōol |
| mēal  | dīn'nēr | smäck | līp  |      |

"Had you not quarrelled, I should not have had this nice meal."

## FOR STUDY.

|       |        |        |
|-------|--------|--------|
| catch | caught | caught |
| fight | fought | fought |
| have  | had    | had    |
| lie   | lay    | lain   |

## PRONUNCIATION EXERCISE.

ô(r) = aw = au

|       |       |        |         |        |
|-------|-------|--------|---------|--------|
| horse | north | short  | forth   | thorn  |
| paw   | crawl | draw   | jaw     | awful  |
| pause | fault | autumn | naughty | August |



## LESSON XL. ( forty )

## The Way to be Happy.—1.



1. A very long time ago, there was a king whose name was Henry.

2. He lived in a fine house, and had a great many servants to wait upon him. He had fine clothes, and beautiful horses, and strong boxes full of gold, and many ships that sailed upon the sea.

3. He had everything that any one could wish for. And yet he was not happy.

4. In the same country there was a

Hēn'ry

clōthes

poor miller who had a little mill close by the river Dee.

This miller was busy every hour of the day; and he was as happy as he was busy. People who lived near the mill heard him singing all the time from morning till night.

5. When any one asked why he was so happy, he said, "I have all that I need, and I do not wish for more."

6. One day the king was in great trouble. "Tell me," he said, "if there is one happy man in all this land."

7. His courtiers said, "We have heard that there is one such man. He is a miller, and he lives by the river Dee."

mill'ēr

Dēē

trōub'lē

cōurt'ier  
(yēr)





8. "I must see this miller of the Dee," said the king. "I will learn from him how to be happy."

---

LESSON XLI.

The Way to be Happy.—2.

1. The very next day King Henry rode down to the river Dee. He stopped his horse at the door of the little mill. He could hear the miller singing at his work:—

"I envy nobody ; no, not I.  
And nobody envies me."

---

ěn'vŷ

nō'bōd-ŷ

2. The king went into the mill. He said to the miller, "You are wrong, my friend ; for I envy you. I would give all that I have if I could only be as happy as you."



The miller said, "I will help you to be happy if I can."

3. "Then tell me," said the king, "why it is that you can sing this song in your little mill on the Dee, while I, who am king of all the land, am sad every day of my life."

---

sād



4. The miller smiled and said, "This is why I am happy in my little mill: I work, and earn my food; I love my wife and children, and I love my friends; I owe no man; and the good river Dee turns the mill that grinds the corn to feed my babes and me."

5. The king turned sadly away. "Good-bye, my friend," he said. "Be happy while you may. I would rather be the miller of the Dee than king of all this land." "So would I," said the happy miller.

6. Why was the miller happy? It was because he had good friends, he owed no man, and he did not wish for things which he could not have.

|       |      |      |         |
|-------|------|------|---------|
| smīlə | ēarn | wifə | ōwə     |
| grīnd | cōrn | bābə | rāth'ēr |

7. Why was the king not happy? He knew that men did not love him, and he was never content with what he had. Do you think he would have been happy if the miller had given him his mill?

FOR STUDY.

1. Who was unhappy?
2. What country was he king of?
3. Whom did he go to see?
4. Where did the miller live?
5. Would the king have been happy if the miller had given him his mill?

cōn-tēnt'



## LESSON XLII.

## Words of the Same Sound.

## I.

“What is an anecdote, John?” asked the teacher.

“A short, funny tale,” answered the little fellow.

“That’s right,” said the teacher.

“Now you write a sentence with the word ‘anecdote’ in it, Tom.”

Tom hesitated and blushed, and then wrote thus:—

A rabbit has four legs and one anecdote.

## II.

Tarō and Jirō were very fond of

ăn'ēc-dōtə tālə hēs'ī-tātə blūsh

animals. Tarō’s pet was a dog, and Jirō’s was a monkey.

One day the teacher asked them how they liked their pets.

“I like my dog very much,” said Tarō.

“I am very like my monkey,” said Jirō.

Then the teacher and all the boys burst out laughing. Can you tell the reason?

|           |    |           |             |           |
|-----------|----|-----------|-------------|-----------|
| two       | to | too       | be          | bee       |
| would     |    | wood      | see         | sea       |
| in        |    | inn       | write       | right     |
| no        |    | know      | week        | weak      |
| fawn (v.) |    | fawn (n.) | well (adv.) | well (n.) |
| lie (v.)  |    | lie (n.)  | can (v.)    | can (n.)  |

pēt

mōn'kēy



## LESSON XLIII.

## Falling Snow.



1. See the pretty snowflakes  
Falling from the sky;  
On the wall and housetops  
Soft and thick they lie.
2. On the window ledges,  
On the branches bare;  
Now how fast they gather,  
Filling all the air!

flākə      sōft      thīck      lēdgə  
brānch'ēs      bārə      gāth'ēr

3. Look into the garden,  
Where the grass was green;  
Covered by the snowflakes,  
Not a blade is seen.
4. Now the bare black bushes  
All look soft and white,  
Every twig is laden,—  
What a pretty sight!

~~~~~  
Spring, summer, autumn, winter  
All are beautiful and dear.  
Spring, summer, autumn, winter  
Make a glad and varied year.

blādə      twig      lād'en      vā'riəd



## LESSON XLIV.

(This lesson may be divided, if desired.)

## Days of the Week Again.

Sunday	Monday
Tuesday	Wednesday
Thursday	Friday
Saturday	

## The Months of the Year.

January	February
March	April
May	June
July	August
September	October
November	December

Spring begins on the 1st of March and ends on the 31st of May.

The first term begins in April and ends in July. It lasts four months.

The Emperor's Birthday is the 3rd of November.

New Year's Day is the 1st of January.

Christmas (shortened Xmas) is the 25th of December.



On Christmas morning the usual greeting is: *A Merry Christmas to you,* and the reply is: *Thank you, the same to you.*

Ĕm'pĕr-ōr	Bĭrth'dāy''	Chrĭst'mās
shōrt'ən	ū'sū-āl	grĕēt'ing
mĕr rĭ	(sh)	



Here is a picture of a postal card.

1910-12.

*Best wishes for a Merry Christmas  
and a Happy New Year*

*From J. Yamamoto,  
Sixth Middle School,  
Tokyo Prefecture.*

(The Reverse Side.)

STAMP

*Mr. B. Wilson,*

*Osaka Commercial School.*

pōst'āl cārd prē-fēc'tūrē cōm-mēr'ciāl  
(sh)

發音便覽

母音 (Vowels.)

ā 例 cākè	ē(r) 例 ēar'ly	ōō 例 bōōk
ǎ „ cǎt	ī „ likè	oi „ boil
â „ pēâr	î „ it	ou „ out
ä „ pǎrk	ō „ nōsè	ū „ yōū
à „ grǎss	ō „ dōg	ũ „ rŭn
ē „ wē	ô(r) „ hōrsè	
ě „ nēst	ōō „ mōōn	

ǎ ê î ô ũ は ā ē i ō ū の稍短く輕きもの。

同音字 (Equivalents.)

母音

ā = ô	ô = ũ	ū = ōō	} = ēr
ǎ = ǒ	ǒ = ōō	ū = ōō	
ē = ā	ǒ = ōō	ŷ = î	
ê = â	oy = oi	ÿ = î	
î = ē	ow = ou		

子音 (Consonants.)

c = k	ġ = j	x = ks	ph = f
ç = s	n = ng	x = gz	gh = f
ch = sh	ş = z	qu = kw	



## PRONUNCIATION EXERCISE.

(1)  $\bar{a} \dots (e) = ay$ 

cake	race	face	name	same
may	day	play	way	say

(2)  $\check{a}$ 

cat	at	that	am	lamp
can	man	hand	land	catch

(3)  $\hat{a}$ 

pear	air	chair	care	hare
------	-----	-------	------	------

(4)  $\check{a}(r) \hat{a}$ 

park	bark	farm	start	large
grass	ask	last	past	away

(5)  $\bar{e} = ee$ 

we	he	she	be	me
see	bee	feed	week	beef



(6) ě

nest	west	leg	desk	get
them	next	red	well	tell

(7) ěr = ĩr

ear'ly	her	verb	learn	were
bird	sir	girl	third	thir'teen''

(8) ĩ...(e) = ĩ̄ = igh

kite	side	five	mine	nine
my	by	try	fly	why
high	light	right	night	might

(9) ĩ̄

it	hit	his	sit	him
ill	with	swim	wing	sting

(10) ō...(e)

nose	note	those	home	bone
------	------	-------	------	------

(11) ō

dog	on	fox	off	hot
wrong	long	from	cock	clock

(12) ô = ȧ

horse	or	nor	short	form
all	small	tall	call	ball

(13) ō̄

moon	soon	food	room	school
------	------	------	------	--------

(14) ō̄̄

book	looks	cooks	brook	wood
------	-------	-------	-------	------

(15) oi = oy

boil	boil'ing	point	point'ing
boy	boys	toy	toys

(16) ou = ow

out	count	loud	round	ground
cow	now	down	vow'el	flow'er



(17) ũ = ô

run	gun	sun	shut	much
come	some	love	loves	month

(18) — s

rat	rats	work	works
ear	ears	sail	sails

## ニウ | エヂ ッ ケ イ シ ョ ン リ | タ

明治四十四年九月十五日印 刷  
 明治四十四年九月二十日發 行

— 第一、二卷 • 價各參拾錢 —

校訂者 W. E. L. SWEET  
 校訂者 B. THOMSON  
 著作者 開成館編輯所  
 發行兼者 西野虎吉  
東京市小石川區小日向水道町七十三番地  
 發行所 開成館  
東京市小石川區小日向水道町七十三番地

西部販賣所 三木佐助  
大阪市心齋橋區北久寶寺町角  
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PRINTED AT  
 The Tokyo Tsukiji Type Foundry



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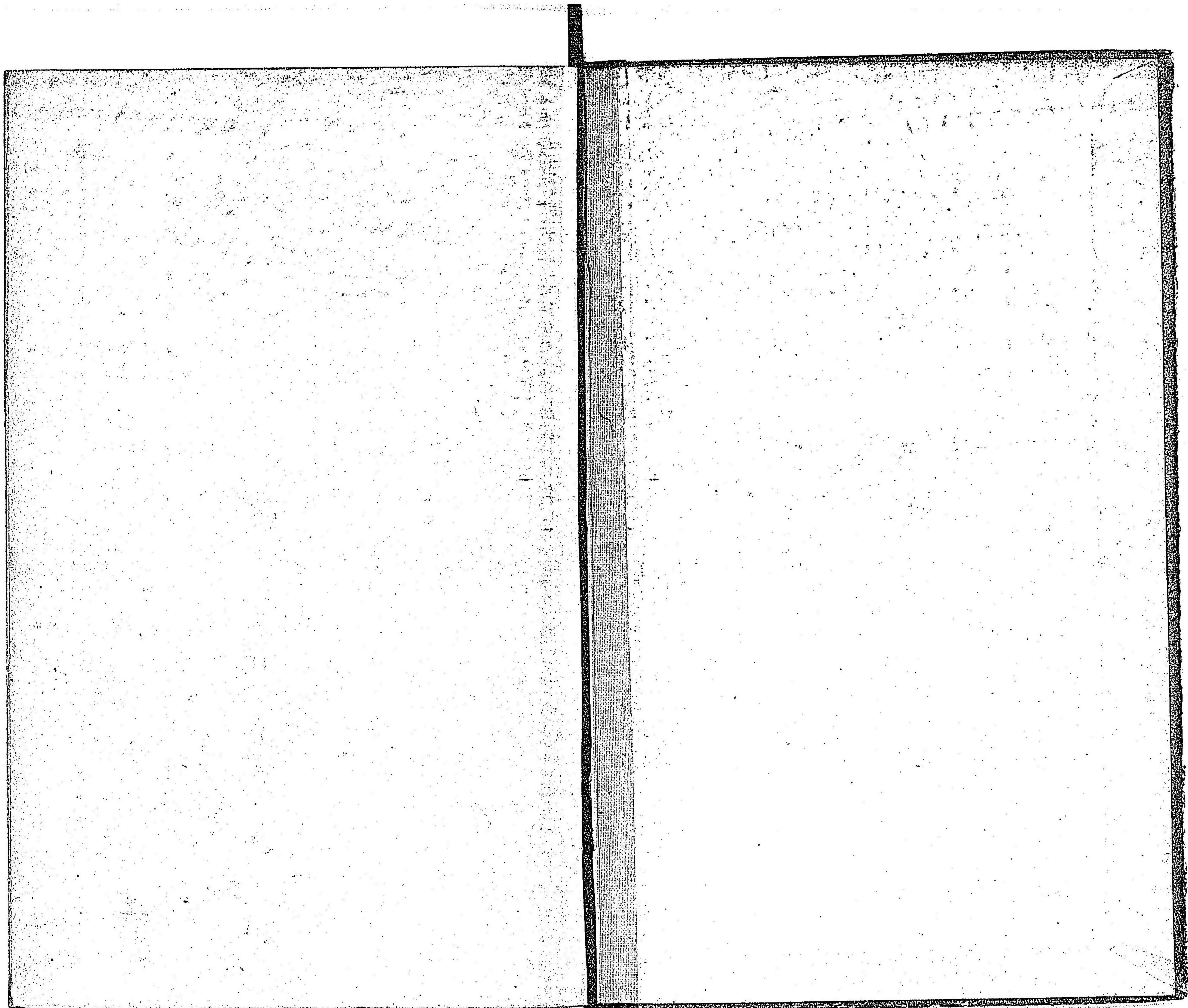
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