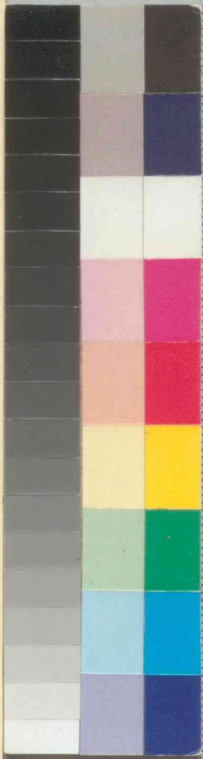


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明治三十八年十一月二日
文部省檢定濟
中學校外國語科教科用書

NEW IMPERIAL READERS.

NEW
IMPERIAL
THIRD READER

(REVISED EDITION.)



TOKYO:
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広島大学図書

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廣島大學
圖書部



*Shirayama Hotel
Hayama
Oct. 6th 1905.*

T. Honjō Esq.

*No. 58, Naka-no-chō, Ichigaya,
Tokyo.*

Dear Sir,

I have carefully read your new series of five "Imperial Readers," and marked the few errors in printing I have detected.

I consider them to be a valuable addition to the library of English elementary school books published in this country.

The general arrangement of the work is admirable and will in my estimation be found equally useful to both students and teachers, in consequence of the simple yet efficient manner in which instruction is conveyed.

I remain

*Yours very truly
Gervas Holmes. M. A.*

訂正帝國新讀本序言

帝國新讀本は、今や改版に際して、訂正を加へたる諸點下の如し。

全部、殊に最初の三卷に於て、發音及び綴字の教授法に大修正を加へ、更に卷首に英語子母音の Phonic Diagram を添附したり。

第五卷の材料中より The sky, American Flag, Prince of Enterprise, The Death of the Old Year, Christmas, The Eve before Waterloo, The Battle of Waterloo の諸篇を削除し、又 Big Game, The Pleasure of Travel, The Balloon in the Siege of Paris の數篇を節畧し、又新に A Row on the Thames の一篇を加へ、全卷の紙數を減すること數十頁に及べり。

その他二三の文法上の實例を加除し、又全部を通じて印刷の誤を正し、益完成の域に達せしめんことを期せり。

英語教授研究會

明治卅八年八月

帝國新讀本序言

余の如き多少中等教育に経験を有するものは、其主要學科の一たる英語科教授に關する幾多の疑問に對して、之か解決を試むるの時機に會せんことを欲せしや久し。頃日聊か閑を得たるを以て、英語に堪能にして兼て中等教育に經驗ある同志の人々と本會を設けて討議研鑽の結果、本教科書となれり。依て今本會の主張する要點を左に列記せん。

教材の撰擇 外國出版の英語教科書は、之を我高等普通教育の教科書として採用するには、幾多の缺點あるのみならず、在來本邦出版の教科書、亦多く外國出版教科書の體裁を踏襲して、其材料を撰擇したるもの多し。本會は此點に於て大に其主張を異にするものなり。本會の信する所に依れば我が普通教育の英語教科書は、之に依りて現代の**アングロサクソン**人殊に英人を理解するに適するものならざるべからず。即其風俗習慣思想、並びに其精神の各種方面を現はす所の詩歌文章を撰擇せざるべからず。又其の中には最近の科學の發達に關する知識を加へざるべからずと。然るに在來の教科書は、かゝる種類の教材に於て、特に最も缺乏せざるを見る。本書の主要材料は、第二卷に於て、**ロビンソンクルーソー**を撰擇せり。之れ英米の兒童が最も嗜好する讀物たると、又第二年度程度の少年に、最も適當なる思想を發見するものなれば

なり。第三卷は有名なる**チャーターハウススクール**の學校生活に關する説話を撰擇せり。之に依りて英國青年の學校生活の狀態、其の習慣、其の思想、其の精神の注入する所を最も明瞭に知らしめ得べしと信す。第四第五卷には**イングリシライフ**と題せる材料を時々挿入し、又外國人より英人を觀察したるもの及び英國に於て最も好讀せられたる書籍たとへば *Pleasures of Life* の如きものより材料を擇び、更に又最近科學の進歩を示すに足るべきものを載せたり。故に本書に依りて、教授を受けたる青年は、英人の書翰の認め方、其の訪問の仕方、食事の仕方、都會及田舎の生活、學校生活の狀態、遊戯の種類等より、すべて英人の思想精神の各種方面を窺ふことを得るのみならず、其知識は皆現在の實狀にかゝるを以て、直に之を實際に活用することを得るに至るべし。本會の信する所に依れば、かゝる價值ある材料を讀ましむるにあらざれば、普通教育上の英語の價值は、其の大半を失ふものなりと。若夫れ第二卷以下に時々挿入したる英詩は、之れ何れも英米人の常に諷誦する不朽の著作のみにて、たゞに讀本の材料として價值あるのみならず、終身之を反覆暗誦して無限の價值を有するもののみなり。

本書には日本の材料を一切排除せり。人名の如きも太郎とか次郎とか云ふ如き邦語の名稱を悉く排除せり。是れ前節に述べたる本會の主張より、自然に來るものにて、本會に於ては英語讀本の教材中には、かゝる材料を加ふべき何等の理由を認めざるものなり。

第一卷は本會の最も苦心せし所なり。本會の主張は、先づ

最初に英語と日本語とは、其發音の上に於て根本的等差あることを實際に知らしむるに在り。而して之を知らしむるには、兒童既知の知識と比較するの外なきを以て、之れ開卷第一に兒童の既に知れる英語より日本語に轉訛せるものと、之に對する眞誠の英語とな、互に相比較發音せしめ、雙方の間に如何なる等差を有するかを明瞭に實驗せしむることとせり。

蓋英語を眞誠に學ばしめんには、此の一事最も緊要なるを以て、教師は親切丁寧に兩者を比較發音して、文字と綴字とに依らず、單に發音上より兩者の區別を明瞭に會得せしめんことを要す。之に次いでアルファベットを教授し、更に之に次いで英語發音の種類を一通り教授し、同時に發音通りに文字を以て綴ることと教授することとせり。之れ讀本教授の際起るべき種々不規則なる英語綴字法を讀破するに足るべきキーを與へんが爲なり。故に爾後一卷より五卷まで苟も發音を示す場合にはすべてこのフォネテックスペリングを以てせり。蓋英語の根本は、其發音に在りて、或者の誤解するが如く、其綴字の上にあらざればなり。

第一卷の材料は元來外國の幼年生に讀ましむるの目的にて作れる讀本に於て見るが如き、犬猫の話は一切排除したり。之れ中等教育初年級の讀者には、其の思想餘りに幼稚にして、何等の趣味なければなり。而して其材料は生徒の思想に適するを度とし、重きを英文章の主要なる組立を、其最も簡易なる形式に於て教授し、第二卷以下の基礎を造くるの點に置き、て撰擇せり。

教材の聯絡 本書はこの點に於て最も意を用ゐたり。材

料の順序はすべて既知の事實との聯絡に重きを置きたるものなれば、第何卷より教授を始めらるゝも、一たびは第一卷より讀了して其の材料の聯絡上に、如何程用意の痕跡あるかを吟味せられんことを望む。殊にگرامマー・レツソンの如きは、前卷を讀まざれば、後卷に於ける教授上の價値は其半を失ふべし。

フォネテックスペリング 從來之を我邦英語教科書に應用せられたるを見ず却て邦語の羅馬字綴法は、殆ど何れの讀本にも採用せざるなし。然るに英語の如き不規則なる綴方を以て成れる言語の、眞誠なる發音を教ゆるにはフォネテックスペリングを應用せざれば不可能なり、少くも生徒に無益の苦痛を重ぬること確實なるを以て、本會は Laura Soames's Phonetics のフォネテックスペリング法を採用し、多少其符號を斟酌して、一切の發音法を現せり。(其發音法の形式は別に参考書にあり)。邦語羅馬字法に至りては、之を教授することをば一切排除せり。原來羅馬字を以て日本語を綴ることを、英語讀本に挿入するは、何等の理由なき事にて、之れは寧ろ國語教授の部に入るべきものなり。之れは當然將來の英語讀本中より排除すべきものなり。

文法 又在來の教科書と大に其趣を異にせり。在來の教科書には、讀本中にて文法を教授する根本主義を誤解し、文法上のあらゆる事項を、讀本にて教授せんと欲し、甚しきは讀本中に、英語もて名詞や代名詞などのデフィニションを入れたるものすらあり。是れ實に其意義を誤解せるより生ぜるものなり。讀本中の文法は其讀本中の文章の意義を了解するが

爲に、必要なる程度に止むべきものなり。之れ蓋何人も動かすべからざる根本主義なり。若讀本に關係なき文法又は其の事例を他より引用するが如きことあれば、之れ讀本の範圍を脱出するものなり。本會は嚴重に此主張を固守せり。故に文法中には一も讀本に現出せざるものを引用せしことなし。而して其方法は一卷二卷には單に文法上必要なる實例を讀本より擧げて、之が文法上の名稱を略せり。第三卷に至りて初て文法上の名稱を知らしめ四五卷には文章を理解するに必要なる措辭上の變化等に付きて亦之を教授することとせり。教師は教授上この順序を了知し置き、一卷二卷に於て文法上の名稱を教ゆるが如きことなからんことを望む。一二卷は單に其實例に依り、文法上より如何なる變化を來すものかを實際に悟らしむれば足れり。茲に一言を附加すべきは、一卷より進んで五卷まで教授するときは文法上緊用なる智識は、概ね之を知ることを得れども、更に之を敷延して統一的智識となし、教授するの要あること之れなり。故にこの讀本を用ふるときは、第三年級よりかゝる文法書を旁ら用ふるを便利とす。又教師の手にて此の讀本の文法を基礎として、自ら編製せらるゝも蓋容易なるべし。

エキサーサイズ 第三卷まではレッスン毎にエキサーサイズを附せり。之れ生徒既知の言語文章を、多少形式を變じて練習せしむるの意に出でたるものにて、教師は毎レッスン必ず丁寧に生徒をして自ら之を讀譯せしめんことを要す。エキサーサイズ中には、生徒の必ず了解すべきもののみを記載したれば斷じて教師の助力を要せざるべき筈なり、但し第

一卷のエキサーサイズ中に載せたる新語は教師豫め之を教ゆるを要す又此エキサーサイズを初回に日本語に翻譯せしめたる後、次回に教師自ら翻譯せる日本語を以て問ひ、生徒をして更に英語を以て答へしむべし。かくの如くするときば、一の文章に依りて二様の練習をなすことを得べし。かの生徒をして全く獨立して英文章を作らしむる如きは、之を高級生に譲るべきものにて、三年以下にては殆ど用ふべきものにあらず。

單語單句 レッソンの餘白を利用し、第二卷にはレッスンに關係ある單語、三卷以下には有名なる格言名句又は有用知識を挿入せり。之れ多少其課の教材の意義を闡明するの用をなすものにて、又生徒に記憶せしめて最有益のものとする。教師は便宜教授の餘暇を以て、之を生徒に説明せられんことを要す。蓋偶然に得たる知識は、時に偉大の感化を生徒に與ふるものなればなり。第一卷挿入の各國旗章の如きも之を説明するときば、是亦有用智識の一端たるべきものと信す。

其他一卷二卷三卷には綴字の複習、會話の練習、一卷には更に習字の練習課を設け、又四五卷には會話の問あり。又全部を通じてレッスン毎に綴字法の困難なるもの及びイデオムフレーズを示せり。是等は善良なる讀本に固有すべき普通の注意にて、特に茲に之を詳述するの要なしと信す。唯第三卷までには、卷尾にフレーズ表を附録とせるは、初級の教授に於て、此點に注意すること特に重要なるを示さんためなり。若夫れフレーズの解釋に關して、詳細の説明を得んと欲するものあらば、本會の編纂に係る熟語字典 Thesaurus of English

Phrases. を繙かば盡く皆直に了解せらるべしと信ず。
 之を要するに、本會の主張に依りて、現今の英語社會が**ブラ
 クチカルイングリシュ**に違すと稱するものは、英語の普通教
 育に於ける教育上の價値を無視して動もすれば**通辯的に流
 れんとし**、又其所謂**ミーニング家**は英語の現今に於ける**生き
 たる勢力**を顧みずして、左傳や八大家文を教授すると同一の
 心得に墮落せんとするの勢を矯正し、真正普通教育上の價値
 を有する英語教授を普く中學教育に見るを得んこと、即ち本
 會宗旨の存する所なり。今發刊に際し一言を卷首に書す。

英語教授研究會に於て

本莊太一郎識す

明治三十七年十月

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THIRD READER.

LESSON I.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART I. GETTING UP.

Tim and Bob are in a bed-room of Charterhouse School at Godalming, Surrey, south of London. Tim is up and Bob is still in bed.

Tim. Hallo, Bob, get up. Doesn't Parker ring the bell loud enough?

Bob wakes up and rubs his eyes.

Bob. What, six o'clock already? I still feel very sleepy.

Tim. That's how it is every morning. Make haste and get dressed.

Throwing off the sheet, Bob gets out of bed, puts on his trousers and socks, and begins to wash.

A few minutes have passed.

Tim. Are you ready now?

Bob. Yes, I'm coming. I'll just brush my hair and put my brush and comb away.

Tim. That's good. We are just in time.

New words:—bell, loud, wake, rub, eyes, south, feel, dress, put, socks, wash, pass, comb, brush, hair, bed'-room, hal'loo, sleep'y, trousers, min'ute, read'y, al-read'y.

GRAMMAR.

Nouns : Charterhouse School, bell.

Proper nouns : Charterhouse School, England, James Mill.

Common nouns : bell, bird, ship.

Material nouns : clay, rice, paper.

Abstract nouns : attention, darkness, self-help.

Collective nouns : family, people, crew.

Doesn't = Does not. I'm = I am. That's = That is.

PHRASES.

is up, in bed, get up, how it is, make haste, get dressed, throwing off, gets out of, puts on, in time.

CHARTERHOUSE SCHOOL—one of the nine so-called *Great Public Schools*, which have a particularly good reputation.

WHAT—an exclamation of surprise.

THAT'S HOW IT IS EVERY MORNING—you feel very sleepy every morning.

TIM—a shortened familiar form of Timothy.

EXERCISE.

1. Now it is twenty minutes after the first morning bell.

2. Bob has not forgotten what the teacher said last week.

3. Getting out of bed, he begins to dress.
4. He makes haste and gets dressed.
5. After a few minutes, he is ready.
6. They are just in time.
7. You don't speak loud enough.

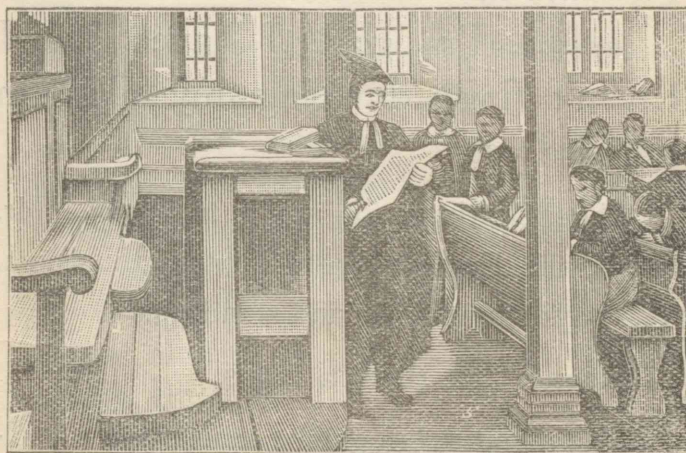
*Early to bed and early to rise,
Makes men healthy, wealthy, and wise.*

LESSON II.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART II. STUDY.

It's half past six o'clock. Bob and Tim enter the big schoolroom of the boarding-



house, go and sit down at their desks and take out their books and papers.

Bob speaks to Arthur Jackson, his desk-neighbour.

Bob. I say, Jackson, what page is the Roman history lesson?

Jackson. It's from the top of page 49 to the last paragraph on page 51, three lines from the bottom.

Bob. That's a lot to read. I wish I'd done it.

Jackson. I'm glad, I have: but I haven't finished doing my German exercise yet.

The bell rings for study to begin. Mr. James, the English master, enters the room. The boys stop talking and stand up.

Master. Sit down, boys.

The monitor brings the master the school-list and Mr. James calls over the boys' names and finds that none are absent.

(To be continued.)

New words:—half, past, sit, page, top, line, lot, glad, list, none, desk, board'ing, en'ter, bot'tom, stud'y, be-gin', his'to-ry, par'a-graph, mon'i-tor, ex'er-cise.

GRAMMAR.

I. Common nouns:—*singular number*: boy, girl, book, ship, name, country, man, child.

plural number: boys, girls, books, ships, names, countries, men, children.

II. The bell rings for study to **begin**.—After four years, he **began** to thrive.—The ant has **begun** its labour—**Begin, Began, Begun**.

The monitor brings the master the school list.—Crusoe **brought** it home.—News was **brought** him of the great victory.—**Bring, Brought, Brought**.

Mr. James **finds** that none are absent.—Crusoe **found** the ship.—They were **found** to be rice and barley.—**Find, Found, Found**.

It's = It is. I'd = I had. Haven't = Have not.

PHRASES.

sit down, take out, I say, had done, stand up, calls over.

EXERCISE.

1. Jackson has finished his history lesson.
 2. Bob wishes he had finished it.
 3. When the master enters the room, the boys stand up.
 4. The names of the boys are called over, and it is found that none are absent.
 5. They have got three pages to learn.
 6. Bob speaks to Jackson who is his desk-neighbour.
 7. I am glad to learn English.
-

LESSON III.

TIM AND BOB AT CHARTERHOURE SCHOOL.

PART III. STUDY CONTINUED.

McGregor, one of the boys, walks up to the master's desk.

McGregor. Please, sir, may I have a pen? I dropped mine into the ink-pot, and it was spoilt as I tried to pick it out.

Master. Do you want a soft or a hard one?

McGregor. One with a broader point, if you please, sir.

Master. I think this'll do, it's the broadest there is.

McGregor. Thank you, sir.

Jackson. Please, sir, will you tell me what pencil is called in German?

Master. The German for pencil is *Bleistift*.

Jackson. Please, sir, is it spelt *b-l-e-i-s-t-i-double-f-t*?

Master. No, that's a mistake. The first syllable of this compound word is *Blei*, which means lead; and there is no *double-f* in it.

Jackson. I beg your pardon, sir, what does *Blei* mean?

Master. It means lead.

It's half past seven o'clock.

Master. Study is over.

The master goes out, the boys put their books away, shut their desks, and leave the room to get ready for Chapel and breakfast.

New words:—drop, mine, sir, may, spoilt, pick, want, soft, spelt, mean, lead, beg, shut, leave, broad'er, broad'est, doub'le, mis-take', com'pound, par'don, chap'el, break'fast, syl'la-ble.

GRAMMAR.

I. PERSONAL PRONOUNS.

First Person.

Singular.

I, my, me,

Plural.

we, our, us,

Second Person.

You, your, you; you, your, you.

Third Person.

He, his, him;

She, her, her;

It, its, it;

they, their, them.

II. One with a broader point;—It's the broadest there is.

This'll = This will.

Didn't = Did not.

PHRASES.

walk up to; please, sir; if you please, this'll do, I beg your pardon, is over, goes out, put away, to get ready.

BLEISTIFT.—pronounced *blai' stift*.

MCGREGOR (*Mac-Gregor*)—all names beginning with Mc. are Scotch.

PLEASE, SIR—an apologetic way of addressing—if you will allow me to address you.

I BEG YOUR PARDON—excuse me. Often used when one does not hear a remark and wishes to have it repeated.

EXERCISE.

1. He does not want a hard pen, but one with a broader point.

2. This pen is the broadest one I have.

3. He has forgotten the Japanese for pencil.

4. This pen will not do for it is too soft.

5. I beg your pardon, what did you say?

6. Please, sir, may I go out?

7. How do you spell history?
(How is the word history spelt?)

LESSON IV.

CONVERSATION.

How does Bob feel every morning?

He feels very sleepy every morning.

When does he get up?

He gets up at twenty minutes past six.

Are Tim and Bob in time?

Yes, they are just in time.

When does study begin every morning?

It begins every morning at half past six.

On what page does the history lesson begin?

It begins on page 49.

How many pages has Jackson to learn?

He has three pages to learn.

Are all the boys present?

Yes, they are all present.

Does McGregor want a soft pen or a hard one?

He wants one with a very broad point.

What does the first syllable of the German word *Bleistift* mean?

It means lead.

When is study over?

It is over at half past seven.

New words:—broad, pres'ent.

GRAMMAR.

He wants one with a very broad point.—
Broad, Broader, Broadest.

LESSON V.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART IV. BREAKFAST.

The boys are in the dining-hall, and Sidgwick, the head monitor, says grace.

Tim. I say, Bob, it's your turn to fetch the rolls this morning; look sharp. Davis, pass me the milk, please; my porridge is too hot.

Arthur Jackson. Parker, you haven't given me any meat. Is it cold mutton or roast beef to-day? Give me a clean knife and fork, please; you gave me dirty ones.

Tim. Do you know, it's the Choir holiday to-morrow, and Evans is going to take some of us to town. Poor Bob, I'm very sorry you don't

belong to the Choir; still you'll have a half-holiday that afternoon.

Bob. Well, I'll ask him for leave to come down and see you off.

Sidgwick. Silence.

Grace is said and the boys leave the Hall.

New words:—hall, grace, fetch, sharp, hot, meat, cold, clean, fork, roast, choir, gave, town, porridge, given, mutton, dirty, sorry, be-long, silence, hol'i-day.

GRAMMAR.

I. **Verbs:**—*transitive*: Do you hear it sing?—Do you know the name of that ship? It can carry a cow.—We never saw any land.—Doesn't Parker ring the bell?

Intransitive:—Let us go to the park.—We came to London.—The woods with music ring.—Then he lay in great pain.—One of the boys walks up to the master's desk.

Transitive verbs:—*active*: It is good to take a walk.—It can carry a cow.—He saved two cats.—Mr. James finds that none are absent.

Passive:—His ship was taken by a rover.—He was carried below.—Crusoe was saved by a Portugese ship.—They were found to be rice and barley.

II. **Give** me a clean knife.—You gave me dirty ones.—You haven't given me any meat.—**Give, Gave, Given.**

III. My porridge is too hot.—It was posted in the hottest part of the battle.

PHRASES.

look sharp, to come down, see you off.

TOWN—London is called 'town' as opposed to 'the country' which denotes any other part of England.

Grace before Meals.

For what we are going to receive, the Lord make us truly thankful!

Grace after Meals.

For what we have received, the Lord's name be praised!

EXERCISE.

1. This morning it is Bob's turn to fetch the hot rolls.
 2. He has to look sharp and make haste.
 3. The boys belonging to the Choir are going to have a holiday.
 4. Tim feels sorry Bob doesn't belong to the Choir, and can not go to town with him.
 5. The boys stop talking when the monitor stands up to say grace.
 6. Breakfast is over.
 7. They all leave the dining-hall.
-

LESSON VI.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART V. IN THE PLAYGROUND.

In the afternoon the boys are in the playground. Their afternoon lessons are over. They are cheerful and gay. Some of them are playing lawn-tennis. Bob wants to play cricket.

Bob. I say, O'Neil, leave off your tennis and come and play cricket. We want a bowler badly, for Vaughan has gone for a walk with Mr. Evans, and you're not a bad bat either.

O'Neil. All right: wait till we've finished this game and then I'll come.

Bob waits till O'Neil has finished his game. There he comes.

Bob. O'Neil, you're on my side.

Wilson is captain of the other eleven, and we're just going to toss for innings.

Johnson, one of Bob's eleven, is waiting his turn to go in. He finds it is a very hot day.

Johnson. It's one of the hottest days we've had this summer. I vote we go and have a bathe, while the other fellows are batting.

He is off to have a swim with one of his side. He'll be back again in time for his innings. He bats last.

Now, Wilson's side is at the wickets.

Bob. Now O'Neil, do all you can; let's get them out before tea.

For some time O'Neil bowls so well that the wickets fall one after the other, and he bowls them all out.

All. Well bowled, sir! Capital! all out.

Tim comes back from his walk.

Tim. Well, Bob, had a good game?

Bob. Splendid! just won by three runs.

It is six o'clock in the afternoon. So they go to tea.

New words:—gone, bad, bat, game, toss, vote, bathe, fall, won, bowl, lawn'-ten-nis, crick'et, bowl'er, bad'ly, ei'ther, in'ning, fel'low, splen'did, wick'et, cap'i-tal.

GRAMMAR.

They like to go to school.—I went to the river to see the boat race.—Vaughan has gone for a walk.—Go, Went, Gone.

The wickets fall one after the other.—Its name was the "Victory," on which brave Nelson fell. *fall fell fallen*

You're = You are. Let's = Let us. We've = We have. He'll = He will. We're = We are.

PHRASES.

leave off, have a bathe, have a swim, be back, one after the other, comes back.

one after another
オノオノカヒニ

ALL RIGHT—a colloquial phrase expressing assent or approbation.

VAUGHAN (*Von*)—Tim Vaughan.

O'NEIL (*O-Neil*)—names beginning with O' are Irish.

EXERCISE.

1. Tim is a good bowler, but he is absent, he has gone out for a walk with Mr. Evans.

2. So Bob tells O'Neil to leave off lawn-tennis and to play cricket with them.

3. He knows that O'Neil is a very good bowler, and he is not a bad bat either.

4. He says it is the hottest day they have had that summer.

5. So he wants to have a bathe while the other fellows are batting.

6. Tim, coming back from his walk with Mr. Evans, asks if they've had a good game.

7. The boys on Bob's side go in one after the other.

"The glory of a young man is his strength."

Solomon.

青年ノホリハ体カテアル力ニシテ

LESSON VII.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART VI. THE CHOIR HOLIDAY.

This is a holiday for the boys belonging to the Choir. They are going to take a trip to town with Mr. Evans. They are at Godalming Station ready for the train. Bob has asked leave to come down with them to the station and see them off.

Tim. Good-bye, Bob.—Please, sir, have you got tickets for us all?

Master. Yes. It costs four shillings and twopence half-penny, third class return.

The train comes in, it stops; they get into a carriage.

Jackson. Shall we have to change at Woking?

Master. No, we go straight through

to Waterloo. Then we'll cross Waterloo Bridge and walk down to Charing Cross.

Tim. Here we are at Vauxhall, only one more station. Don't you hear the man calling out 'All tickets ready'?

Now the train gets to Waterloo Station. They leave the station and walk by Waterloo Bridge and the Strand, to Charing Cross. They see the Thames.

Jackson. How funny the river looks with the tide out, and the ships there sticking fast in the mud.

Tim. Last summer Bob and I went from that pier there down to Greenwich on a Penny steamboat, and there were so many people that we could'nt sit down.

Master. Can you tell me where St. Paul's is, Tim?

Tim. Of course, I can, it's over there in the City, and there on the left is Big Ben and the Clock Tower.

Getting to the end of Waterloo Bridge, they see another big building.

Another boy. Please, sir, what's that building there?

Master. That's Somerset House, and here's the Strand; we will turn to the left.

(To be continued)

New words:—trip, train, cost, change, cross, tide, mud, pier, course, station, good-bye, ticket, shilling, twopenny, carriage, steamboat, building (*build'ing*), halfpenny, another.

GRAMMAR.

Case of nouns:—*Nominative*:—London is in England,—Father took me to London.—Tiny and Brownie were two cats.—Rain, wind, and sunshine make it grow up.—The bell rings.—The boys stop talking.

Possessive:—It is my sister's book.—He lays the stick at his master's feet.—Nelson's ship was called the 'Victory.'—On their mother's return they asked her to move them to a safe place.—McGregor walks up to the master's desk.—Mr. James calls over the boys' names.

Objective:—See the bird on the tree.—Will you give me a flower?—It can imitate all sorts of sounds.—He carried on board the goat-skin cap, his umbrella, and his parrot.—The monitor brings the master the school-list.—Bob and Tim take out their books and papers.

PHRASES.

to take a trip, see them off, comes in, get into, walk down to, calling out, of course, over there.

GODALMING STATION—is on the London and South Western Railway (L. and S. W.).

GREENWICH—is down the Thames, six miles from London Bridge. From London Bridge it costs fourpence to get there on a Penny boat.

ST. PAUL'S CATHEDRAL—is at the centre of the "City."

THE CITY—the portion of London under the jurisdiction of the Lord Mayor.

BIG BEN—the large bell in the Clock Tower.

THE CLOCK TOWER—is in Westminster.

SOMERSET HOUSE—the building used for Government Offices.

EXERCISE.

1. We know Bob will not have any lesson that afternoon.
2. Mr. Evans has taken tickets for the Choir boys.
3. They go all the thirty-five miles straight through to Waterloo Station.
4. The boys get out of the carriage, leave the station, and walk down to Waterloo Bridge.

5. The tide is out and some of the ships are sticking fast in the mud.

6. From London Bridge it costs fourpence to get to Greenwich on a Penny boat.

7. Bob comes down with them to see them off.

There is no point from which the whole of London can be seen at once. There is no man living who has ever seen all its 28,000 streets.

LESSON VIII.

SPELLING REVIEW.

lead	choir	double	ex'er-cise
bathe	hair	stud'y	his'tory
clean	read'y	par'don	syl'la-ble
meat	pres'ent	ei'ther	hol'i-day
comb	min'ute	dirt'y	cap'i-tal
sir	in'ning	si'lence	par'a-graph
eyes	giv'en	trou'sers	al-read'y

SPELLING EXERCISE.

ear, eir, ere = êa.

<i>pear</i>	<i>heir</i>	<i>where</i>
<i>bear</i>	<i>their</i>	<i>there</i>

oar, our, oor = ôa.

<i>oar</i>	<i>four</i>	<i>door</i>
<i>roar</i>	<i>pour</i>	<i>floor</i>

LESSON IX.

CONVERSATION.

This morning whose turn is it to fetch the rolls?

It is Bob's turn to fetch the rolls.

Who are going to have a holiday?

The boys belonging to the Choir are going to have a holiday.

Why does Tim feel sorry?

He feels sorry because his friend Bob doesn't belong to the Choir.

What will Bob ask Mr. Evans after breakfast?

He will ask him for leave to go down in the morning to see his friends off.

Where do you find the boys in the afternoon?

We find them in the playground.

What does Bob want to play?
He wants to play cricket.

What does Tim ask, coming back from his walk?

He asks if they have had a good game.

What do they tell him?

They tell him, "Yes, Bob's had a good game; his side won by three runs."

To what place are the boys belonging to the Choir going to take a trip?

They are going to take a trip to town.

How much does one third class return ticket cost?

It costs four shillings and twopence halfpenny.

What big buildings do they see?

They see St. Paul's, the Clock Tower, and Somerset House.

LESSON X.

TIM AND BOB AT CHARTERHOUSE SCHOOL.
PART VII. THE CHOIR HOLIDAY CONTINUED.



Here they are at Charing Cross. They want to go to Hyde Park and see Rotten Row. They don't want to walk, they are going to take a bus.

Jackson. Here's Charing Cross, and that's our bus, that red one.

Tim. No, you are wrong, it's the white one. We'll get up outside. I say, driver, why don't you start! Are you waiting till Nelson comes down from his column?

Driver. You young gents are always so impatient. Well, now we're off.

They pass through Trafalgar Square, then go up Regent Street, and down Piccadilly, as far as Hyde Park Corner.

Tim. Hyde Park Corner at last.

Here they get down, and walk along by Rotten Row.

Wilkes. What's that monument?

Tim. It was erected by the English nation in memory of the Queen's husband, Albert the Good, who had the Crystal Palace put up here, before it was taken to Sydenham, at the Great Exhibition, in 1851.

Mr. Evans. Now, boys, we'll go by the Underground to South Kensington and spend the afternoon in looking over the museums.

New words:—bus, red, wrong, white, start, gent, spend, out'side, driv'er, col'umn, e-rect', na'tion, hus'band, im-pa'tient, mem'o-ry, un'der-ground', mu-se'um, ex-hi-bi'tion, mon'u-ment.

GRAMMAR.

Apposition: He was out in the fields with his cousin Bob.—Mr. James, the English Mas-

ter, enters the room.—Sidgwick, the head monitor, says grace.—It was erected in memory of the Queen's husband, Albert the Good.

PHRASES.

get up, comes down, as far as, at last, in memory of, put up, looking over.

ROTTEN ROW—the name of the bridle road in Hyde Park.

BUS—an omnibus.

GENTS—gentlemen.

NELSON—the statue of Nelson stands on the column in Trafalgar Square.

THE UNDERGROUND—the Underground railway.

EXERCISE.

1. Jackson thinks they have to take a red bus.

2. He isn't right, he is wrong. They have to take a white one.

3. At last they are at Hyde Park Corner.

4. Walking along they come to the fine monument erected in memory of Albert the Good.

5. At South Kensington they are going to look over the museums.

6. If they don't spend too much time there, and if they get into the right bus, they will return to Godalming before six o'clock.

LESSON XI.

TIM AND BOB AT CHARTERHOUSE SCHOOL.
PART VIII. EXAMINATIONS OVER.

It is examination-time.

Tim. Another paper and then it's all over.

Bob. I'm jolly glad. We've had enough of hard work this last week.

Tim. These last three weeks, you mean. Why, we've hardly been out since the Choir Holiday.

Bob. Yes, do you remember, you missed your train that day and barely got home in time for Evening Prayers?

Tim. I do, we had a narrow escape of getting kept in. Have you got anything to do to-morrow afternoon?

Arthur Jackson just comes running into the room.

Jackson. I say, you fellows, I've got something to tell you; do you know, Evans is going to take those boys who have done best in the Latin and Greek Papers, to Hampton Court to-morrow!

Bob. I hope I didn't make too many mistakes in Greek Prose, though it was an unusually difficult piece.

Jackson. No, you didn't have very many; and Tim and I had both of us so few in ours that we are going too.

Bob. That's fine, and then on Thursday we can do our packing; it's awfully slow when you've got nothing particular to do.

New words:—since, miss, Greek, hope, prose, though, both, pack, slow, jolly, bare'ly, nar'row,

es-cape', Lat'in, eve'ning, pray'er, dif'fi-cult, aw'ful-ly, un-u'su-al-ly, par-tic'u-lar, ex-am-i-na'tion.

GRAMMAR.

VERBS.

To be.

*Singular.**Plural.*

1st Person. I am, was; we are, were.
2nd Person. You are, were; you are, were.
3rd Person. He is, was; they are, were.

To have.

*Singular.**Plur. J.*

1st Person. I have, had; we have, had.
2nd Person. You have, had; you have, had.
3rd Person. He has, had; they have, had.

To take.

*Singular.**Plural.*

1st Person. } I or you take; we or you take.
2nd Person. }
3rd Person. He takes; they take.

To go.

3rd Person. He goes; they go.

To cry.

3rd Person. He cries; they cry.

PHRASES.

have been out, got home, a narrow escape, getting kept in.

WHY—to tell the truth.

EXERCISE.

1. They have had to work hard these last three weeks and haven't been out much.
2. He hardly got home in time for Evening Prayers.
3. They ride in a carriage as far as Hampton Court.
4. Jackson just comes into the room to tell them that Mr. Evans is going to take the best boys to Hampton Court.

5. Are they going by train or in a carriage?

6. On Thursday they think they'll do their packing for going home.

7. Isn't it a very fine thing, when school is over and the holidays begin? Of course, it is.

*Labour sweetens pleasure.
Finished labours are pleasant.*

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LESSON XII.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART IX. BREAKING UP.

The boys have come back from Hampton Court. It's breaking up day, they have nearly finished packing their things for going home.

Bob. Nearly finished, Tim?

Tim. Not quite, but I've only got to put my collars in my hat-box and then cord your heavy wooden one.

Bob. Are you going to travel in your topper?

Tim. No. I'm awfully glad you're coming to our place.

Bob. Well, I couldn't very well go home.

Tim. No, Australia is rather too far off. Isn't it funny to think that your

father and mine were once school-chums here?

Bob. What time does our train start?

Tim. 8.35 from here; we get to Waterloo about ten, and then we must take a cab to the Great Northern Station at King's Cross.

Bob. We get to Barnet about twelve, don't we?

Tim. Yes. I expect father'll meet us at the station. Just wet me another label for this box of yours; this one won't do.

New words:—quite, cord, chum, cab, yours, break, box, col'lar, wood'en, trav'el, top'per, rath'er, la'bel.

GRAMMAR.

*The three Principal Parts of Verbs.**Regular Verbs.*

<i>Root.</i>	<i>Past tense.</i>	<i>Past participle.</i>
carry,	carried,	carried.
save,	saved,	saved.

Irregular Verbs.

<i>Root.</i>	<i>Past tense.</i>	<i>Past participle.</i>
be,	was, were,	been.
begin,	began,	begun.
come,	came,	come.
do,	did,	done.
get,	got,	got.
give,	gave,	given.
go,	went,	gone.
make,	made,	made.
see,	saw,	seen.
take,	took,	taken.
teach,	taught,	taught.

PHRASES.

breaking up, far off, won't do.

WELL—merely introductory to the remark which follows and has no particular signification.

TOPPER—the name school-boys give to their top-hats (silk-hats).

EXERCISE.

1. Tim is a very good boy, so he cords Bob's wooden box for him.
2. Tim is very glad his friend Bob is going to spend the holidays with him.
3. Australia is rather too far away to go for the holidays.
4. Bob couldn't go to see his father, so he goes to see his friend's father.
5. Tim's and Bob's fathers were once school-chums at Charterhouse.
6. They are going to take the 8.35 train, which will bring them to London at about ten o'clock.
7. Tim's father will come to meet them at Barnet Station.

LESSON XIII.

CONVERSATION.

What bus have they to take?

They have to take a white bus.

What does Tim tell the driver?

Tim tells him not to wait till Nelson comes down to go with them.

Who was Albert the Good?

He was the husband of Queen Victoria.

Did Tim get home all right?

He had a narrow escape of being kept in. He hardly got home in time for Evening Prayers.

Where is Mr. Evans going to take the best boys after examination?

He is going to take them to Hampton Court.

When will they do their packing?

They will do their packing on Thursday.

What does Tim do for Bob?

Tim cords Bob's wooden box for him.

Does Tim want to put his topper on to go home in?

No, he does not want to put his topper on to go home in.

Could Bob go home to Australia?

No. That is rather too far off.

At what o'clock will they be at Barnet Station?

They will be at Barnet Station about twelve o'clock.

LESSON XIV.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART X. AT BARNET STATION.

It is just past twelve o'clock. The train is slackening on coming in to the station.

Tim. Here we're slackening.

He lets the carriage-window down.

Tim. I can see the station.

Bob. Yes, and there's uncle on the platform.

They open the door and get out.

Tim. Hulloo, dad, it is jolly to come home again! Is Warner here with Old Major?

Mr. Vaughan. Yes, there he is and there is Rover, the dog, too. Well, Bob, I hope you'll enjoy your holidays with us.

Bob. I'm sure I shall, uncle; one can't help it, there's not a more beautiful place than Greenhill Park anywhere.

Mr. Vaughan. Got all the luggage in, Tim?

Tim. No, only the most necessary, Beesley will take the rest in the light cart. We're off now.

It takes them twenty minutes to drive home.

Tim. There's our house.

Bob. Stop, I'll get down to open the gate.

Tim. There are both the girls, and there's mama, too, standing in front of the porch, waving their handkerchiefs to us.

New words:—door, dad, sure, most, rest, cart

drive, gate, porch, slack'en, win'dow, un'cle, platform, o'pen, en-joy', lug'gage, ma-ma', hand'ker-chief, nec'es-sa-ry.

GRAMMAR.

I. Robinson was very much pleased to talk to him.—The darkness of night spreads more and more over the earth.—There is not a more beautiful place than Greenhill Park anywhere.—No, only the most necessary.

II. GENDER.

Nouns.

Masculins.	Feminine.	Common.	Neuter.
king	queen	child	book
boy	girl	pupil	table
father	mother	teacher	pen
brother	sister	person	school
dad	mamma	friend	tree
son	daughter	neighbour	handkerchief

Pronouns.

	Masculine.	Feminine.	Neuter.	Common.
Singular :	he,	she,	it,	I, you.
Plural :	they.			we, you.

PHRASES.

let down, can't help it, get down.

OLD MAJOR—the name of one of the horses.

EXERCISE.

1. They have let the carriage-window down and can see Tim's father waiting for them on the platform.
2. He has come in his carriage to take them home to Greenhill Park.
3. He wishes Bob to enjoy his holidays with them.
4. They get the most necessary part of their luggage in the carriage and go off.
5. Tim is impatient to see his mamma and the two girls.
6. They are standing in front of the

house, waving their handkerchiefs to them.

7. I'm sure they 'll all be cheerful and gay now.

8. Bob gets down to open the gate for the carriage to go through.

9. How many minutes does it take to go to your school?

*"Sweet is the smile of home; the mutual look,
When hearts are of each other sure."*

Keble.

LESSON XV.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART XI. GOING FISHING.

Tim and Bob are enjoying their holidays. They want to go fishing.

Tim. Come, Bob, we'll go and ask Beesley, if it's a good day for fishing.

Bob. There he is going across the lawn.

Tim. Good morning, Beesley, how about fishing to-day?

Beesley. Just the very thing; not too much sun, and we may get a little rain.

Tim. I see; well, you get the boat ready, and we'll come down by the short cut over the stile.

Beesley. Mind you shut the gate carefully, that the cows and geese don't get out.

Bob. I say, Tim, have you seen my reel anywhere?

Tim. Yes, it's lying on the table there by my rod. Are you going to put a new line on?

Bob. Yes, the other's got into such a tangle, that I can't wait to put it straight. Just lend me your knife to cut it with.

Tim. Come on, you bring the ground bait. I hope we shall have some sport and get some fine fish. Do be quick!

New words:—lawn, short, stile, mind, geese, reel, rod, lend, bait, sport, quick, fish, a-cross', tangle, care'ful-ly.

GRAMMAR.

I. Present Participle:—doing, reading,

sailing, belonging, riding, running, standing, waving.

II. **Progressive Form**:—What is he doing?—He is reading a book.—We were always sailing to the east.—I'm coming.—Some of them are playing lawn-tennis.—Tim and Bob are enjoying their holidays.—He is going.—The train is slacking.

III. **Gerund**:—There is no need for moving yet.—The boys stop talking.—I haven't finished doing my German exercise.—We'll spend the afternoon in looking over the museums.—The train is slackening on coming in to the station.

PHRASES.

Good morning, the very thing, I see, get ready, short cut, to put straight, come on, do be quick.

COME—used to invite to motion, or joint action.

COME ON—come with me.

THE GROUND BAIT—bait thrown into the water to attract the fish. It is paste made of clay and bread.

DO BE QUICK—a form of command, be quick.

EXERCISE.

1. They think Beesley will know all about fishing.
2. He is just going across the lawn, so they ask him what he thinks about it.
3. There is'nt too much sun, and we may expect to have some rain.
4. They come down to the boat by taking the short cut over the stile.
5. Bob cuts the old line with a knife and puts a new line on his rod.
6. They are going away with their rods, and lines, and bait.
7. If the gates are not shut carefully, the cows and geese will get out, and that means a lot of work for Beesley.

LESSON XVI.

SPELLING REVIEW.

break	rath'er	aw'ful-ly
change	hus'band	care'ful-ly
pier	car'riage	mu-se'um
course	la'bel	an-oth'er
sure	o'pen	im-pa'tient
build'ing	e-rect'	nec'-es-sa-ry
eve'ning	a-cross'	ex-hi-bi'tion
col'lar	dif'-fer-ent	par-tic'u-lar
col'umn	mon'u-ment	ex-am-i-na'tion
wood'en	hand'ker-chief	un-u'su-al-ly

SPELLING EXERCISE.

aw, au = ô.

saw	lawn	pause	au'gust
law	aw'ful	cause	au'tumn

u, o-e, ou, ew, ue = û.

truth	move	drew	true
Cru'soe	wound	crew	blue
whose	group	grew	

LESSON XVII.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART XII. BOB'S FIRST LETTER.

*Greenhill Park.**New Barnet.**Aug. 3rd 1891.**My dear Father,*

Our holidays have just begun and Uncle John has invited me to spend them with Tim. Our reports came yesterday and I send you mine with this letter. I have done a good deal better in Latin than in Greek, but then, you see, I only began Greek Author this term and as I'm not clever at languages, it was not so very easy for me. I was top in History and Geography, chiefly because the Geography was about the English Colonies, and I'm very fond of learning something about Australia. At all events both Tim and I have done so well that we are sure to get our remove. So Uncle John has promised to give us a real treat. The day before yesterday we went fishing and caught a lot of fish. Some of the

fish we fried on the kitchen stove and the rest we gave to Beesley. A week to-day we are going to the Zoo with Aunt Fane and the girls. On the day after Uncle is going to take us to Portsmouth to see Captain Wilson, who is going out with his regiment to Bermuda.

Hoping you are quite well
Your most affectionate
Son Bob.

New words:—dear, deal, term, treat, fry, stove, zoo (*zû*), aunt, in-vite', re-port', bet'ter, au'thor, chief'ly, e-vent', re-move', prom'ise, re'al, kitch'en, lan'guage, col'o-ny, reg'i-ment, ge-og'ra-phy.

GRAMMAR.

COMPARISON OF ADJECTIVES.

Regular Forms.

<i>Positive Degree.</i>	<i>Comparative Degree.</i>	<i>Superlative Degree.</i>
broad	broader	broadest
hot	(hotter)	hottest
happy	happier	(happiest)

Irregular Forms.

<i>Positive Degree.</i>	<i>Comparative Degree.</i>	<i>Superlative Degree.</i>
good (well)	better	best
much (many)	more	most

PHRASES.

but then, you see, at all events, came out, a week to-day.

BUT THEN—an emphatic 'but.'

YOU SEE—you know; refers to the acquaintance of the person addressed with the fact spoken about.

THE ZOO—the London Zoological Gardens are hardly ever called by any other name than 'the Zoo.'

BERMUDA—an island in the West Indies.

EXERCISE.

1. Bob stands high in History, and Geography.
2. In Latin he is much better than in Greek.
3. As they are sure to get their

cut cut cut
put put put

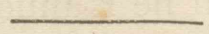
remove, Mr. Vaughan has promised to give them a real treat.

4. They are going with Edith to see Mrs. Vaughan's sister at Enfield, north of London, and play lawn-tennis.

5. They are going to spend a day at the Zoo in London, and another at Portsmouth where they will see Captain Wilson and many big ships.

6. They went fishing and caught a lot of fish, some of which they fried on the kitchen stove.

7. Bob cut the old line off and put a new one on his rod.



LESSON XVIII.

CONVERSATION.

For what purpose has Mr. Vaughan come to the station?

He has come to take Tim and Bob home to Greenhill Park.

What does he wish Bob to do?

He wishes him to enjoy his holidays with them.

What question does Tim ask first?

The first question that Tim asks is, where Old Major is.

How many minutes does it take them to drive home?

It takes them twenty minutes to drive home.

Is it a good day for fishing to-day?

Yes, it is just the very day for it.

There isn't too much sun and we may get a little rain.

What does Tim ask Beesley to do?

He asks him to get the boat ready.

What do you learn from Bob's letter?

I learn that both Tim and Bob have got good reports.

In which is he better, Latin or Greek?

He is better in Latin than in Greek.

What has Mr. Vaughan promised to give them?

He has promised to give them a real treat.

New words:—ques'tion (*kwes'chūn*).

LESSON XIX.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART XIII. AT THE ZOO.

The boys and girls are having their treat at the Zoo, as Mr. Vaughan has promised. There are five of them, Mrs. Vaughan, Tim's two sisters, Bob and Tim.

Here they are at King's Cross Station.

Edith. Mother, shall we take a hansom?

Tim. I should have thought, you might have known that they only hold two, we must have a four wheeler. Here is one.

It is about two miles from King's Cross to the Zoological Gardens.

Mrs. Vaughan. Here's the entrance. Tim, take this money and pay the

cabman, his fare is two shillings. What shall we look at first?

Edith. Let's go and see the animals first. I should like to see the lioness and her cubs.

Bob. This way, then; there's the new Lion-House.

Tim. We won't go in yet. We'll come back and see the lions and tigers have their food; we'll go and throw some biscuits to the old she-bear.

Edith. Look at that giraffe there, with his lovely long neck. That's the most beautiful animal we've ever seen. How graceful he looks! Give him a piece of your bread to eat, Tim.

Mrs. Vaughan. No, don't do so; don't you see the notice 'Visitors are

foot feet

requested not to feed the giraffes'? Mind, children, here comes the elephant.

Bob. What thick legs he has, and big feet too. I shouldn't like him to tread on my foot.

Mrs. Vaughan. Well, then, take care and give him this biscuit in his trunk.

Mrs. Vaughan. Now then we'll go and have some dinner, and when we have done eating, we'll go and see the birds.

New words:—might, pay, fare, cub, eat, feed, thick, leg, tread, care, trunk, neck, han'som, wheel'er, en'trance, mon'ey, ti'ger, gi-raffe', love'ly, din'ner, grace'ful, no'tice, bis'cuit (*bis-kit*), re-quest', an'i-mal, li'on-ess, vis'it-or, e'le-phant.

GRAMMAR.

I. I shouldn't like him to tread on my foot.—He lays the stick at his master's feet.

II. *Tense*:—*Present*:—John is in London.—They go to the primary school.—Then you show your little light.—They want to go to Hyde Park.—Take this money.

Past Tense:—He wished to go to sea.—Crusoe caught a young parrot.—I was top in History.—We went fishing.

Future Tense:—Will you take a walk?—Where shall we go?—Here will be a fine harvesting of wheat.—I'll ask him for leave.—Shall we take a hansom?

I'd = I had.

PHRASE.

take care.

WELL, THEN—in that case.

EXERCISE.

1. As a hansom hardly holds more than two, they cannot go in a hansom, they must take a cab.

2. The cab-fare is two shillings, which Tim pays to the cabman.

3. 'Come this way, then,' says Bob, 'I'll take you to the new Lion-House.'

4. But when they are in front of it, Tim doesn't want to go in, as he'd much rather go and feed the she-bear first.

5. There is a notice put up asking visitors not to give the giraffes anything to eat.

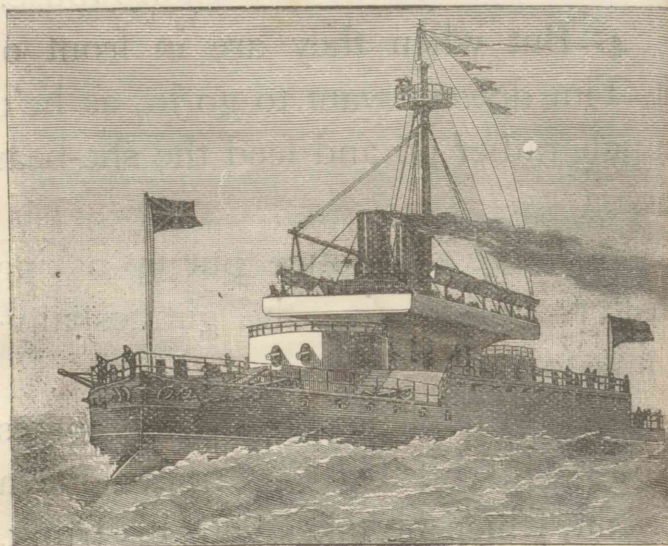
6. To the elephant when he comes along with his big legs, they give a biscuit, which he takes with his trunk.

7. After they have done eating, they will go and see the birds; but they will take care to get home for tea.

LESSON XX.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART XIV. AT PORTSMOUTH.



We find Mr. Vaughan and the boys at a place which we have learned to know well by this time. It is Waterloo Station. Mr. Vaughan is going to take the boys to Portsmouth to see the fine ships and to say good-

bye to his friend Captain Wilson, who knows Bob's father well.

Bob. Well, Tim, I think, we ought to know this place now.

Tim. Yes, I think so. We start from this platform, father, in five minutes.

They are passing through a tunnel, after a run of about an hour and a quarter.

Bob. I'm glad we don't get out at the next Station.

Tim. No, we don't want to go back to school just yet.

Mr. Vaughan. There's Haslemere, where Tennyson, the great poet, used to live. We're more than half way now.

An hour has passed.

Bob. We must be pretty well there. Yes, we're stopping.

Mr. V. Well, the Captain isn't here as he promised; so, Tim, take this card to the Star and Garter and ask for Captain Wilson; we'll wait here. You know the way?

Tim. Yes, but there he is, coming to meet us.

Captain Wilson. How do you do, Vaughan? I'm sorry I'm late. Have you been waiting long?

Mr. V. Oh, no; we've just come, and I've brought the young ones down to see you off.

Capt. W. Just in time. The tender's about to go out to the troop-ship now, and we'll all go together. We're on board the 'Tyne,' and the 'Devastation' sails with us.

Bob. Shall we be allowed to go on board the man-of-war?

Capt. W. Yes, and you'll see the men going through their practice with the big guns.

Mr. V. After we've come back we've got permission to look over the dockyards. But we'll go and get something to eat first, for walking about in the fresh sea-air has made us all very hungry; I hope you'll have fair weather and a pleasant voyage, Wilson.

Capt. W. Thanks. Now let's go. There boys, that's where a once famous ship used to lie. Can you tell me what it is called?

Bob. As if anybody wouldn't know that! Nelson's flagship, the 'Foud-

royant.' She was broken up a short time ago and part of her timbers made into boxes.

New words:—find, ought, use, troop, air, fair, lie, po'et, ten'der, al-low', pra'ctice, dock'yard, hun'gry, a-go', tim'ber, weath'er, man-of-war, to-geth'er, per-mis'sion, a'ny-body.

GRAMMAR.

I. Crusoe found the ship lying within a mile from the shore.—They were found to be rice and barley.—We find Mr. Vaughan and boys. Find, Found, Found.

II. Auxiliary Verbs. 助動詞

(1) *Can*:—Can you tell me?—It can soon be taught.—They could sail the boat well.

(2) *May*:—May I have a pen?—You might have known that they hold only two.

(3) *Shall*:—Where shall we go?—Shall we take a hansom?—We shall have some sports.—You should work in earnest.

(4) *Will*:—Will you take a walk?—Here will be a fine harvesting of wheat.—Tiny would carry her kitten.

(5) *Must*:—I must send to all my neighbours to come.—We must take a cab.

(6) *Ought*:—We ought to know this place now.

PHRASES.

How do you do?, to see you off, going through their practice, to look over, thanks.

THE NEXT STATION—Godalming Station.

THE STAR AND GARTER—the hotel at Portsmouth which has the Star and Garter for its sign. The 'Star' and 'Garter' is the highest order in England.

EXERCISE.

1. Haslemere is the place where Tennyson, the famous poet, used to live.

2. When they reached the station, Captain Wilson was not there as he had promised.

3. Tim was going to take his father's card to the Star and Garter, when he saw the Captain coming to meet them.

4. They had not waited long before the Captain came to meet them.

5. They were just in time for the tender was about to go out to the troop-ship.

6. The 'Tyne' was the ship on board which Captain Wilson was going to Bermuda with his regiment.

7. Can you tell me what the flagship of Admiral Togo is called?

It is called the Mikasa.

LESSON XXI.

TIM AND BOB AT CHARTERHOUSE SCHOOL.

PART XV. BOB'S SECOND LETTER.

Greenhill Park

New Barnet

Sept. 1st 1891.

My Dear Father,

I am writing to you another letter, although I know very well you won't have got the other yet, which I wrote about a month ago. We have had such a jolly time; in my last letter I told you all the treats which Uncle John had promised us. We had a glorious day at the Zoo, saw nearly all the animals, heard the band play in the afternoon and came home to such a fine meat tea in the evening that we hadn't any appetite left for supper. Then we went to Portsmouth and saw Captain Wilson. He showed us over the ship in which he was going to sail and over the Devastation

one million pounds

as well. Then we went to the Dockyards and saw a ship on the stocks that will cost over £ 1,000,000 when finished.

Two weeks ago Tim's elder brother, Alfred, who is an undergrad at Oxford, came home from Germany, where he has been spending the last two months. He has told us a lot about his life at Oxford. Last term he rowed in his college Eight which was Head of the River in the Summer Races, and so he has the right to keep his oar. Berkeley also kept up the reputation of your old school by making a large score in the Varsity Cricket Match; as you will see in the newspaper, which I have posted to you. He has brought his tutor, Mr. Matheson, with him, who has set us—that is, Tim and me to work as well. Every day we have to write a short composition and I send you in this letter some that we have written, as I know you would like to see them.

Now there are only three weeks more before

school begins. I hope you will be back from the sheep-run when this letter reaches Sydney. Did you find Fred quite well? I hope there was no scarcity of water this year during the dry season.

Your affectionate son

Bob

(adapted from Hausknecht's
"The English Student.")

New words:—write, wrote, band, stock, row, oar, score, sheep, dry, al-though', sup'per, eld'er, col'lege, tu'tor, writ'ten, dur'ing, ap'pe-tite, un-der-grad', var'si-ty, news'pa-per, scar'ci-ty, re-pu-ta'tion. com-po-si'tion. *iversity*

GRAMMAR.

I. We have to write a short composition.—I wrote about a month ago.—I send you some that we have written. Write, Wrote, Written.

II. Imperative:—See the bird on that tree.—Work while you work.—Play while you

play.—Get up.—Leave off your tennis.—Sit down.—Let us get them out.—Lend me your knife.—Do be quick.

III. Uses of the Infinitive.

1. *As nouns*: It is good to take a walk.—it is your turn to fetch the rolls.—I should like to see the lioness.
2. *As adjectives*: Do you hear it sing?—I'll ask him for leave to come down.—He has the right to keep his oar.
3. *As adverbs*: I went to the river to see the boat-race.—We're going to toss for innings.—I'll get down to open the gate.—He was going to sail.

PHRASES.

as well, kept up, will be back.

UNDERGRAD—a contraction for undergraduate.

EIGHT—eight persons selected to man the boat.

HEAD OF THE RIVER—the head boat on the river.

THE VARSITY CRICKET MATCH—the University Cricket Match.

FRED—Bob's brother Frederic.

SHEEP-RUNS—ranches in Australia are called runs.

EXERCISE.

1. As it takes a little more than forty days for a ship to go from England to Australia, Bob's first letter which he wrote on August 3rd won't have got to his father yet at the time when he is sending off his second.

2. Having spent two months of his holidays in Germany, Alfred, Tim's elder brother, now comes home to do some work with Mr. Matheson, his tutor.

3. He keeps the oar he rowed with and has it in his rooms at Oxford.

4. There are the names of all the men that rowed with him in the Eight written on it.

5. A University Boat-race is rowed

every year in March or April on the Thames by the two Universities of Oxford and Cambridge.

6. Mr. Matheson has set them to work, making them write a short composition every day.

7. Some of these he sends to his father with this letter, because he thinks his father will like to read them.

A wise son makes a glad father.

LESSON XXII.

CONVERSATION.

Where are the boys and girls having their treat?

They are having their treat at the Zoo.

Having seen the animals eat, what do the children want?

They want to have something to eat and drink as well.

Where do we find Mr. Vaughan and the boys?

We find them at Waterloo Station.

Where are they going?

They are going to Portsmouth to see the fine ships and to say good-bye to Captain Wilson.

What will they see on board the 'Devastation'?

They will see the men going through their practice with the big guns.

How many days does a letter take to go from England to Australia?

It takes a little more than forty days.

How many letters did Bob send to his father?

He sent two letters to his father.

What does Bob tell his father in his second letter?

He tells his father of all the fine treats Mr. Vaughan has given them, how they spent a day at the Zoo in London, how they went on board the 'Tyne' and the 'Devastation' in Portsmouth, and how they saw in the Dockyards there a ship that will cost more than £ 1,000,000.

send sent sent

Who is Alfred?

He is Tim's elder brother, who is an undergraduate at Oxford.

At what month every year does a University Boat-Race take place on the Thames?

It takes place in March or April every year.

New words:—drink, sent.

GRAMMAR.

I must send to all my neighbours to come,—
He sent two letters to his father.

To talk well, one must think well.

LESSON XXIII.

OXFORD OR CAMBRIDGE?

Ah, which is it to be? Light blue or dark blue? Who is going to win? Which are you for? Such are the questions which at this particular time of the year meet one's ear from every quarter. Day by day the papers have long reports of the practice that is going on for the great race.

The shops, as the time draws near, break out into a blaze of blue—blue neckties, blue bonnets, blue ribbons, blue handkerchiefs. The lucky owners of a spare yard or so of ground along the line of the race, make little fortunes by the price people pay to get a view.

If one day it should be talked about that number three of either the Cambridge or the Oxford boat has caught cold, there is as much excitement about it as if the king of the Zulus had captured half the English army.

In short, a sort of blue fever breaks out, and we all catch it; and till the race is settled we never get cured; and then we get a year's rest.

How is all this? Why should every body go so mad about sixteen young men, and two boats, year after year in this manner? It is because we have a sort of notion boating must be a truly British sport, and that these young men at the Universities represent the perfection of British pluck and muscle, and so they become

our heroes, wherever they contend amongst themselves, at cricket, at football, at running, and above all at rowing.

(Adapted from 'The Boy's Own Paper'.)

New words:—Ah, ear, shop, blaze, spare, price, cure, mad, win, pluck, neck'tie, bon'net, for'tune, cap'ture, arm'y, fe'ver, se'ttle, no'tion, Brit'ish, mus'cle (*mī's'l*), he'ro, con-tend', a-mongst', luck'y, re-pre-sent', per-fec'tion, wher-ev'er, ex-cite'ment.

GRAMMAR.

I. Who is going to win?—His side won by three runs.

II. What did he catch?—We all catch it.—Robinson caught a young parrot.—Number three has caught cold. **Catch, Caught, Caught.**

III. *Interrogative pronouns:*—Who is the King of England?—Whose book is it?—By Whom was Crusoe saved?—Who is going to

win?—Which is your cap?—Which is it to be?—Which are you for?—What is it, Bob?—What did they turn out to be?—What shall we look at first?

PHRASES.

is going, going on, break out, a spare yard or so, talked about, caught cold, in short, get cured, year after year, above all.

Cambridge wear light blue colours. Oxford wear dark blue colours.

Zulus are one of the native tribes in southeastern Africa.

EXERCISE.

1. The first University Boat Race was rowed at Henley on the 10th of June, 1829.

2. In this race Oxford won easily.

3. It was seven years before the second race was rowed on the five mile waters between Westminster and

Putney, when the light blues won by a minute.

4. Year after year there is a great excitement in London as the time for the race draws near.

5. All men, young and old, catch a sort of blue fever, which is never cured till the race is settled.

6. I am sorry that we have not what may be called a truly Japanese sport yet.

7. Why does not our University Boat-Race on the Sumida bring about as much excitement?

Games give moral, as well as physical, ~~and~~ daring and endurance, self-command and good humour,—qualities which are not to be found in books, and no teaching can give.

LESSON XXIV.

AUSTRALIA.

Towards the close of the year 1882, a gentleman in Australia sent a Christmas card to a friend in England, on which there was a photographic picture of the great comet of that year. His friend declared that the photograph must have been taken from some wrong picture, and not from nature, for the tail of the comet, as he saw it from his window in the early morning, pointed in quite a different direction. He evidently forgot that the photograph represented the comet as he would have seen it if he could have looked at it standing on his head, for this is the position which

the people living on the other side of the world have in relation to us.

In Australia the seasons occur at opposite times from ours. At Christmas we look for frost and snow; while at that time, the people in Australia have their warmest weather. At noon every day the sun shines upon our lands from the south, but at noon there, the people in the greater part of Australia see the sun to the north of them. Again when it is midnight there, it is noon with us.

As the greater part of Australia receives only a very small rainfall, it is particularly adapted for the raising of sheep, which feed by millions on the runs. The only disadvantage in the industry is the terrible droughts

that sometimes kill the grass and dry up the streams, thousands of sheep at such times perishing in a few weeks.

New words:—close, tail, frost, snow, raise, stream, drought, to'wards, pic'ture, com'et, de-clare', na'ture, oc-cur', mid'night, rain'fall, a-dapt', per'ish, re-ceive', mil'lion, Christ'mas, pho'to-graph, dif'fer-ent, po-si'tion, re-la'tion, in'dus-try, op'po-site, ev'i-dent-ly, dis-ad-van'tage.

GRAMMAR.

Relative Pronouns.—The parrot was the only person who could talk to him—Those who wait for others to help them are not apt to get their work done in a hurry.—Friday was the savage whom Crusoe saved and made his servant.—It is particularly adapted for the raising of sheep, which feed by millions.—A gentleman in Australia sent a Christmas card, on which there was a photographic picture.—It's the broadest [that] there is.—The only

disadvantage is the terrible droughts that sometimes kill the grass.—Do all [that] you can.—It tries very hard to remember what it is taught.—She charged her young to listen to what the farmer said.

PHRASES.

look for, by millions, dry up.

EXERCISE.

1. I received a card from a friend in Tokyo, on which there was a picture of two men-of-war, the 'Nisshin' and the 'Kasuga.'

2. He said that he could have saved her if he had been there.

3. When it is winter in England, it is summer in Australia.

4. When the people in England are in bed, the people in Australia are at work.

5. Which part of Japan has the greatest rainfall?

5. Are sheep raised much in Japan?

7. By the terrible droughts, the streams are dried up and the grass is killed.

A dunce who has been to Rome excels a dunce that stayed at home.

LESSON XXV.

SPELLING REVIEW.

drought	po'et	op'po-site
aunt	to'wards	ap'pe-tite
cure	dur'ing	var'si-ty
ques'tion	gi-raffe'	scar'ci-ty
bis'cuit	al-though'	to-geth'er
mil'lion	al-low'	per-fec'tion
pro'mise	re-move'	po-si'tion
mon'ey	reg'i-ment	ex-cite'ment
mus'cle	vis'i-tor	per-mis'sion
au'thor	col'o-ny	com-posi'tion
no'tice		

SPELLING EXERCISE.

ey, ea = ey.

they prey o-bey great break

ch = k.

choir Christ'mas an'chor me-*chan*'ic

ph = f.

ne*ph*'ew *pho*'to-graph e*l*'e-*ph*'ant

*ph*ase *ph*ea'sant

LESSON XXVI.

THE THIRSTY CROW.

A crow, being very thirsty, flew to a pitcher, hoping to find some water in it. Water there was; but the pitcher was high, and the amount of water was small.

With all her efforts the poor crow could not so much as wet the tip of her bill. For the neck of the crow was much too short to reach down to the bottom of the pitcher.

"Never despair," said the crow to herself; "where there's a will, there's a way! Let me see if I can not hit upon some way of reaching the water."

A bright thought then came into

her little black head ; she could not get down to the water, but she might make the water rise up to her.

So she picked up a pebble and dropped it into the pitcher ; then she dropped another, and then another.

All sank to the bottom ; and the water rose more and more, as fast as more pebbles were thrown into the pitcher.

Before the crow had dropped ten pebbles, she had gained what she wanted. She now drank at her ease of the water, which, but for her own perseverance, she would never have been able to reach.

New words:—crow, flew, tip, bill, hit, thrown, drank, ease, pitch'er, a-mount', effort, de-spair', her-self', peb'ble, per-se-ver'ance.

GRAMMAR.

I. *Present Perfect.* Those who **have** seen a tame parrot know, etc.—Thank God, I **have** done my duty.—The boys **have** come back from Hampton Court.—I've brought the young ones to see you off.—I send you in this letter some that we **have** written.

II. *Past Perfect.* A lark **had** made her nest in Spring in a field.—The little ones told her that the farmer and his son **had** again been to the field.—When the battle **had** lasted about two hours, he was shot.—Before the crow **had** dropped ten pebbles, she **had** gained what she wanted.

III. The young birds were almost old enough to **fly**.—A crow **flew** to a pitcher.

His master **throws** his walking stick.—More pebbles were **thrown**.

They want to have something to eat and drink as well.—She now **drank** at her ease.

PHRASES.

with all, so much as, to reach down, get down, rise up, at her ease, but for.

EXERCISE.

1. A thirsty crow flew to a pitcher to see if there was any water in it.

2. She saw that there was water, but that it was so far from the top that she could not reach it.

3. She thought to herself, "How shall I get that water? I need it, and there must be some way."

4. Just then she saw some pebbles lying on the ground; and picking them up, she dropped them into the pitcher.

5. They sank to the bottom; and at last the water rose up to the top and the crow could drink it at her ease.

6. A man who has a strong will is able to do anything he wishes.

7. A wise man knows the best way of doing things.

LESSON XXVII.

CONVERSATION.

What did the thirsty crow do?

She flew to a pitcher hoping to find some water in it.

Did she find some water?

Yes, she did.

Was there much water?

No, there was but very little water.

Did she drink it?

No, she did not drink it.

Why did she not drink it?

Because her neck was much too short to reach the water.

Did the crow fly off in despair?

No, she thought that there must be some way of getting the water.

What did she do?



She picked up pebbles and dropped them into the pitcher.

What became of the water?

The water rose more and more as the pebbles were thrown into the pitcher.

Did the crow get what she wanted?

Yes, she now drank of the water at her ease.

It is will—force of purpose—that enables a man to do or be whatever he sets his mind or being or doing.

LESSON XXVIII.

TRY AGAIN.

T'is a lesson you should heed—

Try, try, try again ;

If at first you don't succeed,

Try, try, try again.

Then your courage should appear,

For, if you will persevere,

You will conquer, never fear,

Try, try, try again.

Once or twice though you may fail,

Try, try, try again.

If at last you would prevail,

Try, try, try again.

If we strive, t'is no disgrace,

Though we may not win the race.

What should we do in that case?—

Try, try, try again.

If you find your task is hard,

Try, try, try again ;

Time will bring you your reward :

Try, try, try again.

All that other people do,

Why, with patience, should not
you ?

Only keep this rule in view,—

Try, try, try again.

New words:—heed, fear, twice, fail, strive, task, suc-ceed', cour'age, ap-pear', con'quer, pre-vail', dis-grace', re-ward', pa'tience, perse-veré'.

PHRASES.

at first, keep in view.

EXERCISE.

1. Though your task is very hard, there must be some way of conquering it.

2. You can do anything other people do.

3. If you try again and again, you will never fail to succeed.

4. If you try again and again, though you may fail, it is no disgrace.

5. If you would succeed, you should do your work with patience.

They who are the most persistent, and work in the truest spirit, will usually be the most successful.

LESSON XXIX.

BOYS WANTED.

Boys of spirit, boys of will,
Boys of muscle, brain, and power,
Fit to cope with anything—
These are wanted every hour.

Not the weak and whining drones
That all trouble magnify,
Not the watchword of "I can't,"
But the nobler one "I'll try."

Do whate'er you have to do,
With a true and earnest zeal;
Bend your sinews to the task,
Put your shoulder to the wheel.

Though your duty may be hard,
Look not on it as an ill;

If it be an honest task.
Do it with an honest will.

At the anvil or the farm,
Wheresoever you may be—
From your future efforts, boys,
Comes a nation's destiny.

New words:—brain, cope, weak, whine, drone, zeal, wheel, ill, farm, spir'it, pow'er, trouble, sin'ew, hon'est (*onest*), an'vil, fu'ture, mag'ni-fy, no'bl-er, des'ti-ny, where-so-ev'er.

GRAMMAR.

Conditionals:—If you have a lesson to learn, don't stop to think.—If it could but speak to me, of its glories it would tell.—If at first you do not succeed, try, try, try again.—If one day it should be talked about that number three has caught cold, there is much excitement about it.—He would have seen it if he could

have looked at it standing on his head.—If it be an honest task, do it with an honest will.

I can't = I cannot. Whate'er = Whatever.

PHRASE.

to cope with.

EXERCISE.

1. Boys who have spirit and will, and who are fit to cope with anything are always wanted.
2. When we have to do anything, we must not say "I can't," but we must say "I'll try."
3. If you bend your sinews to the task, you can do whatever you have to do.
4. There is nothing that you can not do with a true and earnest zeal.
5. Boys, a nation's destiny depends upon your future efforts.

LESSON XXX.

PUT YOUR SHOULDER TO THE WHEEL.

Once on a time a waggoner was driving a loaded cart along a rough field-track. He was a careless, lazy man.

He let the poor cattle struggle on over the rough road as best they could; and at last one of the wheels got into a deep rut, out of which they could not draw it.

Instead of trying to help the cattle, the waggoner sunk down on his knees and begged help from a certain man, who happened to be passing, and who was noted for his great strength.

The man asked him what he wanted. The waggoner told him that the

wheel of his cart was stuck fast in a rut, and that he wanted him to lift it out.

“Put your own shoulder to the wheel,” said the man; “I never help those who cannot help themselves,” and with that he went on his way.

The lazy waggoner was forced to do what the man had told him; and when he did at last put his shoulder to the wheel, he found that nothing more was needed. The wheel was lifted out, and the cart was soon again moving along the road.

New words:—load, rough, road, rut, knee, strength, lift, force, track, care'less, la'zy, ca'ttle, strug'gle, in-stead', wag'gon-er.

GRAMMAR.

Relative adverbs:—**When** it is ripe, the field is of a golden brown colour.—You will be the happier **when** you play.—**When** she returned, the little ones told her.—**When** he did at last put his shoulder to the wheel, he found that nothing more was needed.—There's Haslemere, **where** Tennyson, the great poet, used to live.—**Where** there's a will, there's a way.—See how the stars light up the sky.—That's **how** it is every morning.

PHRASES.

once on a time, as best they could, went on his way.

WENT ON HIS WAY—went towards one's destination, that is, to the place, to which he was going.

EXERCISE.

1. Along a rough field-track a waggoner was driving a cart which was heavily loaded.

2. I will do everything as best I can.
3. The cattle could not draw the wheel out of the deep rut, though they tried very hard.
4. Instead of begging help from others, we must do everything by our own efforts.
5. The man said that he never helped those who would not help themselves.
6. Those who will not help themselves cannot expect help from others.
7. If you put your shoulder to the wheel, you can do anything just as the waggoner did in the story.

LESSON XXXI.

THE WIND AND THE SUN.

The North Wind and the Sun once got to high words as to which was the stronger of the two.

Just then a man came in sight, and they agreed to test the matter by trying to see which of them could soonest get off the cloak he had on.

The boastful North Wind was the first to try. He blew a most furious blast, and nearly tore the cloak from its fastenings at his first attempt; but the man only held his cloak the more closely, and at last spending his strength in vain, old Boreas gave it up.

Then the kindly Sun dispelled the

clouds that had gathered, and sent his warmest rays straight down upon the man's head.

Growing faint with sudden heat, the man quickly flung aside his cloak, and hastened for protection to the nearest shade.

The Sun then said to the North Wind:—No doubt, you thought your way was the best. But learn that soft and gentle means can often do what force can not.

New words:—sight, cloak, test, blast, tore, vain, ray, faint, heat, flung, shade, doubt, mat'ter, boast'ful, kind'ly, dis-pel', sud'den, a-side', ha'sten, a-gree', gen'tle, at-tempt', Bo're-as, fu'ri-ous, fast'en-ing, pro-tection.

GRAMMAR.

Participles:—Being taken by a storm the ship was wrecked.—Crusoe found the ship lying within a mile.—We saw Brownie coming up stairs.—Robinson was very much pleased.—He reached England, having been thirty-five years absent.—Finding that no neighbours had come to help them they resolved.—A crow, being very thirsty, flew to a pitcher, hoping to find some water in it.—Spending his strength in vain old Boreas gave it up.—Growing faint with sudden heat the man quickly flung aside his cloak.

PHRASES.

got to high words, came in sight, in vain, gave up, flung aside, no doubt.

EXERCISE.

1. The Sun was stronger than the North Wind.
2. Though the North Wind tried very hard to get off the man's cloak,

by blowing a most furious blast, it was in vain and he did not succeed.

3. As the Sun sent his warmest rays, the man grew so faint with sudden heat that he quickly flung aside his cloak.

4. Force can not do what soft and gentle means can often do.

5. You are wrong to think that you can do everything by force.

6. At first old Boreas thought that he could easily get off the man's cloak by blowing a furious blast.

7. No doubt he forgot that the photograph represented the comet as it was seen in Australia.

LESSON XXXII.

CONVERSATION.

As to what did the Sun and the North Wind get to high words?

They got to high words as to which was the stronger of the two.

What came in sight just then?

A man came in sight.

What did they agree to do?

They agreed to test the matter by trying to see which of them could soonest get off the cloak the man wore.

Which was the first to try?

The boastful North Wind was the first to try.

Did the North Wind succeed in his attempt?

No, he blew a most furious blast but he could not get off the man's cloak.

What did the Sun do then?

He dispelled the clouds that had gathered, and sent his warmest rays straight down upon the man's head.

What did the man do?

Growing faint with sudden heat, the man quickly flung aside his cloak, and hastened for protection to the nearest shade.

What does this story teach?

It teaches that soft and gentle means can often do what force can not.

LESSON XXXIII.

IMPRISONED SUNSHINE.

Once upon a time, long, long ago, thousands of years before there were any people in the world, a great forest of trees was growing.

They kept on growing, until at last one tree began to grumble and say to the one next it, 'There is no one to notice us. What difference does it make, whether we drink in just so much sunshine each day or not? Nobody will be any the wiser or better for it, if we are not large and well grown.'

But the tree on the other side said, 'Be still awhile, I have something to say. The Great Wise Father above

put us here and bade us grow.

'What matter is it if there is no one near to admire us? We know that we are doing our duty. Is not that enough? For my part, I intend to grow as large and as strong as I can.'

When this good tree had stopped speaking, all the other trees made up their minds to grow as fast as they could.

By-and-by, one after another finished growing and dropped down on the ground, and new trees grew up.

These trees in their turn lived hundreds of years, drinking in all the sunshine they could. Then they, too, died and fell down, one by one; and a young tree soon grew up in the place where an old one had been.

Then came a great shaking of the earth, the trees never understood how; and the ground they were on sank down, so that the place was covered with water and mud and sand.

Then more mud and sand came, and after a great many years hardened into rock. And the trunks and leaves of the trees in the old forest were pressed and squeezed so close together, that even the air could not get to them.

After a long while animals and people came upon the earth. But no one knew anything about the old trees of the forest, that lived so long ago.

Thousands of years passed away, during which time the great black

mass, which had once been trees, still lay buried in the earth.

After a time men began to dig down through the rock, sand, and stones, hoping to find silver and gold. After much hard digging they reached the black mass, which was once the green forest.

They soon found out that it would burn as well as wood. And thousands of men were set to work to dig out the black stuff, and the coal—for so they now called it—was sent all over the world.

The sunshine that the trees took in to make them grow, and which was imprisoned so long in the dark earth, comes back to us now in the warmth and brightness of the coal.

(adapted from Longman's New Readers).

New words:—grown, bade (*bad'*), shake, rock, press, squeeze, dig, stone, mass, stuff, warmth, coal, wheth'er, for'est, grum'ble, a-while', intend', cov'er, hard'en, bright'ness, ad-mire', bur'y (*ber'i*), sil'ver, im-pris'on, no'bod-y.

GRAMMAR.

Rain, wind, and sunshine make it grow up.—The Great Wise Father bade us grow.—After a time it grew too heavy for her.—A young tree soon grew up.—No body will be any the wiser or better for it, if we are not large and well grown. **Grow, Grew, Grown.**

PHRASES.

long, long ago; for my part, made up their minds, by-and-by, one after another, in their turn, set to work, all over.

EXERCISE.

1. It makes a great difference whether you try or not.
2. Try, try, try again. What mat-

ter is it if at first you do not succeed?

3. I intend to do all I can, whether we succeed or not.

4. The farmer and his son made up their minds to cut down the wheat themselves without asking the help of others.

5. He who wishes to have his work done in a hurry, should put his shoulder to the wheel.

6. After a time Robinson found out that the place he was in was an island not inhabited by men.

7. The coal gives back to us the sunshine imprisoned so long in the earth in its warmth and brightness.

LESSON XXXIV

SPELLING REVIEW.

squeeze	in-stead'	des'ti-ny
warmth	des-pair'	mag'ni-fy
doubt	pre-vail'	wag'gon-er
bur'y	dis-grace'	fu'ri-ous
hon'est	suc-ceed'	pro-tec'tion
for'est	ap-pear'	im-pris'on
ha'sten	ad-mire'	when-so-ev'er
pow'er	a-mount'	per-se-ver'ance

SPELLING EXERCISE.

ou = ū.

young	touch	cour'age	cous'in
rough	coun'try	trou'ble	south'ern

gh = f.

rough	laugh	e-nough
tough	cough	

LESSON XXXV.

RALEIGH'S TWO PLANTS.

In the reign of Queen Elizabeth, two plants were brought to England, for the first time, by Sir Walter Raleigh, both of which are now very much used—the tobacco-plant and the potato. Sir Walter had sailed across the seas to America, in search of new lands; and he brought back both these plants with him.

When he was in America, he had seen the Indians smoke, and before long he got into the habit himself.

One day, while he was smoking, the door opened, and in came his man-servant. Now, this man had never in his life seen any one smoke.

So, when he saw the smoke coming from his master's mouth, he thought that he was on fire! He cried out in alarm, and ran to fetch a bucket of water to put the fire out; and Sir Walter was deluged before he had time to tell what he was really doing.

But very soon the old servant got used to seeing people with smoke coming out of their mouths; and all the young nobles of the court began to smoke because Sir Walter did so.

At first, people did not like the potato at all; no body would eat it. Yet Sir Walter told them how useful it would be. The potato, he said, could be made to grow in England. He told them that, when the corn-harvest failed which it often used to

do people need not starve if they had plenty of potatoes.

Queen Elizabeth, who was a very clever woman, listened to what Sir Walter said, and had potatoes served up at her own table. But in spite of all that the queen did, no one would eat potatoes, and they were left for the pigs.

In the reign of the French king Louis XVI, there lived a Frenchman who had made a study of growing plants for food. He began to grow the potato so as to make it a great blessing to the country, and at last he brought it to perfection.

Even then no one would have eaten it, if its part had not been taken by the king. He had large pieces of

ground planted with potatoes, and went about with the flowers of the potato in his button-hole.

It was not long before people began to find out how good and wholesome potatoes were. By degrees the potato was more and more liked; and now there is hardly any vegetable that is more highly esteemed.

New words:—reign (*reyn*), search, smoke, fire, court, starve, serve, spite, pig, hab'it, him-self', a-larm', buck'et, no'ble, wom'an, de-gree', whole'-some, eat'en, bless'ing, high'ly, es-teem', plen'ty, del'uge, to-bac'co, po-ta'to, but'ton-hole, veg'e-ta-ble.

GRAMMAR.

I. Compound personal pronouns:—He got the habit **himself**.—"Never despair," said the crow to **herself**.—They were resolved to cut down the wheat **themselves**.

II. Preposition "in":—in the world;—in England;—in the city of York;—in the west;—in the sky;—in a large ship;—in the cars;—in the same house;—in a bed room.—in the playground;—in the mud;—in a stand;—in my hat-box;—in your topper;—in front of;—in a storm;—in my last letter;—in History and Geography;—in his college eight;—in their turn;—in these words;—in such a manner;—in his life;—in the reign;—in the year;—in Spring;—in a few weeks;—in the day;—in the darkest night;—in the afternoon;—in the early morning;—in the evening.

PHRASES.

for the first time, in search of, before long, on fire, in alarm, to put out, at all, served up, in spite of, went about, by degrees.

EXERCISE.

1. The University Boat-Race between Oxford and Cambridge was, for the first time, rowed at Henley on the 10th of June, 1829.

2. It is strange that tobacco which is useless came very soon into use, while potatoes which are useful were not used for many years.

3. One who begins to smoke gets the habit before long.

4. At first people thought that potatoes were not wholesome.

5. So, in spite of all that Sir Walter told them, they would not eat potatoes.

6. A French man who had made a study of growing plants for food began to grow the potato and brought it to perfection.

7. As Louis XVI took the part of potatoes, people soon began to find out how useful they were.

LESSON XXXVI.

THE SPANISH ARMADA.

PART I.

In 1588, King Philip of Spain sent a great fleet, the Invincible Armada, as the Spaniards called it, to conquer England. It was intended to go up the Channel, and to take on board a Spanish army commanded by the Duke of Parma, which was waiting in Flanders. The Spaniards hoped that if it could succeed in landing the army in England, Elizabeth would not be able to make a long resistance.

Elizabeth did not fear. She had no regular army, and scarcely any regular navy, but she called on every

Englishman who could bear arms to come forward to defend his native land. Scarcely a man refused.

Elizabeth reviewed her troops at Tilbury, near London, and encouraged them, telling them that she was 'resolved in the midst and heat of battle to live, and die amongst you all. I know,' she added, 'that I have the body but of a weak and feeble woman, but I have the heart of a king, and of a king of England too, and think proud scorn that Parma or Spain, or any prince of Europe should dare to invade the borders of my realm.'

When the news that the Spaniards were on the way reached England the warning was carried by lighting

up the beacons which then stood on every hill-top to tell by their flames that an enemy was coming, and that every man must gird on his sword to fight for his country.

New words:—bear, arms, midst, heart, proud, scorn, prince, dare, realm, warn, stood, flame, gird, sword, chan'nel, scarce'ly, na'vy, for'ward, de-fend', na'tive, re-fuse', re-view', fee'ble, in-vade', bor'der, bod'y, bea'con, re-sist'ance, reg'u-lar, en-cour'age.

GRAMMAR.

Preposition "at":—at South Kensington;—at Tilbury;—at Charing Cross;—at God-alming Station;—at the Great Exhibition;—at the Zoo;—at her own table;—at his master's feet;—at an end;—at language;—at cricket;—at football;—at running;—at rowing;—at particular time;—at noon;—at night.

II. Boys Stand up.—The beacons which then stood on every hill-top, etc.

PHRASES.

called on, bear arms, come forward.

EXERCISE.

1. The Invincible Armada was the name of a great fleet which King Philip of Spain sent to conquer England in 1588.

2. A Spanish army was waiting in Flanders to be carried across the Channel to England.

3. No man refused to come forward to defend his country.

4. Our army crossed the Yalu and took possession of Kiulien in spite of the strong resistance of the Russians, on the 1st of May, 1904.

5. Our army as well as our navy won every battle they fought and were never defeated.

LESSON XXXVII.

THE BEACON FIRE.

Night sunk upon the dusky beach,
 and on the purple sea,
 Such night in England ne'er had been,
 nor e'er again shall be.
 From Eddystone to Berwick bounds,
 from Lynn to Mitford Bay,
 The time of slumber was as bright
 and busy as the day ;
 For swift to east and swift to west the
 ghastly war flame spread,
 High on St. Michael's Mount it shone :
 it shone on Beachy Head.
 Far on the deep the Spaniards saw
 along each southern shire,
 Cape beyond cape, in endless range,
 those twinkling points of fire.

New words:—beach, bound, bay, swift, mount, shone, shire, range, bus'y (*biz'i*), dusk'y, ghast'ly, pur'ple, slum'ber, be-yond', end'less.

GRAMMAR.

Preposition "on":—on St. Michael's Mount ;
 —on the purple sea ;—on the railway ;—on the way ;—on the platform ;—on the runs ;—on the table ;—on the tree ;—on a penny boat ;—on a voyage ;—on his knees ;—on its head ;—on the wing ;—on fire ;—on page 51 ;—on one side ;—on the left ;—on a fine day ;—on the day after ;
 —on the 1st of May.

PHRASE.

cape beyond cape.

ST. MICHAEL'S MOUNT—a hill in Mount's Bay, Cornwall.

EXERCISE.

1. Such night had never been seen in England, nor shall ever again be.

2. The night was as bright and busy as the day.

2. The war flames spread to the east and to the west, and they shone on St. Michael's Mount and on Beachy Head.

4. The Spaniards far on the sea saw along each southern shore those twinkling flames in endless range.

5. Those flames were the warning that an enemy was coming and that every man must gird on his sword to fight for his native land.

LESSON XXXVIII.

THE SPANISH ARMADA.

PART II.

The commander of the English fleet was Lord Howard of Effingham. He was at Plymouth with a few of the Queen's ships and a number of small merchant vessels, which were ready to fight as well as the Queen's ships. Drake was there too. When the Spanish ships came in sight, the captains were playing a game of bowls. Drake would not hear of stopping the game. 'There is time enough,' he said, 'to finish our game and beat the Spaniards too.'

The huge Spanish ships, towering over the waves, swept by in the form

of a crescent. When they had passed, the active little English vessels put out, sailing two feet to their one, getting rapidly out of their way, and coming back again as they pleased. The Spanish ships could neither sail away from them nor catch them.

Up the Channel sailed the ships of the Armada, firing and being fired at as they went. So high were they that their shot often passed over the heads of the English sailors. One of the Spanish ships blew up, and two or three others were taken. The rest sailed on as they best could, unable to shake off their assailants, like a bear pursued by swarm of wasps.

At last the Spaniards reached the friendly French port of Calais. They

had found out that the conquest of England was no child's play.

New words:—game, beat, huge, swept, form, swarm, wasp, port, mer'chant, ves'sel, active, nei'ther, pur-sue', friend'ly, con'quest, tow'er, cres'cent, rap'id-ly, un-a'ble, as-sail'ant.

GRAMMAR.

Preposition "of":—the king of England;—captain of a ship;—captain of the other eleven;—the commander of the English fleet;—the lucky owners of a spare yard or so of ground;—the wheel of his cart;—the face of a compass;—the body of a weak and feeble woman;—the border of my realm;—a few stalks of something green;—a piece of steel;—the field of young green wheat;—the old trees of the forest;—the greater part of Australia;—the reign of Queen Elizabeth;—in the midst and heat of battle;—perfection of British pluck and muscle;—the great shaking of the earth;—the

great forest of trees ;—south of Kensington ;
—in front of the porch ;—the name of Strange ;
—the city of York ;—all sorts of sound ;—some
of us ;—a lot of fish ;—scarcity of water ;—a
few of the Queen's ships ;—a number of small
merchant vessels ;—one of the spanish ships ;—
conquest of England ;—the raising of sheep ;—
took possession of the ship ;—the stronger of
the two ;—game of bowls ;—is of a golden
brown colour ;—of his glories it would tell ;—
eleventh of June.

PHRASES.

swept by, put out, as they pleased, blew up, as best they
could, shake off, child's play.

EXERCISE.

1. Drake said that there was time
enough to finish their game and beat
the Spaniards too.

2. The English fleet was command-
ed by Lord Howard of Effingham.

3. The little English vessels were
swifter than the huge Spanish ships,
so that they could get out of their
way and come back again as they
pleased, and the Spanish ships could
neither sail away from them nor catch
them.

4. We must do our work as best
we can.

5. He who depends upon others
is unable to get his work done in a
hurry.

6. He who does his work by halves
is unable to do his work well.

LESSON XXXIX.

THE SPANISH ARMADA.

PART III.

Lord Howard and his captains knew that it would not be safe to leave the Armada long at Calais. So they determined to drive the Armada out to sea again. They took eight of their own vessels, smeared them with pitch, and let them drift with the tide at night time amongst the enemy's fleet. When these vessels were close to the Spaniards, the few men who had been left on board set them on fire, and, jumping into their boats, rowed away.

The sudden blaze in the dark night terrified the Spaniards. The Spanish

commander gave the signal of flight. His men cut the cables by which they were anchored, and sailed away.

The wind now rose to a storm. The English fleet followed, hastening their foemen's pace with showers of shot. The Spaniards found it impossible to stop, and the great ships were soon driven past the long low coast on which Parma's army were waiting for their protection in vain.

The storm swept the Armada far to the north. Of the hundred and fifty sail which had put out from Spain, a hundred and twenty were still afloat. But they were in a bad case. Provisions were running short, and large numbers of men were sick and dying. Masts were split and

sails were torn by shot and storm. At last they rounded the Orkneys, and tried to make their way home round Scotland and Ireland. One great ship was wrecked on the Isle of Mull. The rest made their way along the west coast of Ireland. Not a few were driven on shore on the high cliffs against which the Atlantic ocean rolls its waves without a break on this side of America. Fifty-four vessels, with nine or ten thousand sick and suffering men on board, were all that succeeded in struggling home to Spain.

Elizabeth went in state to St. Paul's, to return thanks for the victory which had been gained, and she struck a medal which bore the motto, 'God

blew with His wind, and they were scattered.'

(adapted from Gardiner's English History.)

New words:—smear, coast, drift, jump, flight, pace, sick, split, torn, cliff, state, struck, bore, scatter, signal, cable, anchor, follow, foe'men, shower, suffer, medal, driven, dying, motto, determine, terrify, provision, impossible.

GRAMMAR.

I. She called on every Englishman who could bear arms.—She struck a medal which bore the motto.

II. Of the hundred and fifty sail, a hundred and twenty were still afloat.—Masts were split and sails were torn by shot and storm.

III. Preposition "with":—had a little talk with Brownie;—with her kitten in his mouth;—do with your might;—ring with music;—rise with the morning;—take a trip with Mr. Evans;—send you mine with this letter;—look

at the giraffe there **with** his lovely long neck ;
 —do it **with** honest will ;—brought **with** him ;
 —planted **with** potatoes ;—drift **with** the tide ;
 hastening their foemen's pace **with** showers of
 shot ;—vessels **with** nine or ten thousand sick
 and suffering men ;—God blew **with** his wind.

PHRASES.

in a bad case, running short, not a few, struggling home.

EXERCISE.

1. Though we finish our game, it will not be too late to beat the Spaniards.

2. Eight of the English vessels were smeared with pitch, and let to drift with the tide at night time amongst the Spanish fleet.

3. Those who were on board set them on fire, and jumped into their boats and rowed away.

4. The North Wind found it impossible to get off the cloak the man had on by blowing a most furious blast.

5. He is in a bad case. His father is dead, and his mother is sick and dying.

6. Of the hundred and fifty vessels which had put out from Spain, only fifty-four were all that succeeded in struggling home.

Our strength as a nation is measured by the strength of our fleet.

LESSON XL.

CONVERSATION.

What was the Invincible Armada?

The Invincible Armada was the name given by the Spaniards to a fleet sent by King Philip to conquer England in 1588.

What was its intention?

Its intention was to go up the Channel and to take on board a Spanish army waiting in the low coast of Flanders.

Had Elizabeth any regular army or navy?

No, she had no regular army and scarcely any regular navy.

What did she call on every Englishman to do?

She called on every Englishman

who could bear arms to come forward to defend his native land.

Who was the commander of the English fleet?

Lord Howard of Effingham was the commander of the English fleet.

What were the captains doing when the Spanish ships came in sight?

They were playing the game of bowls.

What did Drake say when other captains were going to stop the game?

He said, "There is time enough to finish our game and beat the Spaniards too."

What did the English vessels do when the Spanish fleet had passed Plymouth?

They put out, sailing faster than the Spanish ships, getting rapidly out

of their way, and coming back again as they pleased.

How did the English drive the Armada out of Calais?

They let eight of their vessels drift with the tide at night time amongst the enemy's fleet and set them on fire. The sudden blaze terrified the Spaniards and they took to flight.

Of the hundred and fifty sail which had put out from Spain, how many returned to Spain?

Only fifty-four vessels succeeded in struggling home to Spain.

England enjoys the title of "Queen of the Seas."

LESSON XLI.

OUR HOME IS THE OCEAN.

Our home is the Ocean,
 Our grave is the deep;
 We feel no emotion
 As on it we sleep;
 The waves are our pillow,
 Our cradle the Sea,
 The rougher the billow,
 The happier we.

Our home is the Ocean.
 A mariner's boast,
 With waves in wild motion
 We love it the most.
 And 'tis our endeavour,
 In battle and breeze,

That England shall ever
Be lord of the seas.

New words:—grave, boast, breeze, mo'tion, o'cean, bil'low, pil'low, ev'er, cra'dle, e-mo'tion, mar'i-ner, en-deav'our.

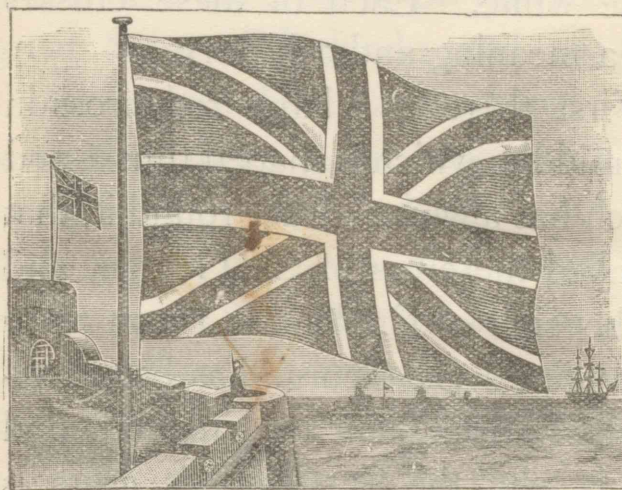
GRAMMAR.

The rougher the billow, the happier we.

EXERCISE.


1. The ocean is our home, and the sea is our grave.
2. We do not feel uneasy as we are on the sea.
3. The rougher the waves are, the happier we are.


LESSON XLII.
THE UNION JACK.



Here is a picture of the "Union Jack." It is the sign which the English people have chosen to distinguish them and their possessions all over the world, and to show to other nations where England claims to govern and to be obeyed.

This flag is made up of a number of different crosses, some red, and some white. Each of these crosses has a meaning and a history.

First there is a large red cross in the middle, which is shaped thus  and which has a white border round it, that is called the cross of St. George, and is the sign of England. From very early times St. George has been called the Patron Saint of England, and this is why the St. George's cross is used upon the Union Jack to mark the place of England.

Then there is a white cross shaped like this  upon a blue ground. That, according to the old legend, is the cross of St. Andrew, and was for long the sign of Scotland. And lastly there

is another cross of the same shape as the last, only red upon a white ground, and that is the cross of St. Patrick, the great Saint of Ireland; and so the three crosses have a meaning, and what they mean is the union of England, Scotland and Ireland.

It was in the reign of George III., in the year 1801, that the idea of joining together the crosses of the three countries was put first into practice, to mark the union of the three countries. Since that time the Union Jack has been the national flag of Great Britain, and has been carried to every corner of the world.

You know that flags are carried by soldiers in battle and by war-ships on the sea, but they have their use in

time of peace as well as in time of war.

When the Union Jack is properly used in any place, it is as much as to say, here is something belonging to England, and which the people of England have undertaken to protect. It may be placed upon a fortress or a ship of war, or it may be placed over the house in which an English Ambassador lives in another country, while sometimes it is hoisted in a country which has not ever had a civilized government, and then all the world knows that from that time forward England is going to undertake the government of that country, and that right and justice are done there.

(adapted from the *Citizen Reader*.)

New words:—sign (*sain*), claim, shape, thus, saint (*sent*), peace, join, hoist, un'ion, chos'en, gov'ern, o-bey', mean'ing, pa'tron, leg'end, for'tress, jus'tice, dis-tin'guish, ac-cord'ing, na'tion-al, prop'er-ly, gov'ern-ment, i-de'a, un-der-take', civ'i-liz-ed, am-bas'sa-dor.

GRAMMAR.

Preposition "by":—went by land;—taken by a Rover;—taken by a storm;—inhabited by men;—steered by their compass;—commanded by Horatio Nelson;—won by three runs;—walk by Waterloo bridge;—go by the Underground;—kept up by making a large score;—make little fortunes by the price;—feed by millions;—carried by lighting up the beacons;—to tell by their flames;—carried by soldiers in battle and by warships on the sea.

PHRASES.

all over the world, made up of, for long, put into practice, as much as.

EXERCISE.

I. The national flag of Great Brit-

ain joins on blue ground the crosses of St. George, St. Andrew, and St. Patrick.

2. The cross of St. George is a red cross in the middle with a white border; the cross of St. Andrew, a white cross in the four coners; and the cross of St. Patrick, a red cross with a white border, in the corners.

3. The national flag has its use in time of peace as well as in time of war.

4. There is a great saying in England which is repeated in its history, "No slave can live under the flag of England."

5. It means that wherever the flag of England waves, everyone is and must be free.

LESSON XLIII.

SPELLING REVIEW.

realm	pa'tron	pur-sue'
saint	eat'en	reg'u-lar
wasp	whole'some	ter'ri-ble
reign	o'cean	civ'i-lize
court	chos'en	rap'id-ly
sign	show'er	mar'i-ner
cre'scent	scarce'ly	na'tion-al
bus'y	un'ion	en-deav'our
con'quest	re-fuse'	re-sist'ance
gov'ern		

SPELLING EXERCISE.

ft = f.

often *soften*

st, sw = s.

<i>list'en</i>	<i>fast'en</i>	<i>bris'tle</i>	<i>sword</i>
<i>ha'sten</i>	<i>whis'tle</i>	<i>this'tle</i>	<i>an'swer</i>

gh = g.

<i>ghost</i>	<i>ghast'ly</i>	<i>Eff'ingh-am</i>
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LIST OF THE WORDS.

(The figures refer to the lessons.)

- A**
- anchored, 39.
animals, 19.
another, 7.
anvil, 29.
anybody, 20.
appear, 28.
appetite, 21.
arms, 36.
army, 23.
aside, 31.
assailant, 38.
attempt, 31.
aunt, 17.
author, 17.
awfully, 11.
awhile, 33.
- B**
- according, 42.
across, 15.
active, 38.
adapted, 24.
admire, 33.
afternoon, 5.
ago, 20.
agreed, 31.
ah, 23.
air, 20.
alarm, 35.
aloud, 20.
already, 1.
although, 21.
ambassador, 42.
amongst, 23.
amount, 26.
bade, 33.
badly, 6.
bait, 15.
band, 21.
barely, 11.
bat, 6. (n. v.)
bathe, 6.
batting, 6.
bay, 37.
beach, 37.
beacons, 36.
bear, 36.
beat, 38.
bed-room, 1.
beg, 3.
begin, 2.
bell, 1.
belong, 5.
below, 41.
bad, 6.

better, 17.
 beyond, 37.
 bill, 26.
 biscuit, 19.
 blast, 31.
 blaze, 23.
 blessing, 35.
 boarding-
 house, 2.
 boast, 41.
 boastful, 31.
 body, 36.
 bonnets, 23.
 borders, 36.
 bore, 39.
 Boreas, 31.
 both, 11.
 bottom, 2.
 bounds, 37.
 bowler, 6.
 bowls, 6.
 box, 12.
 brain, 29.
 break-fast, 3.
 breaking-up, 12.
 breeze, 41.
 brightness, 33.
 British, 23.
 broad, 4.
 broader, 3.
 broadest, 3.
 brush, 1.
 bucket, 35.
 building, 7.
 buried, 33.
 bus, 10.
 busy, 37.
 button-hole, 35.

C

cab, 12.
 cables, 39.
 cabman, 19.
 capital, 6.
 captured, 23.
 care, 19.
 carefully, 15.
 careless, 30.
 carriage, 7.
 cart, 14.
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 change, 7.
 channel, 36.
 chapel, 3.
 chiefly, 17.
 choir, 5.
 chosen, 42.
 Christmas, 24.
 civilized, 42.
 claims, 42.
 clean, 5.
 cliffs, 39.
 cloak, 31.
 close, 24.
 coal, 33.
 coast, 39.
 cold, 5.
 collars, 12.
 college, 21.
 colonies, 17.
 column, 10.
 comb, 1.

comet, 24.
 composition, 21.
 compound, 3.
 conquer, 28.
 conquest, 38.
 contend, 23.
 cope, 28.
 cord, 12.
 costs, 7.
 courage, 28.
 course, 7.
 court, 35.
 covered, 33.
 cradle, 41.
 crescent, 38.
 cricket, 6.
 cross, 7.
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 cubs, 19.
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D

dad, 14.
 dare, 36.
 deal, 17.
 dear, 17.
 desks, 2.
 declared, 24.
 destiny, 29.
 defend, 36.
 degrees, 35.
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 despair, 26.
 determined, 39.
 difficult, 11.
 different, 24.
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 24.
 disgrace, 28.
 dispelled, 31.
 distinguish, 42.
 dockyard, 20.
 door, 14.
 double, 3.
 doubt, 31.
 drank, 26.
 dressed, 1.
 drift, 39.
 drink, 22.
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 driven, 39.
 driver, 10.
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 dying, 39.

E

ear, 23.
 ease, 26.
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 either, 6.
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 elephant, 19.

emotion, 41.	fall, 6.	forced, 30.
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endless, 37.	farm, 29.	forgot, 24.
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enjoy, 14.	fear, 28.	form, 38.
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ever, 41.	find, 20.	further, 9.
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excitement, 23.	fishing, 15.	G
exercise, 2.	flag-ship, 20.	game, 6.
exhibition, 10.	flames, 36.	games, 38.
eyes, 1.	flew, 26.	gate, 14.
	flight, 39.	gave, 5.
F	flung, 31.	geese, 15.
fail, 28.	foemen, 39.	gentle, 31.
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fair, 20.	foot, 19.	geography, 17.

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government, 42.	heroes, 23.	instead, 30.
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	holiday, 5.	jolly, 11.
H	honest, 29.	jumping, 39.
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half-penny, 7.	hulloah, 1.	kindly, 31.
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L
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 Latin, 11.
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 leave, (n.) 5; (v.) 3.
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 lucky, 23.
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M
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 magnify, 29.
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 man-of-war, 20.
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 mass, 33.
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 missed, 11.
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 monitor, 2.
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N
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 news-paper, 21.
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 (v.) 33.
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 notion, 23.

O
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 open, 14.
 opposite, 24.
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ours, 11.
 outside, 10.
P
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 pardon, 3.
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 pass, 5.
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 past, 2.
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 pay, 19.
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 pence, 7.
 penny, 7.
 perfection, 23.
 perishing, 24.
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 26.
 persevere, 28.
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 24.
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 pitcher, 26.
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 porridge, 5.
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 potato, 35.
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practice, 20.	range, 37.	road, 30.
present, 4.	rapidly, 28.	roast, 5.
pressed, 33.	rather, 12.	rock, 33.
prevail, 28.	rays, 31.	rod, 15.
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prince, 36.	real, 17.	rowed, 21.
promised, 17.	realm, 36.	rubs, 1.
properly, 42.	receives, 24.	runs, 6.
prose, 11.	red, 10.	rut, 30.
protection, 31.	reel, 15.	
proud, 36.	refused, 36.	S
provisions, 39.	regiment, 17.	saint, 42.
purple, 37.	regular, 36.	scarcely, 36.
pursued, 38.	reign, 35.	scarcity, 21.
puts, 1.	relation, 24.	scattered, 39.
	remove, 17.	school-chums,
	report, 17.	12.
	represent, 23.	score, 21.
question, 18.	reputation, 21.	scorn, 36.
quick, 15.	requested, 19.	search, 35.
quite, 12.	resistance, 36.	served, 35.
	rest, 14.	sent, 22.
	reviewed, 36.	settled, 23.
rainfall, 24.	reward, 28.	shade, 31.
raising, 24.		

Q**R**

shaking, 33.	slow, 11.	steamboat, 7.
shaped, 42.	slumber, 37.	sticking, 7.
sharp, 5.	smear, 39.	stile, 15.
sheep-run, 21.	smoke, 35.	stocks, 21.
sheet, 1.	snow, 24.	stones, 33.
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shops, 23.	south, 1.	strength, 30.
short, 15.	spare, 23.	strive, 28.
showers, 39.	spelt, 3.	stronger, 31.
shut, 3.	spend, 10.	struck, 39.
sick, 39.	spirit, 29.	struggle, 30.
sight, 31.	spite, 35.	study, 2.
sign, 42.	splendid, 6.	stuff, 33.
signal, 39.	split, 39.	succeed, 28.
silence, 5.	spoilt, 3.	sudden, 31.
silver, 33.	sport, 15.	suffering, 39.
since, 11.	squeezed, 33.	supper, 21.
sinews, 29.	stand, 2.	sure, 14.
sir, 3.	start, 10.	swarm, 38.
sit, 2.	starve, 35.	swept, 38.
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T

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task, 28.

tender, 20.

term, 17.

terrified, 39.

test, 31.

thick, 19.

though, 11.

thrown, 26.

thus, 42.

tickets, 7.

tide, 7.

tiger, 19.

timbers, 20.

tip, 26.

tobacco, 35.

together, 20.

top, 2.

topper, 12.

tore, 31.

torn, 39.

toss, 6.

towards, 24.

towering, 38.

town, 5.

train, 7.

travel, 12.

tread, 19.

treat, 17.

trip, 7.

troop-ship, 20.

trouble, 29.

trousers, 1.

trunk, 19.

tangle, 15.

tutor, 21.

twice, 28.

two-pence, 7.

U

unable, 38.

uncle, 14.

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underground,

10.

undertake, 42.

undertaken, 42.

union, 42.

unusually, 11.

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V

vain, 31.

varsity, 21.

vegetable, 35.

vessels, 38.

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vote, 6.

W

waggoner, 30.

wakes, 1.

want, 3.

warmth, 33.

warning, 36.

wash, 1.

wasp, 33.

watchword, 29.

waving, 14.

weak, 29.

whether, 20.

wheel, 29.

wheeler, 19.

wherever, 23.

wheresoever,

29.

whether, 33.

whining, 29.

white, 10.

wholesome, 35.

wickets, 6.

win, 23.

window, 14.

woman, 35.

won, 6.

wooden, 12.

write, 21.

written, 21.

wrong, 10.

wrote, 21.

Y

yours, 12.

Z

zeal, 29.

ZOO, 17.

LIST OF THE PHRASES.

*(The numbers refer to the lessons.)***A**

above all, 23.
 all over, 33.
 all over the world, 42.
 as best one can, 30.
 as far as, 10.
 as much as, 42.
 as one pleases, 38.
 a spare yard or so, 23.
 as well, 21.
 at all, 35.
 at all events, 17.
 at first, 28.
 at last, 10.
 at one's ease, 26.
 a week to-day, 17.

B

back, to be, 6.

bear arms, to, 36.
 before long, 35.
 blow up, to, 38.
 breaking up, 12.
 break out, to, 23.
 but for, 26.
 but then, 17.
 by-and-by, 33.
 by degrees, 35.
 by millions, 24.

C

call on, to, 36.
 call over, to, 2.
 can't help it, 14.
 cape beyond cape, 37.
 catch cold, to, 23.
 child's play, 38.
 come back, to, 6.
 come down, to, 5.

come forward, to, 36.
 come in, to, 7.
 come in sight, to, 31.
 come on, 15.
 come out, to, 7.
 cope with, to, 29.

D

do be quick, 15.
 dry up, to, 24.

F

far off, 12.
 fling aside, to, 31.
 for long, 42.
 for my part, 33.
 for the first time, 35.

G

get down, to, 14.
 get dressed, to, 1.
 get home, to, 11.
 get into, to, 7.
 get kept in, to, 11.

get out of, to, 1.
 get ready, to, 3.
 get to high words, to,
 31.
 get up, to, 1.
 give up, to, 31.
 go about, to, 35.
 going, to be, 23.
 good morning, 15.
 go on, to, 23.
 go on one's way, to,
 30.
 go out, to, 3.

H

have a bathe, to, 6.
 have a swim, to, 6.
 have been out, to, 11.
 have done, to, 2.
 how do you do? 20.
 how it is, 1.

I

I beg your pardon, 3.

if you please, 3.
 in a bad case, 39.
 in alarm, 35.
 in bed, 1.
 in memory of, 10.
 in one's turn, 33.
 in search of, 35.
 in short, 23.
 in spite of, 35.
 in time, 1.
 in vain, 31.
 I say, 2.
 I see, 15.

K

keep in view, 28.
 keep up, to, 21.

L

leave off, to, 6.
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 long, long ago, 33.
 look for, to, 24.
 look over, to, 10.

look sharp, to, 5.

M

made up of, 42.
 made haste, to, 1.
 make up one's mind,
 to, 33.

N

narrow escape, a, 11.
 no doubt, 31.
 not a few, 39.

O

of course, 7.
 once on a time, 30.
 one after another, 33.
 one after the other, 6.
 on fire, 35.

over, to be, 3.
 over there, 7.

P

please, sir, 3.

put away, to, 3.
 put into practice, to, 42.
 put on, to, 1.
 put out, to, 35.
 put straight, to, 15.
 put up, to, 10.

R

reach down, to, 26.
 rise up, to, 26.
 run short, to, 39.

S

see one off, to, 5.
 serve up, to, 35.
 set to work, to, 33.
 shake off, to, 38.
 short cut, 15.
 sit down, to, 2.
 so much as, 26.
 stand up, to, 2.
 struggle home, to, 39.
 sweep by, to, 38.

T

take care, to, 19.
 take out, to, 2.
 thanks, 20.
 this will do, 3.

U

up, to be, 1.

W

walk down to, to, 7.
 walk up to, to, 3.
 with all, 26.
 won't do, 12.

Y

you see, 17.

◎本書ノ直譯獨案内字引等ハ學習ニ◎
著 作 權 所 有
 ◎妨害アルヲ以テ一切發行ヲ許サズ◎

刷行刷行刷行刷行
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 初訂正初訂正
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 三廿廿廿廿廿
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編 者 英 語 教 授 研 究 會

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Miyoshi
School
I. Mikami

Miyoshi
Middle
School

I, Mikami.

縣立三次中學校

三上一郎

