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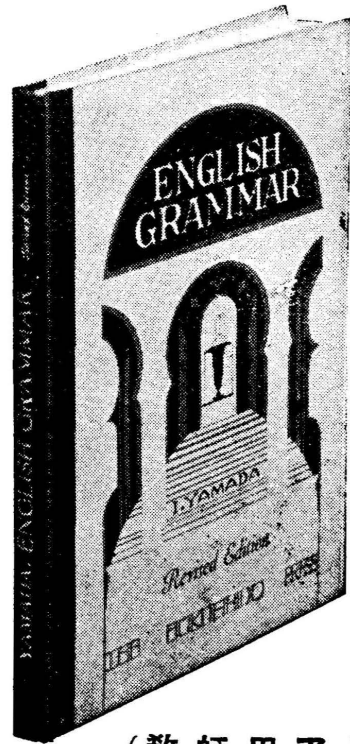
振替東京一六〇二四
電話(神田)一四二九

北星堂發行の各英語教科書はいづれ
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學習院教授 山田巖先生新著



(教師用アリ)

English Grammar

(改訂版)

三、四學年用
全一冊

定價六十錢

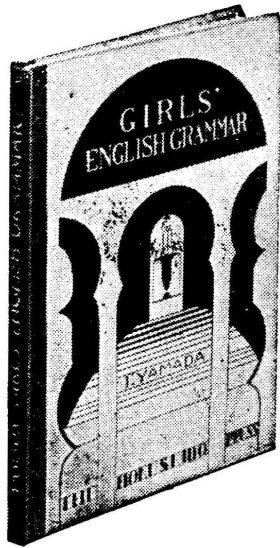
昭和 7. 11. 19

文部省檢定濟

北星堂の教科書は
いづれも堂々たる
印刷、製本で實に
感じが良い。

學習院教授

山田巖先生新著



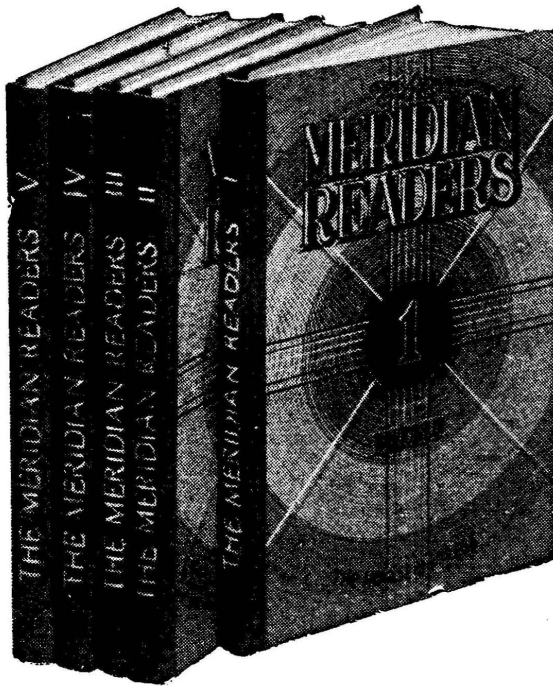
女子用グラマ (全一冊)

定價四十五錢

橫濱高商教授

光井武八郎先生著

The Meridian Readers



全五冊

昭和七年十一月十九日
文部省檢定濟

(教師用完成)

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昭和七年十一月十日
文部省檢定濟 (教師用アリ)

時勢に適應せる理想的リーダ！

光井：The Meridian Readers の趣意

近年我國に於ける英語 Readers の出版は其數、實に百以上を以て算するのであります。而かも其内容に至つては、頗る單調で、一方に偏し、生徒の日常生活には殆んど没交渉のもの多く、明治時代に編纂せられたる Readers から轉載を重ねたるが如き感を起さしむるものさへ見受けられるのであります。三十年一日の如く、更に進境を見ないものと云つても過言ではないかと思はれます。従つてこれ等の Readers を教科書として英語を學ぶ中等學校の生徒は、稀にのみ使用せらるゝ語句を詰込みて、日常必須の用語や、構文に通ぜず、其結果は中等學校に於て毎週比較的多數の授業時間を充當しつゝある英語の授業その物に對して、果してそれだけの價值ありや否やを疑はしむるやうに至るのであります。

凡そ言語は之を通じて自己の周圍の人事、自然百般の事を理解し、又之を用ひて自己日常の思想感情を發表することが目的であることは申すまでもありません。外國語を學ぶにも此能力を達成する程度に従ふてその實用價值を生ずるのであります。

英語教授の中心は Readers に在ります、その効果の多少は Readers の内容教材の適當なるや否やにあることは論を俟たないのであります。何れの學科に於てもその授業の成功を期するには、之に對する生徒の興味を喚び起させることを要諦とするのであります、外國語の授業に於ては殊に然りであります。

中等學校の生徒は年少氣鋭何れも新智識に對する慾求は自ら旺盛なものであります。然し乍ら教科書の教ふる所が自己の生活に無關係であつたり、お伽噺の如きものゝみ多かつたら到底之に對して渴仰の念を起さしめることは不可能であります。

然るに弊堂が横濱高商教授光井先生に依囑して發行いたしました **THE MERIDIAN READERS** の編纂に當りては、全くこの『興味と實益』を基調として、其教材を蒐集選擇したのであります。其教材の配列に關しては、先づ第一卷に於ては用語構文の最も平易にして最も日常的のものより始め、英語の慣用語法全般に亘りて最も健實なる基礎的智識を確立することを主眼としました。卷を追ふに従ひ漸次複雑なる文體に進み、第四第五卷に於ては、普通教育の英語としては最も高級な程度に達せしめるやうにいたしました。

教材は用語構文の難易程度に従つて漸進的に之を配列すると同時に、其題材は大體その授業豫定の季節に適應し、又前後の章と相關聯して場面の推移展開を最も自然ならしめ、よく學習者の興味を増進する様に、之を配列したのであります。

本書の編纂につきましては編者親しく英米兩國に於て、數年間に亘り、廣く教材の蒐集に努められ、殊に London, Edinburgh や New York 等の諸都市教育當局の特別好意によつて、他の方法では集めることの出来ない貴重な資料等を挿入されることの出來たのは類書の追従を許さぬ所であります。

本書五卷全部を通じて、一定不變の系統組織の確立貫通せるものがありまして、一文一行と雖も本文に關係なき所謂『埋草』的のものが無く、悉くが皆學習者の血となり肉となるもののみを編纂されてあります。その内容については別紙内容分類表によりて、其特長を御認めあらんことを偏に御願する次第であります。

昭和十年一月

北星堂編輯所

北星堂發行
The Meridian Readers
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(I, II, III, IV, V 各ノ題語數字ハ巻數ヲ示シ、
1, 2, 3 各ノ部ノ部別數字ハ部數ヲ示ス)

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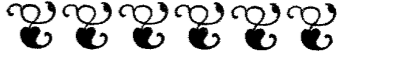
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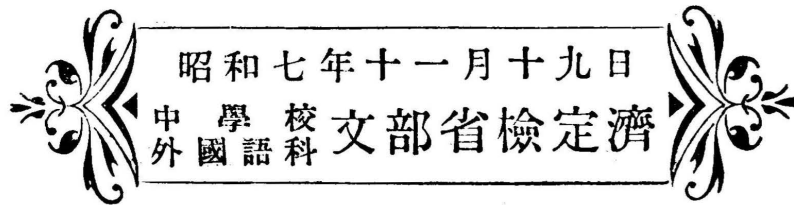
The
MERIDIAN
READERS

BY
Buhachiro Mitsui

PROFESSOR OF ENGLISH IN THE YOKOHAMA COLLEGE
OF COMMERCE

BOOK ONE

定價七十二錢



THE HOKUSEIDO PRESS
TOKYO, JAPAN

PREFACE

This series of Readers has been compiled with the object of making English teaching interesting as well as effective.

The material included is a new, first-hand selection, closely adapted to the requirements of students of the present progressive age. It gives a comprehensive survey of the principal events of practical life vividly described in the standard English of to-day. Specimens of English literature, especially poetry, are inserted here and there to awaken a love for the beautiful in thought and language.

One methodical plan pervades the whole series, there being a close interrelation among the five volumes. Nevertheless, the lessons are so arranged that each volume may be treated as a complete unit in itself. A glance at the table of Contents will show the extensive range of subjects dealt with.

BUHACHIRO MITSUI.

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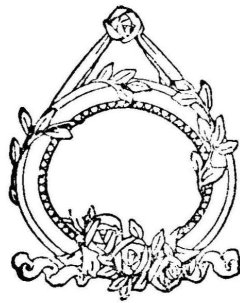
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Rōmaji.



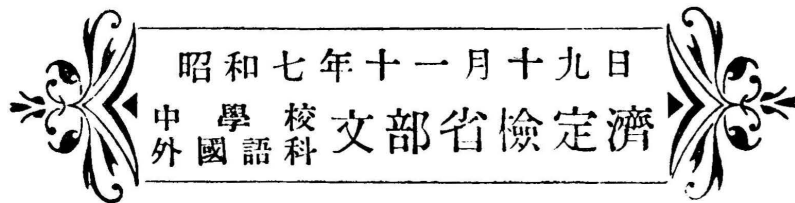
The
MERIDIAN
READERS

BY
Buhachiro Mitsui

PROFESSOR OF ENGLISH IN THE YOKOHAMA COLLEGE
OF COMMERCE

BOOK TWO

定價八十錢



THE HOKUSEIDO PRESS
TOKYO, JAPAN

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BOOK TWO

LESSON ONE

London.



The Houses of Parliament

London is the capital of the whole British Empire.

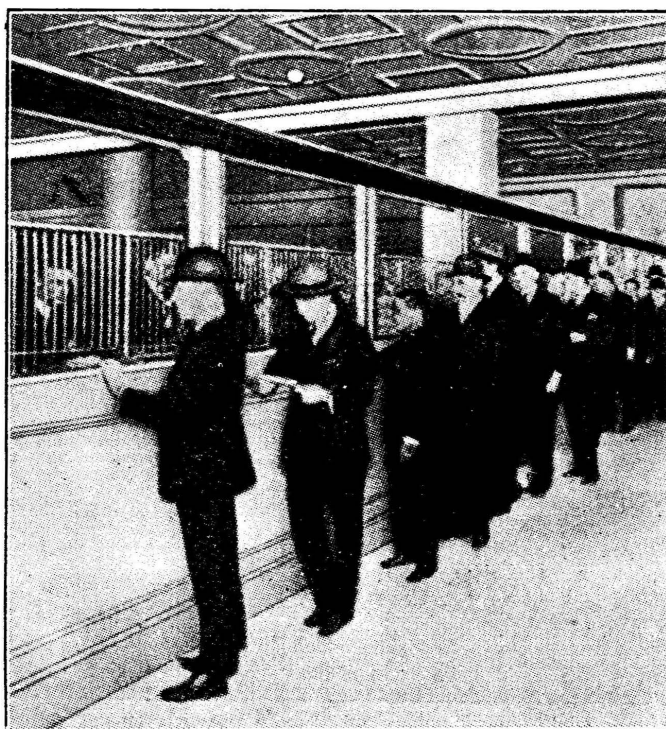
It is the centre of the world's finance and commerce; and ships, loaded with the

London [lándən] capital [kæpɪtl] whole [houl] British [brɪtɪʃ]
empire [émpaɪə] centre [séntə] world [wɜːld] finance [finæns]
commerce [kóməs] load [loud]

LESSON EIGHTY-TWO

At the Bank.

On the main street of a city are many large buildings. This is a picture of a bank in America. It is a large, high building. It is very costly. It is built of granite.



I have a savings account at the bank. Each week

I save \$5.00 and put it in the bank. I have a bank book in which the man at the bank writes down every dollar I deposit with him.

When I go to the bank to make my

bank [bæŋk] costly [kɔːstli, kɒstli] granite [grænit] savings [sɛivɪŋz]
account [əkaʊnt]

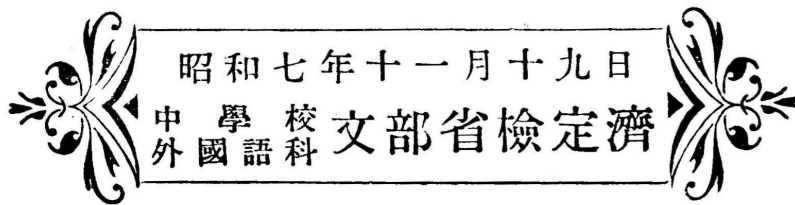
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BOOK THREE

LESSON ONE

Spring.



Spring is the season following Winter and preceding Summer.

According to the Almanac, it begins in countries north of the Equator on the 21st of March. This is the time of the Equinox, when the sun is exactly overhead at the Equator, and the days and nights are of equal length. The sun rises in the morning and sets in the evening at the same time.

According to Nature, Spring begins some six weeks before the Equinox and continues some six weeks after it, and the 21st of

precede [pri(:)sí:d]

equator [ikwéitə]

according [ə'kɔ:diŋ]

equinox [í:kwinɔks]

continue [kəntínju:]

almanac [s:lmənæk]

overhead [óuvə'héd]

LESSON FORTY-TWO

Fuji-no-Yama.



The most beautiful sight in Japan, and certainly one of the most beautiful in the world, is the distant apparition of Fuji on cloudless days,—more especially days of spring and autumn, when the greater part of the peak is covered with late or early snows.

You can seldom distinguish the snowless base, which remains the same colour as the sky: you perceive only the white cone

apparition [æpə'riʃən] distinguish [distɪŋgwɪʃ] perceive [pə'si:v, pə:'si:v]
cone [koun]

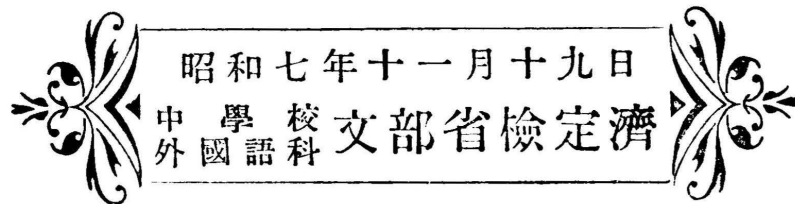
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BOOK FOUR

LESSON ONE

The Progress of Natural Science in Modern Times.

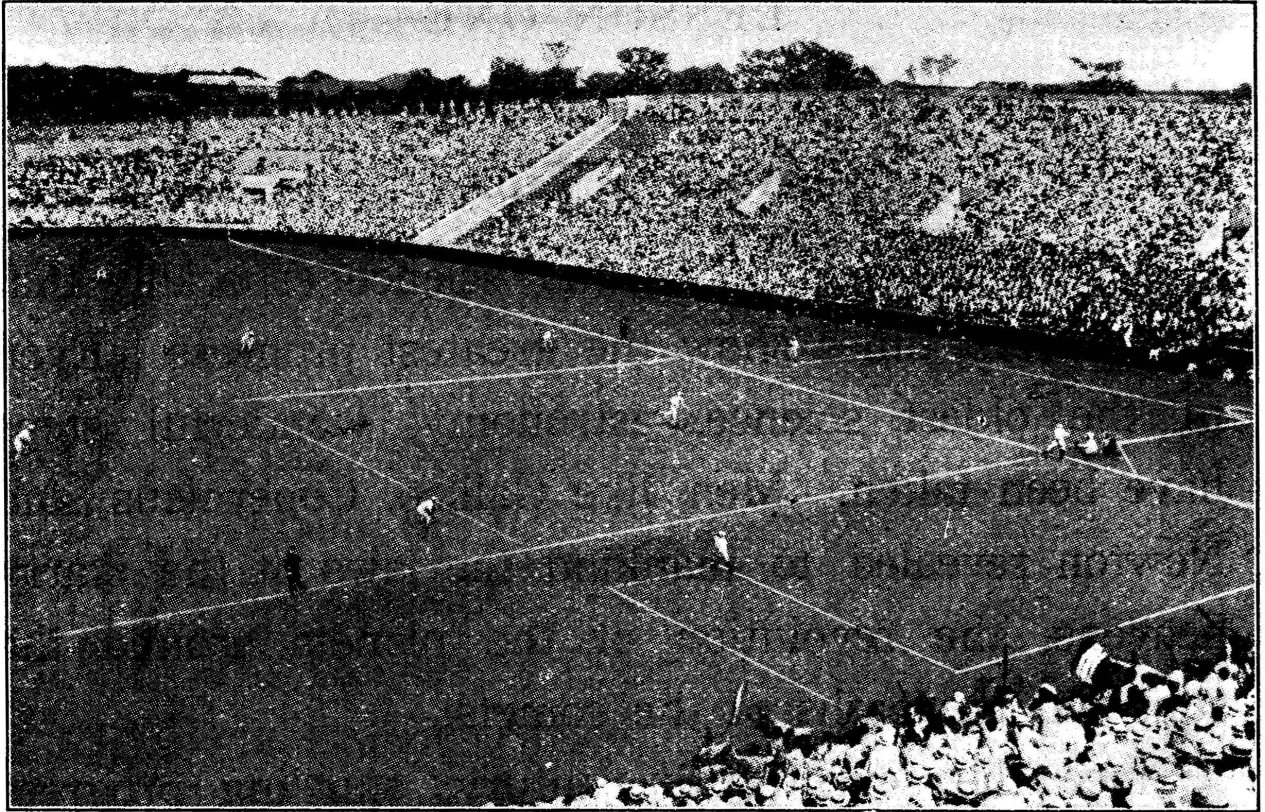
It is in the field of natural science especially that the modern times show the greatest progress. Even in the oldest science, astronomy, wonderful steps have been taken. Men like Galileo, Copernicus, and Newton revealed to mankind the laws of the starry heavens, the revolution of the planets around the sun, and the paths of the comets.

Since the seventeenth century, startling progress has been made in every field of medicine. William Harvey, in 1628, published his great book showing the working of the human heart and the circulation of the blood through the body. Diseases which were once thought hopeless can now be cured. Because of the invention in the nineteenth century of anaesthetics, or drugs that destroy pain, the surgeon can perform delicate operations without torturing his patient. Such scourges as smallpox and yellow fever

astronomy [əstrónəmi] Galileo [gælilíou, gælilí:ou]
Copernicus [kopé:níkəs] Harvey [há:vi] anaesthetic [æni:sθétik]
scourge [skə:dʒ]

LESSON SIX

Baseball.



The Theory of Baseball.— A space of ground being marked out on a level field in the form of a diamond, with equal sides, bases are placed on the four corners thereof. The contestants include nine players on each side—one side takes the field and the other goes to the bat. When the field side take their positions, the pitcher delivers the ball to the batsman, who endeavours to send it out of the reach of the fielders, and far enough out on the field to enable him to run round the bases, and if he reaches

theory [θiəri] deliver [dilivə] endeavour [indəvə] enable [inéibl]

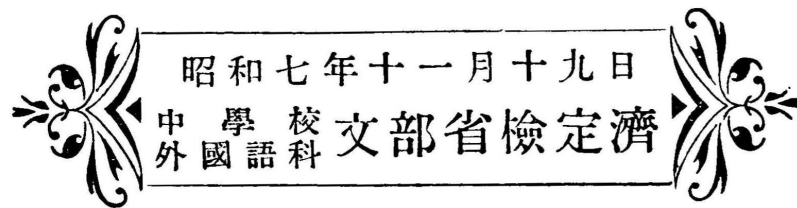
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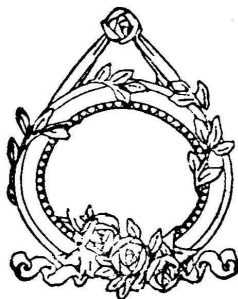
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BOOK FIVE

LESSON ONE

Literature and Its Growth.

There are few things that a nation prizes so much, or that are of so much importance in a nation's history, as its literature. There are several reasons for this. In the first place, it is the literature of a country which expresses that curious thing called "personality" that every country, like every man or woman, possesses. Just as people who may be "as like as two peas" to look at, who may even be twins, are somehow or other different, so there is something different—quite apart from languages or money or customs—about different countries. This difference we call "personality," and it is expressed in a national literature.

A second reason is that this literature is the work of a country's own men and women and something to be proud of.

Perhaps the chief reason of all is that, more than anything else, language and literature represent the ordinary people and their everyday life. We do not talk in music—we use language; and when we wish

personality [pə:sənə'li:ti]

language [læŋgwɪdʒ]

ordinary [ɔ:'dnri]

LESSON FIFTY-SIX

The Unity of the Modern World.

Among primitive savages the most terrible and cruel deeds were done in wars; prisoners were either killed or enslaved. In times of peace there was little or no travel and trade among the tribes. After great nations sprang up, commerce among them became common, but wars were frequent and each one looked on hatred for all other nations as quite natural.

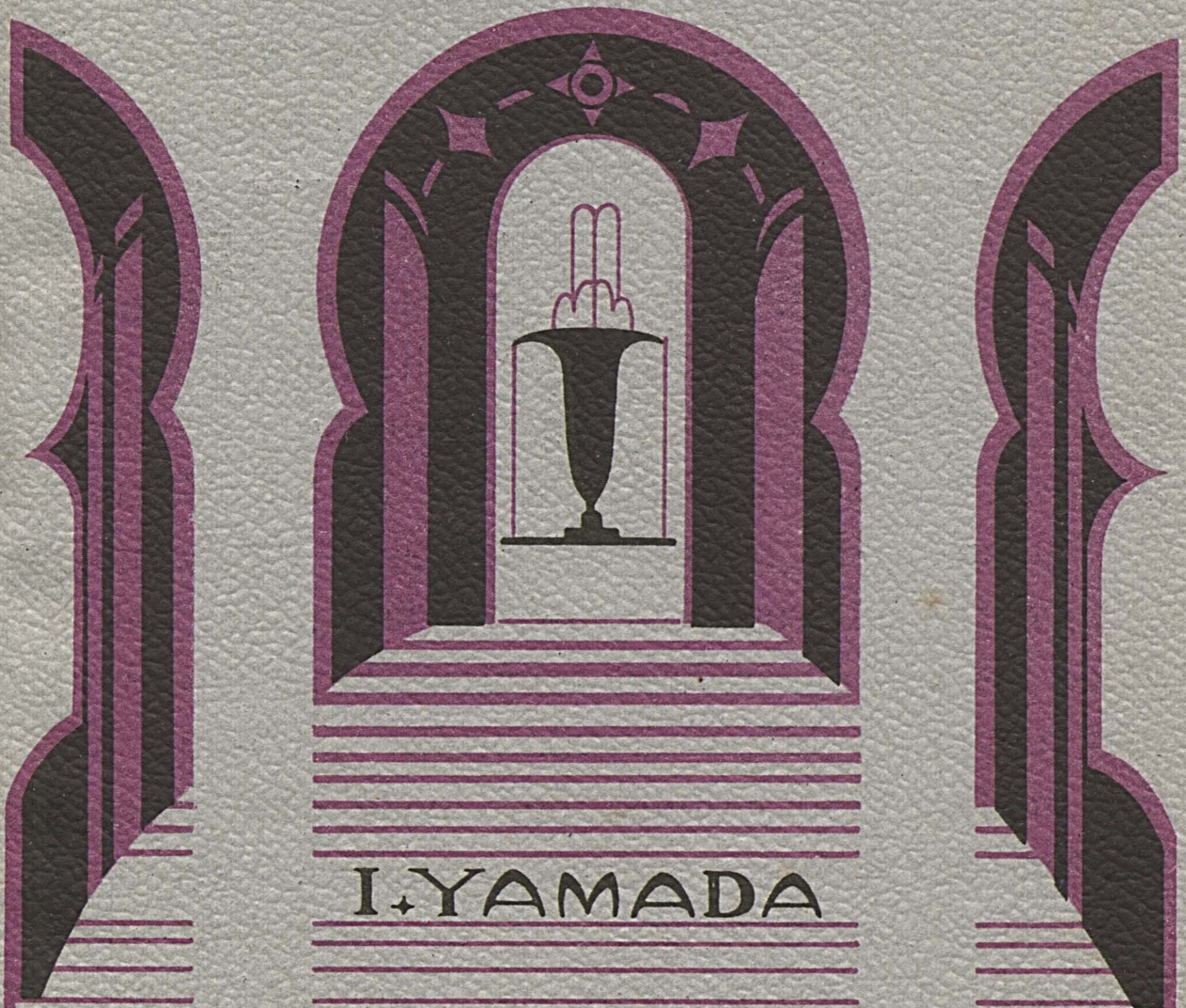
Slowly, however, there grew up through the centuries the belief that nations should treat one another according to certain rules of right and justice. In 1625, a Dutch writer, Hugo Grotius, published a book on war and peace in which he fully discussed the subject. His book may be called the beginning of modern “international law,” or law among nations. Since his day, all civilized countries have agreed that they ought to follow certain rules in dealing with one another. Sometimes they made such rules by written agreements among themselves, known as treaties. Then there grew up the idea that all the dealings of nations with one another could be governed by rules of law. This led naturally to the thought that finally all disputes among nations could

enslave [insléiv]

hatred [héitrid]
Grotius [gróufəs]

Hugo [hjú:gou]

ENGLISH GRAMMAR



I. YAMADA

Revised Edition

THE

HOKUSHIDO

PRESS

教へ易く學び易く

最も要領を得たる理想的英文法

學習院教授

山田巖著

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(改訂版)

三、四兩學年用全一冊

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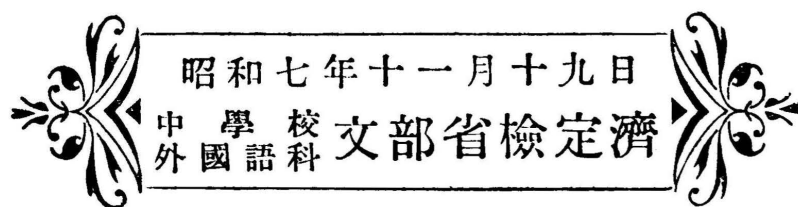
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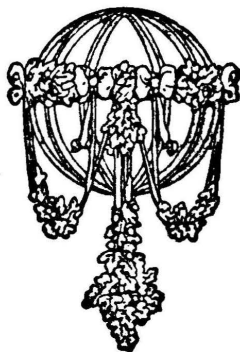
PROFESSOR OF ENGLISH IN THE PEERS' SCHOOL



Revised Edition

三、四兩學年用 (全一冊)

定價六十錢



The Hokuseido Press

Kanda, Tokyo

は し が き

英文法教科書には二冊ものが多い様ですが、第一巻で基礎的知識を授け、第二巻では其の程度を高めると云ふことは理想的な遣方の様には思はれますけれども、時間が不経済な上に思つた程の効果も擧げられない様ですから、三四兩學年用として此の一冊ものを編纂しました。

煩瑣な分類やあまり必要のない規則、術話などは出来るだけ省き、只管教へ易く學び易い様な順序を採りました。

中學卒業生の理解力や發表力が不十分なのは主として文の構造に關する知識の不足に起因するものと思はれますから、此の方面に特に意を用ひました。

構文を知るには文の解剖は極めて必要な事であると思ひますが、從來の解剖の仕方は非常に繁雜で、あまり實用的だとは申しかねますので、本書では一つ新しい方法を試みました。これならば長い複雑な文章でも構文が明瞭に分る様に解剖することが出来るかと自惚れて居ます。

此の度版を新にし、同時に改訂と増補を施しました。

昭和七年七月

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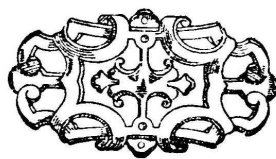
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{	He took my place <i>while</i> I was ill.	[Conj.]
{	He took my place <i>during</i> my illness.	[Prep.]
{	He lost his mother <i>when</i> he was a child.	[Conj.]
{	He lost his mother <i>in</i> his childhood.	[Prep.]
{	They came, <i>though</i> it rained heavily.	[Conj.]
{	They came <i>in spite of</i> the heavy rain.	[Prep.]

18. “Oh!,” “Bravo!” などの如く感情を表す聲を **Interjection** (間投詞) と云ふ。他の語に何等文法上の関係もなく文中に挿入される語であるから斯ういふ名がついて居る。

Help arrived, *alas!* too late.

Oh! you are going?

Ah, how I miss you!

H'm! That's not exactly our reason.

Good-bye, Annie.

Bang! went the rifle.

Come! Shake hands.

Well, perhaps you are right.

What is twice two?—*Why,* four.

19. 英語の Word を其の役目によつて分類すれば Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, 及び Interjection の八種となる。

となく、唯序を以て或事柄を言添へたのに過ぎない、従つて其の Relative を接續詞と代名詞又は副詞とに書きかへる事も出来る。此の場合には Relative の前に Comma を打つ。

“That” には追叙用法はない。

We have three cats, *two of which* (= *and two of them*) are black.

{ I will employ a man *who* can speak English.

{ I will employ John, *who* (=for he) can speak English.

{ I met the man *who* had told me the news.

{ I met Thomas, *who* (=and he) told me the news.

{ I hastened to the place *where* he was confined.

{ He went to London, *where* he stayed for a week.

{ I don't know the exact time *when* it happened.

{ He stayed there for a week, *when* he was called back.

{ *When* I was about to start, it began to rain.

{ I was about to start, *when* it began to rain.

53. “What” = Antecedent + Relative Pronoun.

“What” にて始まる文節は悉く Noun Clause である。

This is *what* (=the thing which) I want.

I will do *what* (=anything that) I can for you.

He has made me *what* I am.

He is *what you call* a gentleman.

10. A broad river, the name of which I have forgotten, forms the northern boundary of the province.

b) 英譯せよ。

- | | |
|---------------|-----------------|
| 1. 入口に立つて居る人。 | 2. 野球をして居る男の子。 |
| 3. 東京を貫流する川。 | 4. 靴を造る人。 |
| 5. 僕の讀んで居る本。 | 6. 僕に會ひに來た女。 |
| 7. 昨日僕が見た男。 | 8. 僕等の住む地球。 |
| 9. 僕等の行く學校。 | 10. 彼の腰掛けて居る椅子。 |
| 11. 兩親の死んだ子。 | 12. 繪をかいて居る娘。 |
13. 入口に立つて居る紳士は僕等の英語の先生です。
14. テニスをして居る女の子は誰ですか。
15. 東京を貫流する川は隅田川と呼ばれる。
16. Dressmaker は女の着物¹を作る女である。
17. 私の讀んで居る雑誌は大層面白い。
18. 私が面會にいつた方は不在でした。
19. 昨日僕の逢つた外國人は日本語を上手に話した。
20. 吾々の住む地球は太陽よりも小さい。
21. 私共の行く學校は小山の上にある。
22. 君の腰掛けて居なさる椅子は毀れて居る。
23. 兩親の死んだ子は孤兒²と呼ばれる。
24. 庭で繪をかいて居る女の子は私の妹です。
25. Shakespeare の生れた家は Stratford-on-Avon にある。

1. dresses.

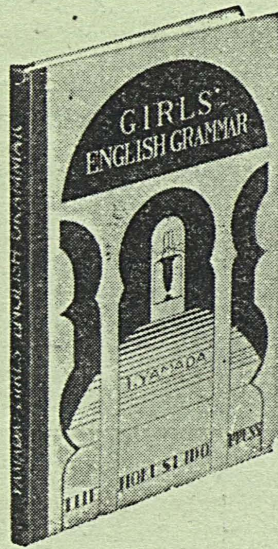
2. orphan.

11. Harry and his father then went to a place where people were standing or walking about, waiting for the train.
12. As Harry was looking about him, he saw a room which seemed to be full of bags, boxes, and bundles.
13. These boxes and bags are the luggage of people who have come by the train, and who have left it here till they want it again.
14. He did it better than I.
15. It is wrong to tell a lie.
16. Had she a child, she would be happy.



1. Father was reading a letter.
 ↳his ↳when Harry came down
 ↳to breakfast
2. I am going.
 ↳to the station
 ↳to meet uncle
 ↳your
 ↳one morning
3. Would you like to come?
 ↳with me
4. ((Harry)) [you] come on.
5. { He had heard } { father }
 ↳often { and } ↳his } speak
 ↳but { mother } ↳about the { trains }
 ↳he had seen them. } { and }
 ↳never } { engines }

高評第一位の女學校用 英文法教科書



本書は絶対他の追隨を
許さぬ最も良き女學校
用の英文典教科書であ
ります。教へる先生も學
ぶ生徒にも眞に理想的
の教科書であります。

御存じですか？

學習院教授山田巖先生の英文法は世に定評あることは申すまでもありません。本書は先生が女學校用として教へ易く學び易く編纂されたものでありまして、其内容は勿論、從來類書に見ない立派な装釘で、數ある女子用英文法教科書中の王者と稱せられて居る良書であります。而かも三、四兩學年間で定價は僅々四十五錢であります。

學習院教授 山田巖先生著

Girls' English Grammar

(電略) ガルグ

昭和七年十一月十日

高等女學校 外國語科 文部省檢定済

三、四兩學年用全一冊

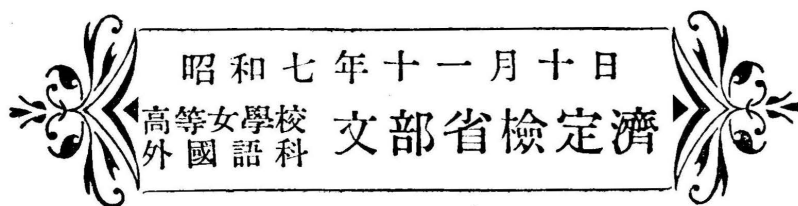
定價四十五錢

上製美本金文字入印刷美麗

GIRLS' ENGLISH GRAMMAR

BY
IWAO YAMADA

PROFESSOR OF ENGLISH IN THE PEERS' SCHOOL



定價四十五錢 兩學年用
全一冊



The Hokuseido Press
Kanda, Tokyo

は し が き

煩瑣な分類やあまり必要のない規則、術語などは出来るだけ省きました。所々に分類表が掲げてありますが、これはもつと程度の高い文法書に移る場合の参考にもなるかと思つて挿入しました。

品詞の異つた語でも同時に學んだ方が便利な場合には之を一括して相互の關係を明かにし、時間と勞力の節約をはかりました。

昭和七年六月

著者識す

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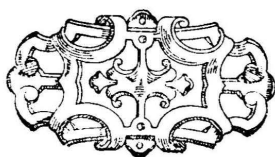
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Let me know the day *when* (=on which) he will come.

The reason *why* (=for which) I say so is plain.

{	This is the place <i>where</i> I was born. [Adj. Cl.]
	This is <i>where</i> I was born. [N. Cl.]
	Put it <i>where</i> you found it. [Adv. Cl.]

49. 上述の如く Adjective の働をなす従文節は先行語の意味を限定するもので、其の文節があつてはじめて其の先行語の何ものかが明かに分る。**Relative** (關係詞) の斯くの如き用法を**限定用法**と云ふ。此の場合 Relative は二つの文節を連結する接續詞の働と代名詞又は副詞の働とを一語に兼ねたものではあるが、さりとして之を二語に書き直すことは出来ない。

50. Relative には又**追叙用法**と名づくる今一つの用法がある。此の場合 Relative 以下の文節は先行語の意味を限定することなく、唯序を以て或事柄を言添へたのに過ぎない、従つて其の Relative を接續詞と代名詞又は副詞とに書きかへる事も出来る。此の場合には Relative の前に Comma を打つ。“That” には追叙用法はない。

We have three cats, *two of which* (=and two of them) are black.

EXERCISE

英譯せよ。

1. 入口に立つて居る人。
2. 野球をして居る男の子。
3. 東京を貫流する川。
4. 靴を造る人。
5. 私の讀んで居る本。
6. 私の面會した女。
7. 昨日私が見た男。
8. 私共の住む地球。
9. 私共の行く學校。
10. 彼の腰掛けて居る椅子。
11. 兩親の死んだ子。
12. 繪をかいて居る娘。
13. 入口に立つて居る婦人は私共の英語の先生です。
14. テニスをして居る女の子は誰ですか。
15. 東京を貫流する川は隅田川と呼ばれる。
16. Dressmaker は女の着物¹を作る女である。
17. 私の讀んで居る雑誌は大層面白い。
18. 私が面會にいつた方は不在でした。
19. 昨日私達が逢つた外國人は日本語を上手に話しました。
20. 吾々の住む地球は太陽よりも小さい。
21. 私共の行く學校は小山の上にある。
22. 貴女の腰掛けて居なされる椅子は毀れて居る。
23. 兩親の死んだ子は孤兒²と呼ばれる。
24. 庭で繪をかいて居る女の子は私の妹です。

1. dresses.

2. orphan.

- George V. = George the Fifth.
- July 22(nd) = $\begin{cases} \text{July (the) twenty-second.} \\ \text{the twenty-second of July.} \end{cases}$
- 1903 = nineteen hundred and three.
- 1933 = nineteen thirty-three.
- 1 時 30 分 = half past one; one thirty.
- 1 時 45 分 = a quarter to two; one forty-five.
- The 3.10 p.m. train = the three ten p.m.* train.
- 28° C. = twenty-eight degrees centigrade.
- Telephone: Mayfair 2055
= Mayfair two O† double five.
- $\frac{1}{2}$ = one-half. $\frac{2}{3}$ = two-thirds.
- $\frac{1}{4}$ = a quarter. $2\frac{7}{8}$ = two and seven-eighths.
- $\frac{72}{96}$ = seventy-two *over* ninety-six.

59. 倍數。

I had to pay *double the* usual postage.

She has *twice as* many books *as* I.

I am *four times as* old *as* that child.

This book is *half as* heavy *as* the other.

* [pi: em]

† [ou]

December is *the last* month.

He went to Kobe *last* month.

He is coming to town *next* Monday, and will leave for Sendai *the next* Monday.

The *next* town is Smithfield, and the *nearest* way to it is by Danbury.

Kyoto is *farther* from here than Nagoya.

He went no *farther*.

64. 程度の劣ることを示す場合には語の音節数に關係なく其の前に “less,” “least” を置く。

{ Tom is *cleverer* than James.
 { James is *less* clever than Tom.
 (=James is *not so* clever as Tom.)

Dick is *the least* clever of them all.

65. 最上級には “the” を付ける。

例外:—

- a) “Most” が “very” 又は「大抵の」の意味の時には “the” は附けない。

This is a *most* amusing book.

He has been *most* rude.

Most people say so.

- b) 最上級が Predicate に在つて其の次に名詞の來ない時、及び副詞の場合には “the” を省くことが度々ある。

The river is *deepest* a few miles below the town.

He writes *best* when using a J-nib.

{ I gave him a book.
 { I gave a book *to* him.
 { He made the boy a kite.
 { He made a kite *for* the boy.

例外:—

He gave *it* (to) me.

IV. ハ	アル デ
 ハ	ナル ト

She *is* an idle girl.
 He *became* rich.

此の構文の動詞は Subject と其の説明語とを結合するもので、其の代表語は “be” と “become” である。此の説明語は名詞、形容詞又は其の働をなす語句で、之を **Complement** (補語) と云ふ。此の構文に於ては Complement なくしては陳述が完全にならぬ。

a) The rose *smells* sweet. It *tastes* bitter.
 He *stood* silent. The book *lies* open.

この “smells,” “tastes,” “stood,” 及び “lies” は “is” や “was” に代つた語だと見做すことが出来る。

Complement [kómplimənt]

{ *Half* of them **are** rotten.
 { *Half* of it **is** rotten.

{ The *number* of prisoners **was** about six hundred.
 { A *number* of ladies **were** present.

{ The *audience* **was** not large.
 { The *audience* **were** greatly pleased.

{ *Many* hands **make** light work.
 { *Many a* boy **has** made the same mistake.

{ *Every* one of them **knows** it.
 { *All* of them **know** it.

{ *We* **have** two votes each.
 { *Each* of us **has** two votes.

Either Tom *or* I **am** wrong.

Neither you *nor* he **is** wrong.

Not only he *but also* I **am** invited.

He as well as I **is** going.

You who are her brother ought to know it.

It is **I that am** in the right.

EXERCISE

“Am,” “are,” “is,” “have” 又は “has” を挿入せよ。

1. Either he — going or I —.
2. Half the sheep — missing.
3. Mathematics — my most difficult study.
4. He is one of those men who — always out of work.

Will you copy it for me?

Certainly.

I am sorry I cannot.

Won't you go out for a walk?

With great pleasure.

Which *will you* take?

I will take this one.

c) 第二人称の指圖を仰ぐ場合。

Shall I?	_____	命 令
(= Do you want me to ... ?)		
Shall he?	_____	Let him
(= Do you want him to ... ?)		

What *shall I* do now?

Do my room, please.

When *shall she* call on you?

Let her come this evening.

91. 未來の時及び無意志條件を表す従文節が Adverb の働をなす場合には Present Tense を用ひる。

I will tell him so *when he comes*.

It will not be long *before he gets well*.

Wait *till I come back*.

I will come and help you *as soon as I am ready*.

Will he be in time *if he goes now*?

- c) 動詞の Tense は Sequence of Tenses の法則に従ふ。
- d) 形容詞、代名詞、副詞も時と場所の移動により其の場合々々を考へて變へて行かなければならぬ。

He said to me, "I will tell you to-morrow."

(其の日の中に傳達するならば)

He said *that he would tell me to-morrow.*

(翌日に傳達するならば)

He said *that he would tell me to-day.*

(後日之を傳達するならば)

He said *that he would tell me the next day.*

She said, "I live in this village."

(其の場所で傳達するならば)

She said *she lived in this village.*

(違つた場所で傳達するならば)

She said *she lived in that village.*

時も場所も移動した場合には

this	は	that	now	は	then
here	は	there	ago	は	before
to-day	は	that day			
to-morrow	は	the next day; the following day			
yesterday	は	the previous day; the day before			

に變る。

AN
ENGLISH
GRAMMAR
AND
COMPOSITION

BY
T. YAMAZAKI



VOL. I

HOKUSEIDO

山崎貞先生著

イングリッシュ

グラマァンドコンポジション

1 卷 (196 頁)

2 卷 (192 頁)

昭和四年三月九日

文部省検定済

1 卷 定價六十錢

2 卷 定價六十錢

中等學校多年の期待が本書
によつて愈々實現されま
したば、該文法書御満足
を御得られ、信じてま
す。

An English Grammar and Composition 編纂の趣意

本書二卷は、中學校第三第四兩學年に於いて、英文法と英作文とを併せ教授する目的を以て編纂したものであります。一學年の授業日數を二百日（約三十三週）と見て、一週二時間を以て教授し得る見込であります。文法は、學生が自ら豫習し得る程度を標準とし、稍詳しく説明して置きましたから、平均一時間三頁の授業は困難であるまいと思ひます。

従來の英文法教科書は、品詞論が大部分を占め、構文論は幾分閑却されて居るかの様に見受けられます。本書は少しく趣を異にし、構文論に重きを置き、そして第一卷をば専ら Simple Sentence の練習に充て、第二卷に於いて Complex Sentence, Compound Sentence を研究するといふ方針により、品詞論もそれに適當する様兩卷に按排しました。

即ち、まづ第一卷前半に於いて Simple Sentence の五種の形式を例示し、ついで動詞の活用を教へ、猶 Tense の大略、否定文疑問文に於ける Word Order 等を説き、又各種疑問詞に論及して、作文練習の根柢を固め、後半に於いて人稱代名詞、名詞、形容詞、冠詞、副詞の用法を述べました。

第二卷に入つて、Complex Sentence, Compound Sentence の要素たる各種の Clause を説き、その構成

に必要な接續詞, 關係代名詞, 關係形容詞, 關係副詞を論じ, ついで Tenses Mood, Sequence of Tense を詳説し, 猶 Infinitive, Gerund, Participle に及び, 最後に前置詞の用法を附加へました。

第二卷の卷頭に於いて, 第一卷に説いた Simple Sentence の構文論を總括略叙して置きましたから, 第二卷だけを纏まつた構文論と見る事が出来ます。従つて, 學校の狀況により第二卷だけを教授せらるゝも差支ないと信じます。

作文の練習としては, 兩卷を通じて 800 餘の和文英譯例題を各處に挿入しました。これ等の例題は, 其時々修得したる文法上の知識を直ちに應用する範圍に止めた結果, 何れも比較的短文であります。短文を正確に書き得る様訓練する事は, 英作文の基礎を築くといふ點から見て, 漫然多岐に亘る長文を練習せしむるよりも, 却て必要適切な事であると信ずるのであります。

本書編纂に際し, 中等教育に經驗ある諸家の意見を参考しましたが, 猶實際教授に當り不備不便の點に心づかれた方々より, 御示教を吝まれざらん事を切望致します。

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第二章 文の形式

自動詞と他動詞

8. 動詞を大別して次の二種とする。

(i) Subject 自身の動作, 状態, 性質等を述べるに止まる動詞を**自動詞** (Intransitive Verb) といふ。

Swallows **fly** very fast.

They **are** birds of passage.

(ii) Subject から他に及ぼす動作を表はす動詞を**他動詞** (Transitive Verb) といふ。他動詞の動作を受けるものを表はす名詞 (或は其代用) を**客語** (Object) といふ。

Don't **strike** the dog.

It will **bite** you.

〔注意〕 形式上からいへば、客語を有せざるものを自動詞といひ、客語を有するものを他動詞といふ。

完全自動詞——文の第一形式

9. 主語と動詞だけで文の意義の完結する場合の自動詞を**完全自動詞** (Complete Intransitive

Verb) といふ。完全自動詞による文は、邦語の『...は...する』、『...が...する』など、同じ語順 (Word Order) を取る。これを文の第一形式と名づける。

主 語	動 詞
..... は (が) する

Farmer Brown **lives** in the country.

He **works** very hard.

Every morning he **rises** with the sun.

不完自動詞——文の第二形式

10. 主語と動詞だけでは纏まつた意義をなさず、別に名詞形容詞等を補つて初めて文の意義完結する場合の自動詞を不完自動詞 (Incomplete Intransitive Verb) といひ、意味を完結せしむる爲に補ふ語を補語 (Complement) といふ。

不完自動詞の主なるものは **be**, **become** の二つで、邦語の『... は ... である』、『... が ... となる』などに當り、次の如き語順を取る。これを文の第二形式と名づける。

文 の 解 剖

14. 主語, 述動詞, 補語, 客語は文の構成上必要缺くべからざるものであるから, これを文の**主要成分** (Essential Element) といひ, 之に對し, 主語, 述動詞, 補語, 客語に**附屬の語句**を**修飾成分** (Modifier) といふ。

文の組織を分解して, 先づ主部 述部に分ち, 其中から主要成分たる主語, 述動詞, 客語, 補語を拾ひ出し, 猶修飾成分たる形容詞副詞等がそれぞれ文中何れの語に屬するかを考へて見るのを文の**解剖** (Analysis) といふ。

〔注意〕 次に各種形式の文の解剖例を示す。黒字は主要成分を示し, — は所屬關係を示す。合成動詞, 形容句, 副詞句等は單語に分解しないで其儘に扱ふ事にする。

(i) 第一形式の文 (cf. § 9):—

主 部	述 部
Brown —Farmer	lives —in the country
He	works —hard —very
he	rises —Every morning —with the sun

TRANSLATION

1. 僕はのどがかわいた。水を一杯持つて来てくれ。
2. 僕等は疲勞を感じたから、樹蔭で¹休んだ。
3. 父が僕に銀時計を買つてくれた。
4. 父は時計を二つ買つて、一つ僕にくれた。
5. 何かおもしろい話をして下さい。
6. 箱をあけて見たら空²だつた。
7. 世間では³僕を金持と思つて居る。
8. 僕等は彼を會長⁴に選舉した。
9. 君は大層顔色が悪い⁵; 病氣か。
10. 彼女はその知らせを聞いて青く⁵なつた。
11. 彼は僕を怒つて居る; 彼は些細の事に⁶怒る。
12. 彼は僕の事を嘔吐きだといつた⁷。
13. 朝東京を立つて夕方仙臺についた。
14. 彼は貧家に生れた⁸が、金をためて 死んだ。
15. 彼は若死をした。

1. under the shade of
a tree.

2. empty.

3. people.

4. chairman.

5. pale.

6. at trifles.

7. to call.

8. was born.

9. rich.

昭和四年三月九日
中學校 文部省檢定濟
外國語科

AN
ENGLISH GRAMMAR
AND
COMPOSITION

VOLUME II.

BY
T. YAMAZAKI

HOKUSEIDO

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16. **What** はそれ自身先行詞を兼ねて, *that* (*or those*) *which*, *the thing (or things) which*, 或は *all that* などの意に用ひられる。従つて *what* に率ゐられる *Clause* は一種の *Noun Clause* である。

What followed was surprising.

Do you understand **what** I say?

What I have written, I have written.

He saves **what** (= *all that*) he earns.

You have made me **what** I am.

She is **what** you call (*or what is called*) a
“modern girl.”

Reading is to the mind **what** food is to
the body.

〔注意〕 (a) **What** の率ゐる *Noun Clause* の *Apposition* として *that* を用ひる事がある。

What I have promised, **that** I will perform.

(b) **What** が疑問代名詞であるか, 關係代名詞であるか, 一寸判別し難き場合がある。

{	What have you bought?	(疑問詞)
	Tell me what you have bought.	(附屬疑問詞)
	Show me what you have bought.	(關係代名詞)

17. **What** は Relative Adjective としても用ひられ、又往々 *few*, *little* などを伴ふ。

I gave him **what** (**little**) money I had about me.

I will give you **what** help is possible.

I have sold **what** (**few**) things I had.

18. **As** は本来接續詞であるが、次の三つの場合に關係代名詞として用ひられる。

(i) 前に **as** ある場合：—

He is *as* brave a soldier **as** ever shouldered a rifle.

As many children **as** came were given some cake.

(ii) 前に **such** ある場合：—

Do not trust *such* people **as** praise you to your face.

Such of you **as** have finished may go out.

Such **as** have plenty will never want for friends.

He does not possess *such* courage **as** is necessary to a soldier.

earth, Horatio, **Than** are dreamed of in your philosophy.—*Shakespeare*.

20. **But** は否定を伴った先行詞を受けて, **that** ... **not** の意の関係代名詞として用ひられる.

There is no rule **but** has exceptions.

[There is] no man **but** errs.

〔注意〕 次の構文に於ける **but** は関係代名詞ではない, 打消を兼ねた接續詞である.

No one is so old **but** he may learn.

Nothing is so hard **but** it becomes easy by practice.

EXERCISE

次の文中の関係代名詞を指摘し, その用法を説明せよ.

1. He has sacrificed what little health he had for a college course.
2. The great scholars of the 16th and 17th centuries had not so many books as we have, but what they had they made a grand use of.
3. No beast so fierce but has some touch of pity.
4. What the lion is among beasts, that is the eagle among birds.
5. Habits are easily formed—especially such as are bad.

關係代名詞の二用法

21. 關係代名詞には二つの異つた用法がある。

(i) **Restrictive Use** (限定的用法):—先行詞を限定する **Adjective Clause** を率ゐるもの。

(ii) **Continuative Use** (追叙的用法):—先行詞を限定するのではなく、單にそれに就いて附隨的の事柄を追叙する **Co-ordinate Clause** を率ゐるもの。

〔注意〕 (a) **Continuative Use** を有するは **who, which** の二で、**that** は **Restrictive** にのみ用ひられる。Continuative Use の關係代名詞の前は必ず **Comma** で仕切る。

(b) **Restrictive Use** の **Clause** は絶對的必要のもので、それを取り除けば原文のいはんと欲する意味が十分に表はれぬ。然るに **Continuative Use** の **Clause** はそれを取り除いても原文の要點だけは完全である。

- { I want a man **who** understands English.
I will engage him, **who** understands English.
This is the boy **whom** I met the other day.
I met a boy, **whom** I employed as my guide.
An orphan is a child **whose** parents are dead.
Cousin Frank, **whose** parents are dead, lives with us.

CHOSEN ESSAYS

CIVIC, MORAL & SCIENTIFIC

SABURO INABA



HOKUSEIDO

受験準備補習教科書の權威!

CHOSEN ESSAYS

CIVIC, MORAL, & SCIENTIFIC

學院教授 稻葉三郎先生新著

美本 定價 52 錢

昭和十年八月二日 文部省檢定済
中學校 外國語科

1. 本論文選集は主として中等諸學校上級用及び補習科用として編纂したもので**受験用實力養成の教科書**として極めて好適なものであります。
2. 内容は既に定評ある堅實穩健な思想物を選び行文の平易明確なものを採り**公民道德一般道德**及び**科學**に關する材料を根幹とし、これに隨筆物を加味し的確な讀書力の涵養を主眼とし、且つ文科理科兩方面の志望者の要求に對して遺憾なき事を期して居ります。
3. 各章の終りには「**プログレス テスツ**」の項を設け本文中の重要な熟語慣用句等の應用として、各高等學校專門學校の最近入試問題を課し實地の練習に備へてをります。又卷末「**カレント トピックス**」の項には**時事問題五十題**を掲げ最近入試問題の動向を理解する一助として置きました。
4. 本書は大體**一週二時間宛**を以て一年間に讀了するのを目標としてをりますがその材料の取捨選擇其他一般本書の取扱方は一つに教授者各位の賢明なる裁斷に委する次第であります。
5. 本文中特に難解の箇所及び固有名詞には卷末に**簡単な註解**を加へ、教授上又學習上の便に資しました。

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CHOSEN ESSAYS

CIVIC, MORAL, & SCIENTIFIC



CHAPTER I

What is a Citizen?

I

THE Great War brought with it many sad things, but also some that were happy, and one of the happiest of all was this—that every soldier realized how dear to him was his native village, or town, or city.

“Where do you hail from?” That was one of the commonest questions a soldier was asked when he entered a new mess or billet.

“Birmingham!” the soldier might answer.

10 “Birmingham!” would shout one of the men. “Come over here, and we’ll have a talk about the old place.”

And straightway these two men, who probably had never seen each other before, would
15 fall to talking about their city, its streets, and its shops; each would soon discover where the other lived, what schools he had attended, and you may be certain that they would spend a pleasant evening in each other’s company,

drawn together by the bond of a mutual love and respect for the place which was their home.

We all have this affection for our native places; and, in reality, it is a kind of local patriotism. How finely Sir Walter Scott, in his great poem, *Marmion*, indicates his affection for his own "romantic town" of Edinburgh. And Charles Lamb, one of the greatest of English essayists, shows on many occasions his great love of London, its bookshops, its street cries, its quiet spaces, remote from the roar of traffic, its complex, mysterious life.

At school we hardly ever think about this local patriotism, until one day we are due to play a football or cricket match against a neighbouring village or town, and then there comes to our minds a sense that, in playing our hardest for our team, we are keeping up the reputation of our native place.

A man cannot be a good citizen who has no respect for the place in which he passes his life, and no desire to make it as fine and as worthy as other towns with which he is acquainted.

II

It may be your lot some day to go to work in one of the Colonies. Like every colonist, you will often think of your native town, and

complex institutions by means of which you enjoy protection and liberty, you are then, in truth, a young citizen.

—*J. R. Peddie.*

PHRASES AND IDIOMS

to get rid of	in short
sooner or later	to go hand in hand
to depend on or upon	as a matter of course
to be independent of	to be confronted with
not only. . . . but	at the cost of
on behalf of	

PROGRESS TESTS

1. I *cannot too much impress* on your mind that labour is the condition which God has imposed on us in every station in life; there's nothing worth having that can be had without it, from the bread which the peasant wins with the sweat of his brow, to the sports by which the rich man must **get rid of** his mental weariness. *As for* knowledge, it can *no more* be planted in the human mind without labour, *than* a field of wheat can be produced without the previous use of the plough. Labour, therefore, and improve the time.

2. **In short**, we all go through life wearing spectacles coloured by our own tastes, our own callings, and our own prejudices, measuring our neighbours by our own measure, and summing them up *according to* our own private arithmetic.

it is fought, *the more* dangerous will be the consequence to the peace of the world.

6. The war itself, which gave a sense of unity to the country, *such as* had never been experienced before, eventually *led to* the development of fascism.

7. Just at this moment, when the press is full of communications that Japan may *at any moment* leave the League of Nations, which is the greatest organ of international co-operation *as yet* devised by man, it may seem insincere on my part to speak in this assembly, containing citizens of many nationalities on the subject which my fatherland seems inclined to reject.

8. Before the signatures were dry on the Versailles treaty we knew that one day we should come to the crisis when Germany would threaten to build up her armaments because the other countries hesitated to cut theirs down.

9. The twentieth century is still young, but men are already calling it the "Age of Electricity." Whether it will later win a still greater name no one to-day can tell. It is called the Age of Electricity because man *is now making* electricity *work* for him as he *makes* steam *work* and making it do more and better work.

10. Fascist Rome is as clean as any city in Europe. It was not so before Mussolini. This is true of the other large towns. Smaller towns and villages now *take pride in* neatness. The visitor to Italy will perhaps *take it for granted* unless he or she had been there four years ago. This cleanliness and order is the first thing that makes the

THE LITTLE
ENGLISH CITIZEN

By FRANK H. LEE & S. INABA



HOKUSEIDO

學習院教授 フランク リー先生 共著
同 稲葉三郎先生

昭和八年九月廿七日
文部省検定済

定價卅六錢

(中學三、四年程度)

108 頁

我國で始めて發行された英文小公民讀本であつて、未來の中堅國民である學生には國民常識として是非讀ませなければならぬ良書であります。

本書採用の某先生曰く：—

『本書の如き時機に適した良教科書は他の教科書を差控へても是非生徒に讀ますべきだと思ふ……』

The
LITTLE ENGLISH CITIZEN

BY

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PROFESSOR OF ENGLISH AT THE PEERS' SCHOOL

昭和八年九月廿七日

中學校
外國語科 文部省檢定濟

THE HOKUSEIDO PRESS

PREFACE

We are offering this little book to the young people of Japan; to the boys and to the girls, in whose hands the future of their country lies.

Society helps and protects us and, in return, we owe a debt of gratitude to society. But how can this debt be best repaid? Surely, it must be repaid by doing all we can to help society. We must, all of us, cultivate the 'civic spirit', the spirit of true citizenship. In our intercourse with our fellow-countrymen, we must be, not merely learners, but also teachers. It is not the size nor the number of the prisons which makes a country good and moral, but a sound and healthy public opinion. Public opinion is the expression of true citizenship. To make this understood by the vast masses of the people of a country is the duty of all who have received a higher education. Do not forget that you are the leaders of the future. Those who do not lead, only follow behind, or are left beside the road.

Kojimachi

1933.

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The Little English Citizen



LESSON I

The Child and the Law

EVERY boy and girl, I am sure, has some slight idea, some notion not very clear and distinct, of what we mean, when we speak of the 'Law.'

5 Probably, you have often heard your father or your mother or, indeed, older people say that this thing or that thing is forbidden by Law, is contrary to Law, is against the Law of the country.

10 To all of us when we are still quite young, Law is something which prevents people from doing exactly as they please; we do not know what is contrary to Law, and what is not contrary to Law. Law is something so vague
15 and so indistinct, that we are afraid of it, as we are afraid of unknown things and unknown places. It is a mysterious thing, of which we are frightened, just in the same way as we are

forbidden [fəbɪdn] exactly [ɪgzæktli] mysterious [mɪstɪəriəs]

frightened of ghosts and evil spirits and witches.

At this period of our lives the policeman is Law; he is not just an ordinary grown-up man, dressed in a special kind of dress, called a uniform. To us, he is a person who has power to seize us, when we are walking along innocently in the street, and carry us off to some unknown and, consequently, terrible place. He seems to be somebody who has power to punish us, a power over us much greater than our parents or our guardians. From him there is no means of escape; the tears which move our parents to show us mercy and to grant us forgiveness, when we have done wrong, have no effect upon the policeman. We believe that he is always looking for an opportunity to punish us, so that it is better to keep as far away from him as possible, and try to escape his ever-watchful eyes.

You may wonder why the little English citizen forms this idea, and from whence comes his sense of fear. I think it is because, when little boys and girls are troublesome and will not stop crying and screaming with passion, older people try to quieten them by saying, "If you don't stop crying at once, I shall give

innocently [ínosntli]
guardian [gá:djən]

consequently [kónsikwəntli]
forgiveness [fəgívnis]

you to the policeman". Whether this is the cause of the little English citizen's sense of fear or whether it is not, it is in this way he meets for the first time with what we often
 5 call the 'Majesty of the Law'. He does not, of course, know what Law is, but he learns that the policeman has something to do with this mysterious word 'Law', and he seems to be a very terrible and dangerous person.

10 Just as any other little future citizen of any other country in the world, the little English citizen was born not knowing why he came into the world, nor was he asked if he would like to be born or not. He was just born, that
 15 was all; as a tiny baby he existed for himself alone. He was his own whole world. People and things were part of himself. He made no distinction between his body and the bed, or a chair, or his father and mother. Things and
 20 people were part of himself, just parts of a world, which was himself, and which consisted of himself alone.

As the Little Citizen grows older, consciousness comes gradually to him. He learns that
 25 there is another world, which is not himself, a world that cares nothing for him. He knocks

majesty [mædʒɪsti] consciousness [kɒnʃəsnɪs]
 distinction [dɪstɪŋkʃən] consist [kən'sɪst] gradually [grædʒuəli]

alone makes them able to take full advantage of such things. But how shall we best prepare ourselves to do this? Surely, by being good citizens, firstly of our own village or town, 5 next of our country and, lastly, of the world. It is, however, of little use for the single individual to be a good citizen. He must be a good citizen in a society of good citizens. He is not only responsible for himself, but also 10 for all the other citizens, who form his society. He must help to guide them and educate them in citizenship, not merely by setting them a good example, but by correcting them, when he sees them disgracing their citizenship, or 15 failing to realize the duties of their citizenship.

FOR STUDY

This *is forbidden by* Law.

This *is contrary to* Law.

This *is against* the Law of the country.

He *is always looking for* an opportunity to punish us.

The policeman *has something to do with* this mysterious word Law.

It is better to *keep* as far *away from* him as possible.

advantage [ədvá:ntidʒ]

educate [édju(:)keit]

He is careful for the future to *keep away from* that dangerous chair or table.

The more civilized man becomes, *the more* numerous become his wants, and *the more* he finds himself compelled to rely upon the help of others.

Our civilization *depends* entirely *upon* society.

Law is something which *prevents* people *from* doing exactly as they please.

He must help to guide them and educate them in citizenship, *not merely* (or *only*) by setting them a good example, *but* also by correcting them, when he sees them disgracing their citizenship.

Nor is that all which society does for us.

Nor could they live a single day without our help.

TEST QUESTIONS

Why are children afraid of the policeman?

What things are contrary to Law?

What is public opinion?

What are the duties of a good citizen?

How did people live in the earlier stages of the world?

Were their wants numerous?

Say whether the wants of civilized people are numerous or few.

GREAT LIVES IN HISTORY

T. TAMBARA



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丹原建男先生編

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ギリシヤのペリクレスより現代の大科學者
マルコニー侯に至るまで古今の世界的大偉
人二十人の傳記を中學三、四年生に讀める
やう流麗なる英文で書いたもの、英語副讀
本として實に無二の良教科書であります。

GREAT LIVES

IN

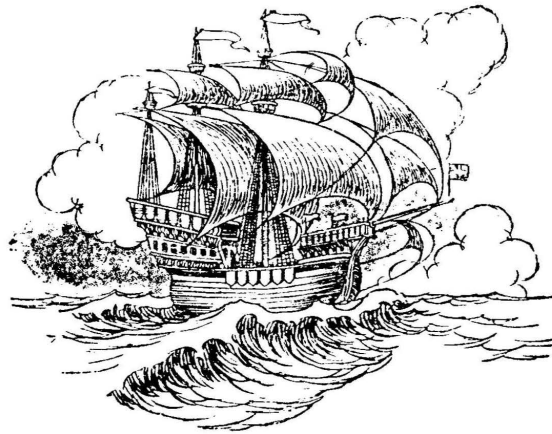
HISTORY

EDITED BY

T. TAMBARA

PROFESSOR OF ENGLISH IN THE MUSASHI KOTO GAKKO

WITH ILLUSTRATIONS



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CHAPTER IX

William Shakespeare

England's greatest poet, who "was not for an age, but for all time."

IT was not yet six o'clock, but the sun was up and a lark was singing in the clear blue sky. What a day to spend down by the river! First a dip in the cool clear water, then a race along the bank, a rest in the shade of the drooping willows, and off to the deep pools to tickle the fat trout.



W. Shakespeare

So thought William to himself, as he crawled "like snail, unwillingly to school."

Many times he had played truant when the call of the river and the woods had been too much for him; and his back had smarted for days afterwards as a result.

So he turned his back on the river, and

sauntered up the High Street, for he knew that really he was very lucky to have this grammar school to go to. It was only a little place—just one low room with oaken beams, an uneven floor and rough desks—but many other small towns had no school of any sort. 5

Just on the stroke of six, Will climbed the stairs and took his place in the long low room with the other boys. They began to prepare their Latin exercises from “Lilly’s Grammar.” 10

A very stern schoolmaster, dressed in a long black gown, came in, and called on first one boy and then another to say his work. Some of them were slow, and Master Roche was not very patient. The birch rod was brought from its corner, and the boys returned to their places with sniffs and quiet sobs. 15

Young William knew his work, for though he would much rather not have come to school, he had the sense to work when he was there; if he could not be out by the river he might as well attend to his book. He soon learnt his piece of Latin and was eager for nine o’clock, when the boys trooped out for the breakfast half-hour. 20

At half-past nine they were back again, and for two hours struggled with their problems in arithmetic. At half past eleven they rushed home for lunch after a full five hours’ work. 25

CHAPTER XX

Marconi

Turn now to the great inventor of recent years, who gave the world the wonderful benefit of wireless.

THERE are now scores of millions of wireless sets in use throughout the world.

Yet this development is quite recent. The B. B. C. (British Broadcasting Company), for instance, opened their first station as late as in 1922, and in less than a decade over three million licences were issued by the Post Office.

Marconi, the inventor of the wireless, was born in Italy in 1874. He was about twenty when he sent his first wireless message.



He was not the first to imagine its possibilities, for during his childhood several scientists were making experiments which were to help him. It had been proved that "electric impulses," or, as they were afterwards called, "ether waves,"

might be transmitted through the air, and the first wireless message had been tapped out and picked up across the space of a few hundred yards. But this early work had been neglected.

Marconi made his own experiments in his father's garden. He worked very hard, usually for eighteen hours a day. In 1896 he left his native land and came to London.

He went to see the chief engineer of the General Post Office, who had recently been troubled by the breakdown of telegraph wires during storms, and had himself been considering the question of wireless telegraphy. Marconi was therefore lucky in arousing special interest. His apparatus was tested, and succeeded in sending out messages in Morse from the roof of the Post Office for a distance of a hundred yards.

This achievement, small as it may seem to-day, was unheard of at the time. Marconi was encouraged to develop his invention, and the next year wireless messages were sent across a space of four miles on Salisbury Plain. This attracted public attention, and an enterprising newspaper in Dublin availed itself of wireless and outstripped its rivals in obtaining news.

Wireless was installed in ships, and its value was seen in 1901, when a ship in distress sent out a wireless S O S, or signal for help, which

OUTLINES OF ENGLISH HISTORY



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英國史の概念を日本の中學三、四年生に讀めるやう興味本位に書き改めたもので英語副讀本として上乘の良書であります。

OUTLINES
OF
ENGLISH HISTORY

WITH ILLUSTRATIONS



FRANK H. LEE

THE HOKUSEIDO PRESS

PREFACE

IN compiling this little book of the outlines of English history I have done my utmost to compress the story of a nation into a small volume which shall contain, in a readable form, short references to the chief events.

I wish to express the hope that my work may not have been in vain, and that it may assist the students of Japan in the acquisition of knowledge which the people of the Far Eastern Empire so highly value.

F. H. L.

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Outlines of English History

CHAPTER I

Early Beginnings

COUNTLESS ages ago there was no sea between our island and the mainland. Animals could walk across where the sea is now. The climate was very much colder. The bones of
5 many great animals, which no longer live upon the earth, have been found buried in the clay and sand. Many pieces of the hard stone which we call flint, sharpened and pointed by the hand of man, have also been dug up, so
10 that we know that men and women were living in those early days, although no human bones have been discovered. These people belonged to what is named the *Palaeolithic or Old Stone Age*.

15 Their stone implements were very rough and chipped with but little skill. They did not even know how to make and fix handles by which to hold them, so it must have been very difficult for them to kill the animals, the
20 flesh of which they used to eat.

The next race is called the *Cave-Dwelling Palaeolithic Men*, because they lived in caves. These men had learnt to make handles, so

that they used spears, javelins, arrows, and even stone needles. On the walls inside their caves they scratched rough pictures of horses, mammoths, reindeer, and other animals.

Ages passed away. The climate became milder and the surface of the land in this part of the world sank to a lower level, so that the North Sea and the English Channel flowed over the lowest part, and separated our country from the mainland.

Long after this a third race came. These people crossed the dividing sea in canoes or on rafts. They are known as the *Neolithic Men*, or *Men of the New Stone Age*, because their stone implements were far better made than those of the earlier races.

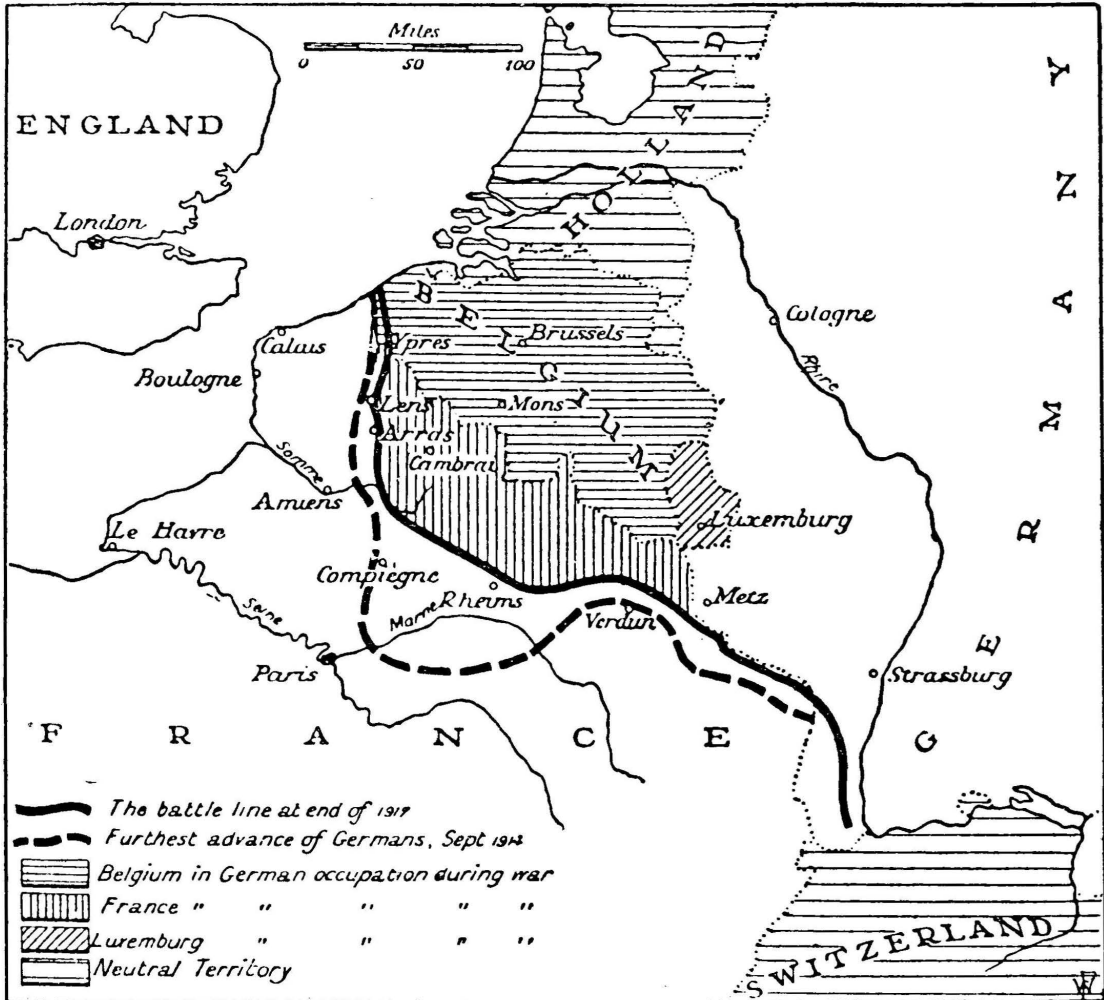
They brought with them domestic animals, sheep, goats, pigs, and dogs for hunting. With their stone axes they made clearings in the forests, in which to found their settlements. They planted corn; for food and water they made vessels from clay; they could also spin and weave cloth. If there were any of a former race still living in the land, they probably destroyed them.

These Neolithic men belonged to the Iberian race, the same race as the Basques, who to-day live in the Pyrenees Mountains.

The next race which came was the Celts.

CHAPTER XXIII

The Great War



THE BATTLE LINE AT THE END OF 1917

THE immediate cause of the *Great War* was the murder of the Archduke of Austria, the heir to the Austrian throne, by a Serbian at Sarajevo, the capital of Bosnia, which country had been annexed in 1908 by Austria. The real causes, however, were far deeper down.

By the beginning of the century Germany

had risen to be the greatest military power in the world, and the ease with which in the last century she had crushed Austria and France had made her believe that her army was invincible. Owing to her perfected system of technical education, 5 and to certain natural abilities in the nation, her progress in industry and commerce had been so remarkable that her trade was expanding in every direction. Her population, also, was rapidly increasing, at a time when that of France 10 was greatly on the decrease. Possibly the desire and, probably, the need of finding fresh outlets for her over-population and over-production was the most urgent cause of war. Naturally she sought to found colonies, but there were no 15 suitable places left, the English and the French having absorbed all those worth possession. The much talked of *Drang Nach Osten*, or *Push towards the East*, urged her to extend her influence into Asia at the expense of the weaker 20 peoples. Fortune, however, had turned against her. Turkey and Bulgaria were largely under her control, but both had been weakened, the former by losses of territory in two unsuccessful Balkan wars, the latter through her defeat 25 by Serbia. Thus the prospects of the *Drang nach Osten* were not too bright, but it had long been evident that Germany was eagerly awaiting the favourable day, when she would

STORIES FROM ENGLISH HISTORY

By
Albert F. Blaisdell



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弊堂は多數の中學英語副讀本を發行して居りますが、從來この種の歴史物語を希望する、向非常に多く、茲に日本の學生にとつて最も興味深きものを選び中學三、四年程度のものを編纂發行した次第であります。

本書は、米人 Albert F. Blaisdell 氏が彼の國の少年少女の爲に書いた “Short Stories from English History” といふ書物の四十一篇の史談中から、日本の學生にとつても興味があり、又英國今日の文明、ひいては世界の文化を理解する上に重要だと思はれるもの二十八篇をぬき、中等學校三四年程度の英語科副讀本として編纂したものであります。

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Stories from English History



1. Britain in the Old Days



LONG, long time ago, before
the English came to live in Eng-
land, the country was called
Britain, and the people who then
5 lived in it were called Britons.

Now you must know, and keep in mind,
that Britain in the old days did not look as
England does now; and that the old Britons
did not live like the English people of our day,
10 or dress like them, or speak as they speak.

I am going to tell you about people who
lived two thousand years ago. Think what a
long time that is, — a hundred years before
Christ was born!

15 Now, if you had been living in England
two thousand years ago, what would you have
seen? I am sure you cannot tell me, so I will

tell you. You would have seen the same hills that are to be seen to-day, and the same valleys, and rivers and lakes. But little else would have been as it is now.

You would have seen no busy towns, no quiet, cozy villages, with their church spires peeping out above the trees, no farms, no orchards or gardens, no paved streets, no steam or electric cars, no big cotton mills, and no network of telegraph wires.

But instead you would have seen great dark forests spreading far and wide, where the wolf and the bear had their dens ; and broad, still pools where the land was low ; and patches of open country that the plough had never broken.

Here and there you might have seen a number of huts made of wickerwork and mud, with no windows—with only a hole at the top to let out the smoke. They were built on the edge of some forest, with a ditch dug round them, or trunks of trees piled up in front of

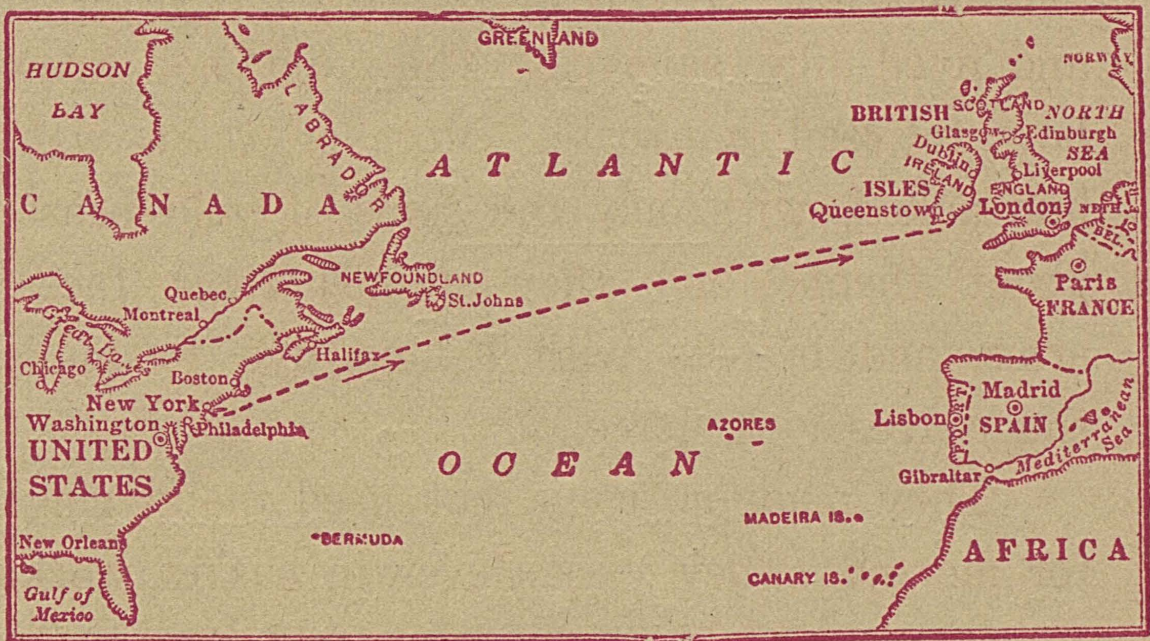
them to keep out the wild beasts. All the towns they had were only clusters of such huts.

And how did the people look, you will ask, in those dim, long-past ages? Well, they were tall and fair; they had blue eyes and long yellow hair. But they looked like savages, and lived like savages. They did not know how to read or write. Most of them went half-naked, with only the skins of wild beasts about them; and they stained their faces, arms, and breasts with a blue dye to make themselves look fierce.

They made no coins, but used metal rings for money. They were clever in basket work, as savage people often are; and they could make a coarse kind of cloth, but their earthenware was very poor.

For boats they had "coracles," or basket-boats, made of twisted twigs and covered with the skins of animals. In these they paddled along the rivers to catch fish. They killed the fish with spears made of wood, or else caught

A
TOUR THROUGH
THE BRITISH ISLES



Adapted from Carpenter's Geographical Reader



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北星堂編輯所編纂

トゥア スルー
ブリティシ アイルズ

(各寫眞入)

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定價四十錢

112 頁 (中學四年程度)

從來我が國で發行されて居る中等英語教科書は其材を西洋のお伽噺や神話等から取つたものが多いやうですが、弊堂は今度中等學生をして地理とか歴史とか、科學等の實際方面の英語に親しめたならば興味と平行して其効果もまた大ならんと信じ、本書を發行した次第であります。詳しいことは次の『はしがき』を御覽下さい。

は し が き

本書は Carpenter's New Geographical Reader (大戦後 1922 年の改訂版) の Europe の巻から英國に關する部分だけを取り、本邦の學生に取つては詳しきに過ぐると思はるゝ個所を幾分削つて編纂したものであります。原書は、普通の地理學教科書の乾燥なる事實の羅列に過ぎざると異り、見學旅行記の體裁とし、米國より英國に渡る愉快なる船の旅を叙し、巡遊する英國各地に就いては、常に其地方の地形産業等を説くに止まらず、港灣運河等についてはその歴史的發達に言及し、自然の奇觀については興味あるその傳説に觸れ、又偉大なる詩人文士の郷土古跡を訪れては其人々の作品を偲ぶなど、誠に興味津々たるものがあります。そして其文體も平明暢達、英作文の範とするに足るべく、中學四年程度の英語教科書として最も適當であると信じます。

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The BRITISH ISLES



1. Introduction

 WE are starting out this morning upon our travels in Europe. Every one who has eyes to read can make the tour if he will only imagine himself to be one of
5 our party. We shall cross the Atlantic on an ocean steamer and move about from country to country and from place to place, now climbing through the snows of the Alps, now sailing by the ruined castles of the Rhine
10 and the Danube, now standing on the North Cape watching the sun shine at midnight over the cold Arctic Ocean, and now going up from the orange and lemon groves of southern Italy to the hot, flaming crater of Vesuvius.
15 We shall explore the natural features of all the great countries, and shall visit their peoples in the cities and villages, on the

farms, and in the factories, seeing with our own eyes who they are, how they live, and what they are doing for us and with us in the work of the world.

This is a big undertaking. Europe is the ⁵ most important of all the grand divisions, although it is by no means the largest. Indeed, it is not one fourth as big as Asia, and if it could be dropped down upon Africa it would cover only one third of that land. ¹⁰ It is smaller than any other continent, excepting Australia. It is only a little larger than the United States, but it has about four times as many people, and these people have a greater commerce and a much higher civiliza- ¹⁵ tion than the inhabitants of any other country except our own.

But first let us look at the globe to find out, if we can, why Europe has become such an important part of the world. One reason ²⁰ is the place where the continent lies on the earth. It is in the heart of the northern hemisphere. It is in the center of that part

of the world which has the most land, and more than seven eighths of the people. Moreover, its shores are washed by the north Atlantic Ocean, and it has easy access by
5 waterways to all other parts of the world.

From the western coast of Europe it is a sea voyage of a week or less to the eastern ports of our continent, and it is only two weeks or a little more to Rio de Janeiro,
10 Buenos Aires, and other great ports of South America. The Panama Canal can be reached in about the same time, and this makes an easy route to all the lands of the Pacific.

By sailing east through the Mediterranean
15 Sea, vessels from Europe can pass through the Suez Canal into the Indian Ocean and thus come to Bombay and Calcutta in India, and go on to China that way. They can steam along the east coast of Africa, and off
20 to Australia and the many island groups of the Pacific and Indian oceans. Indeed, the sea is covered with a network of trade routes whose center is Europe, and thousands of

vessels are always moving back and forth connecting that continent with the people of all the countries on earth.

The climate of Europe is much like that of the United States. In the far north we ⁵ find the cold winters of Alaska; the middle portion is like our northern states, while the three large peninsulas at the south have a climate like southern California. These peninsulas have groves of olives, oranges, and ¹⁰ lemons. Their hillsides are covered with vineyards, and in their low valleys the snow seldom falls.

Europe has some of the largest forests of the world. It has water powers and rich beds ¹⁵ of coal. It has also iron, zinc, copper, and lead. The iron and coal often lie so near together that manufacturing can be carried on cheaply. These things, aided by the low cost of transportation, have made the Europeans a ²⁰ great manufacturing people.

But there is another reason why Europe has become so important. The most fertile

FIFTY FAMOUS STORIES

JAMES BALDWIN



The HOKUSEIDO Press

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(中、高女、三、四年程度)

繪入 178 頁

“Fifty Famous Stories” は米人 James Baldwin 氏の筆になり、五十の有名な物語を集めたものである。其材料は正史に出づるものと、傳説によるものとあり、物語の種類も、或は壯烈、或は悲痛、是は優雅に、彼は滑稽、極めて變化に富んで居るが、何れも古來人口に膾炙せるもので、書籍にも御話にも常に引用され、従て英語を學ぶ者は是非一通り知つて置かねばならぬ條なものばかりである、のみならず元々少年少女の讀み物として綴られたものであるから、文體が極めて簡潔平明で英語初學者の伴侶として最も好適の書である。

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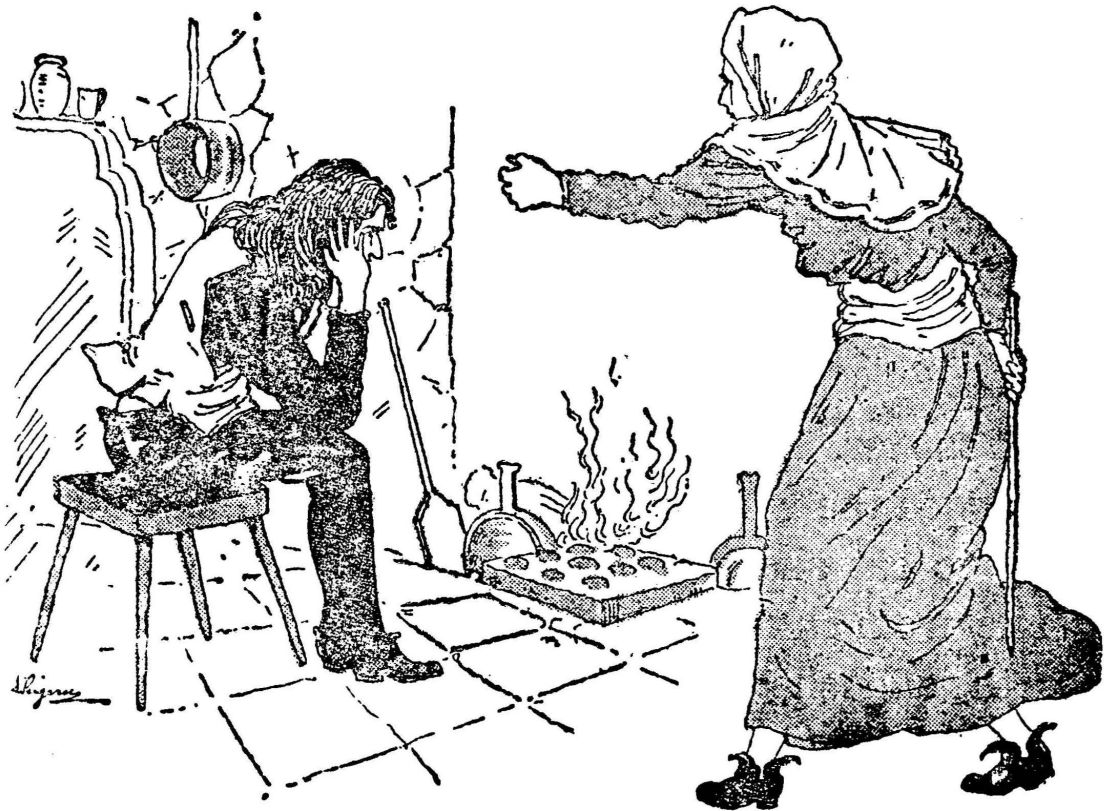
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Fifty Famous Stories



KING ALFRED AND THE CAKES.



MANY years ago there lived in England a wise and good king whose name was Alfred. No other man ever did so much for his country as he; and

people now, all over the world, speak of him as Alfred the Great.

In those days a king did not have a very easy life. There was war almost all the time, and no one else could lead his army into battle so well as he. And so, between ruling and fighting, he had a busy time of it indeed.

A fierce, rude people, called the Danes, had come from over the sea, and were fighting the English. There were so many of them, and they were so bold and strong, that for a long time they gained every battle. If they kept on, they would soon be the masters of the whole country.

At last, after a great battle, the English army was broken up and scattered. Every man had to save himself in the best way he could. King Alfred fled alone, in great haste, through the woods and swamps.

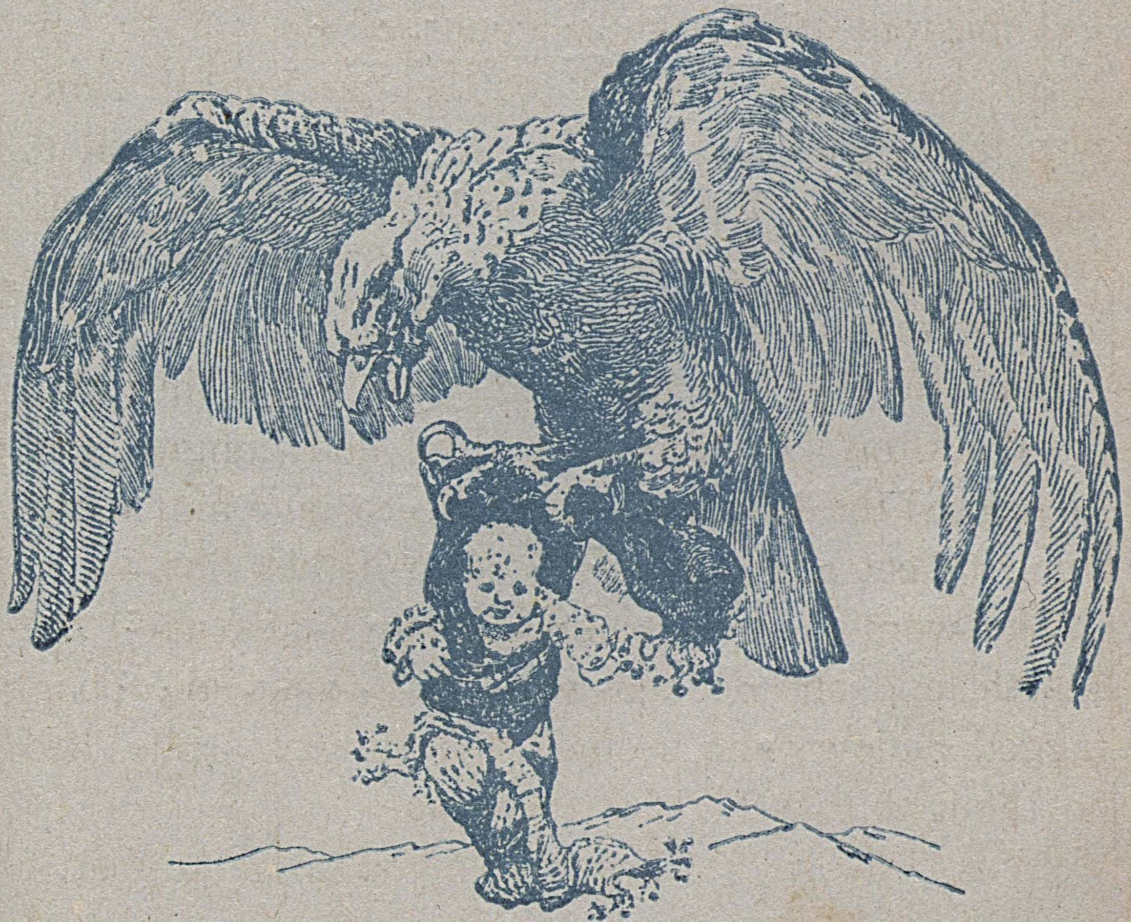
Late in the day the king came to the hut of a wood-cutter. He was very tired and hungry, and he begged the wood-cutter's wife to give him something to eat and a place to sleep in her hut.

The woman was baking some cakes upon the hearth, and she looked with pity upon the poor, ragged fellow who seemed so hungry. She had no thought that he was the king.

"Yes," she said, "I will give you some supper if

TWENTY MORE FAMOUS STORIES

Selections from J. Baldwin's
"Thirty More Famous Stories"



The HOKUSEIDO *Press*

北星堂編輯所編纂

トウェンテ モア

フェイマス ストーリーズ

大正一四
一、一五 文部省檢定済

定價五十二錢

(中學、高女、四年程度)

繪入 163 頁

Fifty Famous Stories の著者 James Baldwin が少年男女のために更に Thirty More Famous Stories を著はした、その著書の中、日本の學生に最も興味のあるやうなものを二十篇 撰んだものは本書であります。

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Twenty More Famous Stories



COLUMBUS AND THE EGG



Christopher Columbus discovered America on the 12th of October, 1492. He had spent eighteen years in planning for that wonderful first voyage which he made across the Atlantic Ocean. The thoughts and hopes of the best part of his life had been given to it. He had talked and argued with

sailors and scholars and princes and kings, saying, "I know that, by sailing west across the great ocean, one may at last reach lands that have never been visited by Europeans." But he had been laughed at as a foolish dreamer, and few people had any faith in his projects.

At last, however, the king and queen of Spain gave him ships with which to make the trial voyage. He crossed the ocean and discovered strange lands, inhabited by a people unlike any that had been known before. He believed that these lands were a part of India.

When he returned home with the news of his discovery there was great rejoicing, and he was hailed as the hero who had given a new world to Spain. Crowds of people lined the streets through which he passed, and all were anxious to do him honor. The king and queen welcomed him to their palace and listened with pleasure to the story of his voyage. Never had so great respect been shown to any common man.

But there were some who were jealous of the discoverer, and as ready to find fault as others were to praise. "Who is this Columbus?" they asked, "and what has he done? Is he not a pauper pilot from Italy? And could not any other seaman sail across the ocean just as he has done?"

One day Columbus was at a dinner which a Spanish gentleman had given in his honor, and several of these persons were present. They were proud, conceited fellows, and they very soon began to try to make Columbus uncomfortable.

“You have discovered strange lands beyond the sea,” they said. “But what of that? We do not see why there should be so much said about it. Anybody can sail across the ocean; and anybody can coast along the islands on the other side, just as you have done. It is the simplest thing in the world.”

Columbus made no answer; but after a while he took an egg from a dish and said to the company, “Who among you, gentlemen, can make this egg stand on end?”

One by one those at the table tried the experiment. When the egg had gone entirely around and none had succeeded, all said that it could not be done.

Then Columbus took the egg and struck its small end gently upon the table so as to break the shell a little. After that there was no trouble in making it stand upright.

“Gentlemen,” said he, “what is easier than to do this which you said was impossible? It is the simplest thing in the world. Anybody can do it—*after he has been shown how.*”

STORIES
FROM
SHAKESPEARE

FOR
YOUNG STUDENTS



Shakespeare's Arms

THE HOKUSEIDO PRESS

北星堂編輯所編纂

ストウリズ フロム
シェークスピア

昭和五年二月六日

文 部 省 検 定 済

定 價 四 十 一 錢

各章繪入 114 頁

歐米の中等諸學校では盛んにシェークスピアを教授されて居ますが日本では未だ適當なものが見當らないやうであります。本書はこの有名なシェークスピア物語を最もやさしい英語で綴つたもので、而かも少年少女の讀物として少しも不向の處のない有名なもののみを選びました。英語を學ぶものゝ一度は讀まねばならぬこの不滅の作を斯るやさしい英語で中學程度の學生に一通り讀ましておくことは最も必要のことゝ思ひます。

STORIES
FROM
SHAKESPEARE
FOR
YOUNG STUDENTS

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はしがき

William Shakespeare (1564—1616) が世界的劇詩人であることは今更言ふを俟たない。彼の作三十餘篇何れも不滅の傑作であるが、何分今から三百年も前の英語でしかも過半は韻文で綴られてをることゝて、現代英語に堪能の士といへどもさうたやすくは讀みこなし得ないのである。

十九世紀の初め頃 Charles and Mary Lamb 兄妹が沙翁劇の筋を傳へる爲に散文に書き直した“Tales from Shakespeare”といふ本があるが、これも日本の中學生にとつては稍程度が高く、一寸とりつきにくい憾がある。それでももう少しやさしい英語に書き直したもの數篇をとり、中學三四年程度の英語科副讀本として本書を編纂した次第である。

昭和四年初秋

編者しるす

STORIES
from
SHAKESPEARE

HAMLET

HAMLET was the only son of the King of Denmark. He loved his father and mother dearly—and was happy in the love of a sweet lady named Ophelia. Her father, Polonius, was the King's Chamberlain.

While Hamlet was away studying at Wittenberg, his father died. Young Hamlet hastened home in great grief, to hear that a serpent had bitten the King, and that he was dead. The young Prince had loved his father tenderly—so you may judge what he felt when he found that the Queen, before yet the King had been laid in the ground a month, had

determined to marry again, and to marry the dead King's brother.

Hamlet refused to put off his mourning for the wedding.

“It is not only the black I wear on my body,” he said, “that proves my loss. I wear mourning in my heart for my dead father. His son at least remembers him, and grieves still.”

Then said Claudius, the King's brother, “This grief is unreasonable. Of course you must sorrow at the loss of your father, but——”

“Ah!” said Hamlet bitterly, “I cannot in one little month forget those I love.”

Hereupon the Queen and Claudius left him, to make merry over their wedding, forgetting the poor good King who had been so kind to them both.

And Hamlet, left alone, began to wonder and to question as to what he ought to do, for he could not believe the story about the

snake-bite. It seemed to him all too plain that the wicked Claudius had killed the King, so as to get the crown and marry the Queen. Yet he had no proof, and could not accuse Claudius.

And while he was thus thinking came Horatio, a fellow student of his, from Wittenberg.

“What brought you here?” asked Hamlet, when he had greeted his friend kindly.

“I came, my lord, to see your father’s funeral.”

“I think it was to see my mother’s wedding,” said Hamlet bitterly. “My father! We shall not look upon his like again.”

“My lord,” answered Horatio, “I think I saw him yesternight.”

Then, while Hamlet listened in surprise, Horatio told how he, with two gentlemen of the guard, had seen the King’s ghost on the battlements. Hamlet went that night, and

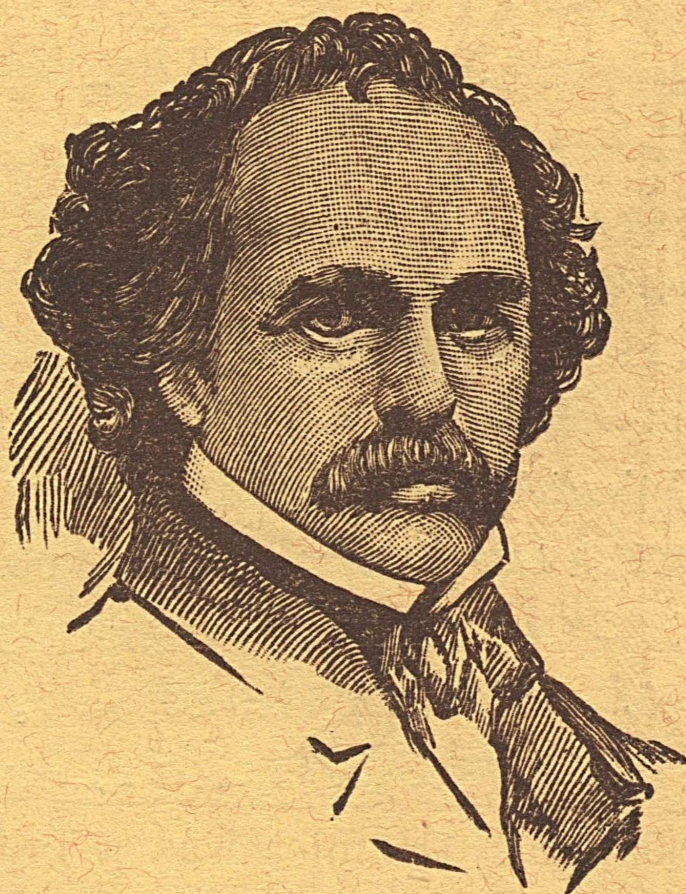
true enough, at midnight, the ghost of the King, in the armour he had been wont to wear, appeared on the battlements in the



chill moonlight. Hamlet was a brave youth. Instead of running away from the ghost he spoke to it—and when it beckoned him, he followed it to a quiet place, and there the

BIOGRAPHICAL STORIES

BY
N. HAWTHORNE



HOKUSEIDO

山崎貞先生編

バイオグラフィカル ストーリーズ

大正一四、
一二、二五、 文部省検定済

定價四十六錢

(中學四、五年程度)

練習課題入 138 頁

Nathaniel Hawthorne の作であつて少年子女の教訓書として一讀させておきたいものであります。數頁毎に學生の力を試めすために原文を應用した英文和譯、和文英譯の宿題を掲げてあります。

本書は上級の學校へ入學するものゝために特にお薦め致します。

BIOGRAPHICAL STORIES



1. INTRODUCTION

When Edward Temple was about eight or nine years old, he was afflicted with a disorder of the eyes. It was so severe, and his sight was naturally so delicate, that the surgeon felt some apprehensions lest the boy should become totally blind. He therefore gave strict directions to keep him in a darkened chamber, with a bandage over his eyes. Not a ray of the blessed light of heaven could be suffered to visit the poor lad. 10

This was a sad thing for Edward. It was just the same as if there were to be no more sunshine, nor moonlight, nor glow of the cheerful fire, nor light of lamps. A night had begun which was to continue perhaps 15 for months,—a longer and drearier night than that which voyagers are compelled to endure when their ship is ice-bound, throughout the

winter, in the Arctic Ocean. His dear father and mother, his brother George and the sweet face of little Emily Robinson, must all vanish and leave him in utter darkness and solitude.

5 Their voices and footsteps, it is true, would be heard around him ; he would feel his mother's embrace and the kind pressure of all their hands ; but still it would seem as if they were a thousand miles away.

10 And then his studies,—they were to be entirely given up. This was another grievous trial ; for Edward's memory hardly went back to the period when he had not known how to read. Many and many a holiday had he
15 spent at his book, poring over its pages until the deepening twilight confused the print and made all the letters run into long words. Then would he press his hands across his eyes and wonder why they pained him so ;
20 and when the candles were lighted, what was the reason that they burned so dimly, like the moon in a foggy night? Poor little fellow ! So far as his eyes were concerned, he was already an old man, and needed a

pair of spectacles almost as much as his own grandfather did.

And now, alas! the time was come, when even grandfather's spectacles could not have assisted Edward to read. After a few ⁵ bitter tears, which only pained his eyes the more, the poor boy submitted to the surgeon's orders. His eyes were bandaged, and with his mother on one side and his little friend Emily on the other, he was led into a ¹⁰ darkened chamber.

"Mother, I shall be very miserable!" said Edward, sobbing.

"Oh no, my dear child!" replied his mother, cheerfully. "Your eyesight was a ¹⁵ precious gift of Heaven, it is true; but you would do wrong to be miserable for its loss, even if there were no hope of regaining it. There are other enjoyments besides what come to us through our eyes." ²⁰

"None that are worth having," said Edward.

"Ah, but you will not think so long," rejoined Mrs. Temple, with tenderness. "All

of us—your father, and myself, and George, and our sweet Emily—will try to find occupation and amusement for you. We will use all our eyes to make you happy. Will they not
5 be better than a single pair?”

“I will sit by you all day long,” said Emily, in her low, sweet voice, putting her hand into that of Edward.

“And so will I, Ned,” said George, his
10 elder brother, “school time and all, if my father will permit me.”

Edward’s brother George was three or four years older than himself,—a fine, hardy lad, of a bold and ardent temper. He was
15 the leader of his comrades in all their enterprises and amusements. As to his proficiency at study there was not much to be said. He had sense and ability enough to have made himself a scholar, but found so many
20 pleasanter things to do that he seldom took hold of a book with his whole heart. So fond was George of boisterous sports and exercises that it was really a great token of affection and sympathy, when he offered to sit

Exercise I (a)

1. A book worth reading once is worth reading twice.
(3, 21)*
2. The time was when Spain was the first power in Europe. (3, 3)
3. It is true he is a good scholar, but I can't say much for his tact as a teacher. (3, 16; 4, 17)
4. They say knowledge is power, and so it is—but only the knowledge which you get by observation. (4, 9)
5. The corn makes the carbon fit to eat; so do potatoes, and all the other vegetables and fruits which we eat. (4, 9)
6. I know not what course others may take; but as for me, give me liberty, or give me death. (5, 3)
7. I should have taken the poet, had I not known what he was, for a sagacious country-farmer. (5, 12)
8. Now that I do know of your distress, I should indeed be ungrateful, did I not render you all help in my power. (6, 17; 5, 12)
9. In plucking wild flowers, he always refrained from taking many from one locality, lest he should injure the future growth. (1, 5)

* (3, 21) は三頁二十一行目を参照せよといふしるし。

Exercise I (b)

1. 彼は胃病を煩つて居る (1, 2)
2. 僕は又失敗しはせぬかと少し心配だ (1, 5)
3. 醫者は二三日子供に外出させるなと嚴命した (1, 7)
4. 吾々が幽霊の話をして居ると突然電燈が消えてあさは眞の闇となつた (2, 4)
5. 父が死んだら僕は學問をやめにやならぬ (2, 10)
6. 僕の家が田舎に住んで居た頃の事は僕は殆んど覚えて居らぬ
(2, 12)
7. 彼はよく小説を讀み耽つて夜更かしをする (2, 15)
8. 彼は見かけだけは立派な紳士だ (2, 23)
9. 將來諸君が余の言を聽く時が來るだらう (3, 3)
10. 彼が子供らしいから一層僕は好きだ (3, 6)
11. たゞへ僕が日本一の金持でものらくらしては居ない (3, 18)
12. 彼等は例の大聲で話をして居た (4, 7)
13. 僕は徒歩で行かう——僕もさうしよう (4, 9)
14. 彼は蜜柑を皮ごと食つてしまつた (4, 10)
15. 彼は僕に金を貸さうといつた (4, 24)
16. (人はどうか知らぬが) 僕だけは何も不平はない (5, 3)
17. 彼は十歳の子供にしては背が高い (5, 18)
18. 彼には欠點があるがそれにも拘らず僕は彼が好きだ (5, 19)
19. もう試験が済んだから呑氣に遊べる (6, 17)
20. 叔父が僕に金時計をくれると約束した (6, 23)

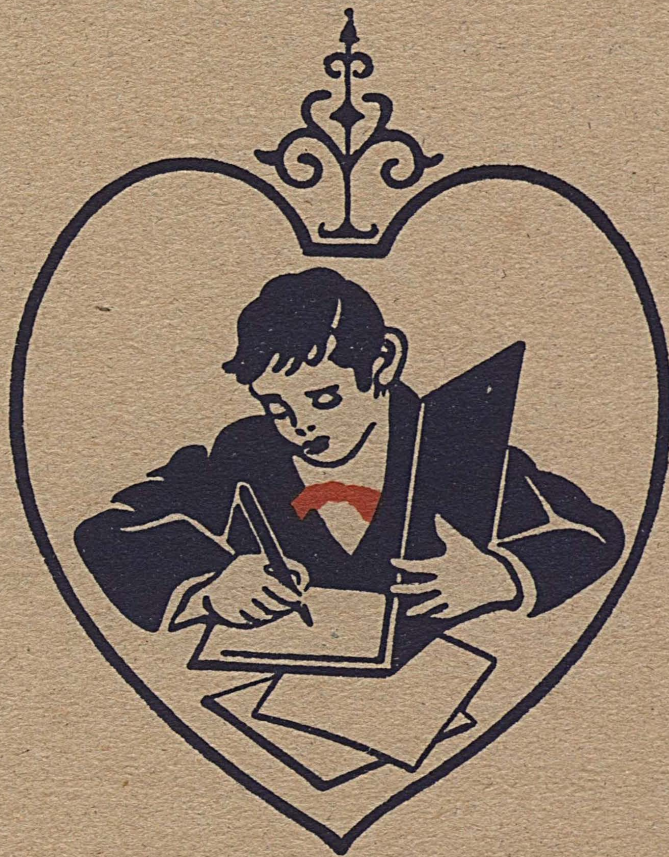


CUORE

A BOOK FOR BOYS

BY

EDMONDO DE AMICIS



HOKUSEIDO

山崎貞先生編

クオレ

大正一五、
一、一八 文部省検定済

定價四十八錢

(中學三、四年程度)

151 頁

本書は伊太利の作者 AMICIS の名著 “CUORE” (=Heart) の英譯であります。學生の日誌に擬した學校生活の記録であつて少年文學の上乘に屬するものであります。中學、女學校の三、四年の副讀本としてお薦めします。

AUTHOR'S PREFACE

This book is specially dedicated to the boys of the elementary schools between the ages of nine and thirteen years, and might be entitled: "The Story of a Scholastic Year written by a Pupil of the Third Class of an Italian Municipal School." In saying written by a pupil of the third class, I do not mean to say that it was written by him exactly as it is printed. He noted day by day in a copy-book, as well as he knew how, what he had seen, felt, thought in the school and outside the school; his father at the end of the year wrote these pages on those notes, taking care not to alter the thought, and preserving, when it was possible, the words of his son. Four years later the boy, being then in the lyceum, read over the MSS. and added something of his own, drawing on his memories, still fresh, of persons and of things.

Now read this book, boys; I hope that you will be pleased with it, and that it may do you good.

EDMONDO DE AMICIS.

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CUORE

AN ITALIAN SCHOOLBOY'S JOURNAL

OCTOBER

THE FIRST DAY OF SCHOOL

Monday, 17th.

To-day is the first day of school. These three months of vacation in the country have passed like a dream. This morning my mother conducted me to the Baretti schoolhouse to have me enter for the third elementary course : 5 I was thinking of the country, and went unwillingly. All the streets were swarming with boys : the two book-shops were thronged with fathers and mothers who were purchasing bags, portfolios, and copy-books, and in front 10 of the school so many people had collected, that the beadle and the policeman found it difficult to keep the entrance disencumbered. Near the door, I felt myself touched on the shoulder :

it was my master of the second class, cheerful, as usual, and with his red hair ruffled, and he said to me :—

“ So we are separated forever, Enrico ? ”

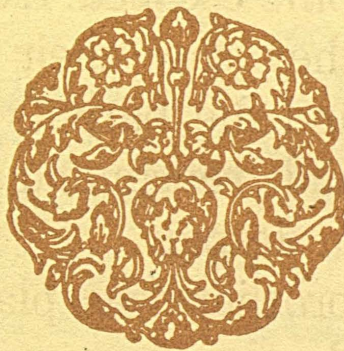
5 I knew it perfectly well, yet these words pained me. We made our way in with difficulty. The director was surrounded by women in distress because there was no room for their sons, and it struck me that his beard was a
10 little whiter than it had been last year. I found the boys had grown taller and stouter. On the ground floor, where the divisions had already been made, there were little children of the first and lowest section, who did not
15 want to enter the class-rooms, and who resisted like donkeys : it was necessary to drag them in by force, and some escaped from the benches ; others, when they saw their parents depart, began to cry, and the parents had to go back
20 and comfort and reprimand them, and the teachers were in despair.

My little brother was placed in the class of Mistress Delcati : I was put with Master Perboni, upstairs on the first floor. At ten
25 o'clock we were all in our classes : fifty-four of us ; only fifteen or sixteen of my companions of the second class, among them, Derossi, the

A
WONDER-
BOOK



N. HAWTHORNE



HOKUSEIDO

北星堂編輯所編纂

ワンダブック

昭和四年十二月二十日

文部省検定済

定價五十三錢

172 頁 (三、四年程度)

文豪ホーソンの傑作であつて廣く世界の少年少女間に愛讀され、彼の神秘的な構想と流麗極りない筆致とは相待つて讀者をして一讀卷を措く能はざらしむるものがあります。中學三、四年の副讀本として上乘のものであります。

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本書はアメリカの文豪 Nathaniel Hawthorne の傑作であります。彼の神秘的な構想と流麗極りない筆致とは相待つて讀者をして一讀卷を措く能はざるものがあります。彼はまた少年少女の心理にも多大の理解を有し、古代の神話を物語化して之が指導に半生を捧けたと云はれて居ります。

本書 Wonder Book もまた彼の傑作中最も多く世界の少年少女間に愛讀されて居るものであつて、英語を學ぶものゝ是非一度は讀んでおかねばならぬものであります。

THE GORGON'S HEAD

PERSEUS was the son of Danaë, who was the daughter of a king. And when Perseus was a very little boy, some wicked people put his mother and himself into a chest, and set them afloat upon the sea. The wind blew freshly, and drove the chest away from the shore, and the uneasy billows tossed it up and down; while Danaë clasped her child closely to her bosom, and dreaded that some big wave would dash its foamy crest over them both. The chest sailed on, however, and neither sank nor was upset; until, when night was coming, it floated so near an island that it got entangled in a fisherman's nets, and was drawn out high and dry upon the sand. The island was called Seriphus, and it was reigned over by King Polydectes, who happened to be the fisherman's brother.

This fisherman, I am glad to tell you, was an exceedingly humane and upright man. He showed great kindness to Danaë and her little boy; and continued to befriend them, until Perseus had grown to be a handsome

youth, very strong and active, and skilful in the use of arms. Long before this time, King Polydectes had seen the two strangers—the mother and her child—who had come to his dominions in a floating chest. As he was not 5 good and kind, like his brother the fisherman, but extremely wicked, he resolved to send Perseus on a dangerous enterprise, in which he would probably be killed, and then to do some great mischief to Danaë herself. So 10 this bad-hearted king spent a long while in considering what was the most dangerous thing that a young man could possibly undertake to perform. At last, having hit upon an enterprise that promised to turn out as fatally 15 as he desired, he sent for the youthful Perseus.

The young man came to the palace, and found the king sitting upon his throne.

“Perseus,” said King Polydectes, smiling 20 craftily upon him, “you are grown up a fine young man. You and your good mother have received a great deal of kindness from myself as well as from my worthy brother the fisherman, and I suppose you would not be sorry to 25 repay some of it.”

“Please your Majesty,” answered Perseus,

“I would willingly risk my life to do so.”

“Well, then,” continued the king, still with a cunning smile on his lips, “I have a little adventure to propose to you; and, as
6 you are a brave and enterprising youth, you will doubtless look upon it as a great piece of good luck to have so rare an opportunity of distinguishing yourself. You must know, my good Perseus, I think of getting married to
10 the beautiful Princess Hippodamia; and it is customary, on these occasions, to make the bride a present of some far-fetched and elegant curiosity. I have been a little perplexed, I must honestly confess, where to
15 obtain anything likely to please a princess of her exquisite taste. But, this morning, I flatter myself, I have thought of precisely the article.”

“And can I assist your Majesty in obtaining it?” cried Perseus, eagerly.
20

“You can, if you are as brave a youth as I believe you to be,” replied King Polydectes, with the utmost graciousness of manner. “The bridal gift which I have set
25 my heart on presenting to the beautiful Hippodamia is the head of the Gorgon Medusa with the snaky locks; and I depend on you,

By
The Hearth

And In The Field

T. YAMAZAKI



HOKUSEIDO

山崎貞先生編

バイザハースエンド

インザフィールド

大正一四、
二、二七、文部省検定済

定價四十錢

(中學二、三年程度)

124 頁

次の内容を御覧下さい

中學二、三年の副讀本として編纂したもので有名な西洋のお伽噺や興味ある理科のお話を取り入れてあります。

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BY THE HEARTH

AND

IN THE FIELD

1. THE WHITE CAT.



HERE was once a King who had three sons.

2. One day he said to them, "My dear sons; I am very old now, and soon shall die. One of you must be king when I am dead. But you are all so good, and so kind, that I do not know which of you to choose. So I want you to set off at once, and the one that can bring me back the best horse shall be king after me. Go now, and come back in a year."

3. So the three sons set off that very day.

They rode along till they came to a place where three roads met. They said "Good-bye" to each other.

4. One took the road that led to the town. One took the road that led to the sea.

5. And the other took the road that led to the wood. This Prince rode on and on till night came, and it grew dark in the wood. He began to fear that he was lost. But at last he saw a light.

6. He rode up to the light, and found that it came from the window of a big Castle. So he got off his horse and went up to the door.

7. A horn hung by the side of the door. The Prince blew the horn and the door opened.

8. He went in, but could see no one, till at last he came to a room where there was a White Cat. She sat by the fire in

a gold chair.

9. "How do you do, Prince?" said she. "I am very glad to see you. Will you have supper with me?"

10. "Thank you very much," said the Prince, for he was very hungry. So the Prince and the White Cat sat down to supper.

11. It was a very nice supper. They had soup, and fish, and meat, and fruit, and cake, and wine.

12. Each dish of food flew in at the door, and took its place on the table. So did the spoons and the forks. So did the salt and the pepper. And when the Prince and the White Cat had done supper, all the dirty plates flew away to the kitchen.

13. The Prince was very sleepy after his long ride. So he went to bed and was soon fast asleep. When he went down stairs in the morning he sat down to table with

The
Use of Life

By
LORD AVEBURY



THE HOKUSEIDO PRESS

北星堂編輯所編纂

THE
USE OF LIFE

昭和十年一月中旬頃

文部省御検定済の豫定

定價四十三錢

補習用として、受験準備用として本書の右に出づるものなきことは英學界周知の事實であります。弊堂は今度最も讀み易き鮮明なる活字をもつて改版したものであります。

The
USE OF LIFE
(SELECTED)

By LORD AVEBURY

THE HOKUSEIDO PRESS

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THE USE OF LIFE



CHAPTER I

THE GREAT QUESTION

THE most important thing to learn in life, is how to live. There is nothing men are so anxious to keep as life, and nothing they take so little pains to keep well.

This is no simple matter. "Life," said Hippocrates, at the commencement of his medical Aphorisms, "Life is short, Art is long, Opportunity fleeting, Experiment uncertain, and Judgment difficult." 5

Happiness and success in life do not depend 10
on our circumstances, but on ourselves. More men have ruined themselves than have ever been destroyed by others: more houses and cities have perished at the hands of man, than storms or earthquakes have ever destroyed. 15

There are two sorts of ruin; one is the work of time, the other of men. Of all ruins, the ruin of Man is the saddest, and a Man's worst enemy, as Seneca said, is the one in the breast. Providence does not create evil, but gives 20

liberty, and if we misuse it we are sure to suffer, but have only ourselves to blame. "Many men," says La Bruyère, "spend much of their time in making the rest miserable."

5 In too many cases "lusty blood in youth hath attempted those things which akyng bones have repented in age," for "what is past and done, Clotho cannot weave again, nor A tropos recall." Men too often lay upon themselves in youth a
10 yoke, which seems, and indeed is at first, light and pleasant, but in after years becomes more and more intolerable. Men love themselves, not wisely but too well, and the darkest shadows in life are those which a man makes when he
15 stands in his own light. We all know how to make ourselves miserable. That is simple enough. Be selfish, take offence easily, think too much of yourselves and too little for others, be extravagant, run into debt, take too much
20 to eat and drink, too little fresh air and exercise, and you will be miserable enough.

From this we can easily see how to make ourselves happy.

I am sometimes accused of being optimistic.
25 But I have never ignored or denied the troubles and sorrows of life: I have never said that men are happy, only that they might be; that



SANDER'S

Union Fourth Reader

(SELECTED)



HOKUSEIDO

北星堂編輯所編纂

ユニオン四リーダー

昭和^二_{一、七} 文部省検定済

定價四十三錢

(中學四、五年程度)

脚註入 132 頁

我國で英語の研究が始められてから幾多の英語讀本が紹介されましたがナショナルリーダーズと共にユニオンリーダーほど一般英學生の研究資料に供せられたものはありません。文體の結構は修養的題材と相俟つて青年男女學生の最良の教師となり處世の指導者となることと思ひます。

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UNION FOURTH READER

(SELECTED)

LESSON I

TRUE HEROISM¹

Osborne.

1. I shall never forget a lesson which I received when quite a young lad, while attending an Academy. Among my school-mates were Hartly and Vincent. They were both older than myself, and Vincent was looked up to, as a sort of leader in matters of opinion,² and in directing our sports.

2. He was not, at heart, a malicious³ boy; but he had a foolish ambition⁴ of being thought witty and sarcastic;⁵ and he made himself feared by a habit of turning things into ridicule. He seemed to be constantly

1. bravery; courage.

2. disputable points.

3. ill-disposed; resentful.

4. eager desire.

5. severe; cutting.

looking out for something to occur, which he could turn into derision.¹

3. Hartly was a new scholar, and little was known of him among the boys. One morning as we were on our way to school, he was seen driving a cow along the road toward the pasture. A group of boys, among whom was Vincent, met him as he was passing.

4. "Now," said Vincent, "let us have a little sport with our country rustic." So saying, he exclaimed: "Halloo, Jonathan! what is the price of the milk? What do you feed her on? What will you take for all the gold on her horns? Boys, if you want to see the latest Paris style, look at those boots!"

5. Hartly waved his hand at us with a pleasant smile, and, driving the cow to the field, took down the bars of a rail-fence, saw her safely in the pasture, and then, putting up the bars, came and entered the school with the rest of us. After school, in the afternoon, he let out the cow, and drove her away, none of us knew where. Every day, for two or three weeks, he went through the same task.

1. ridicule.

2. A title frequently applied to the Yankees by the English.

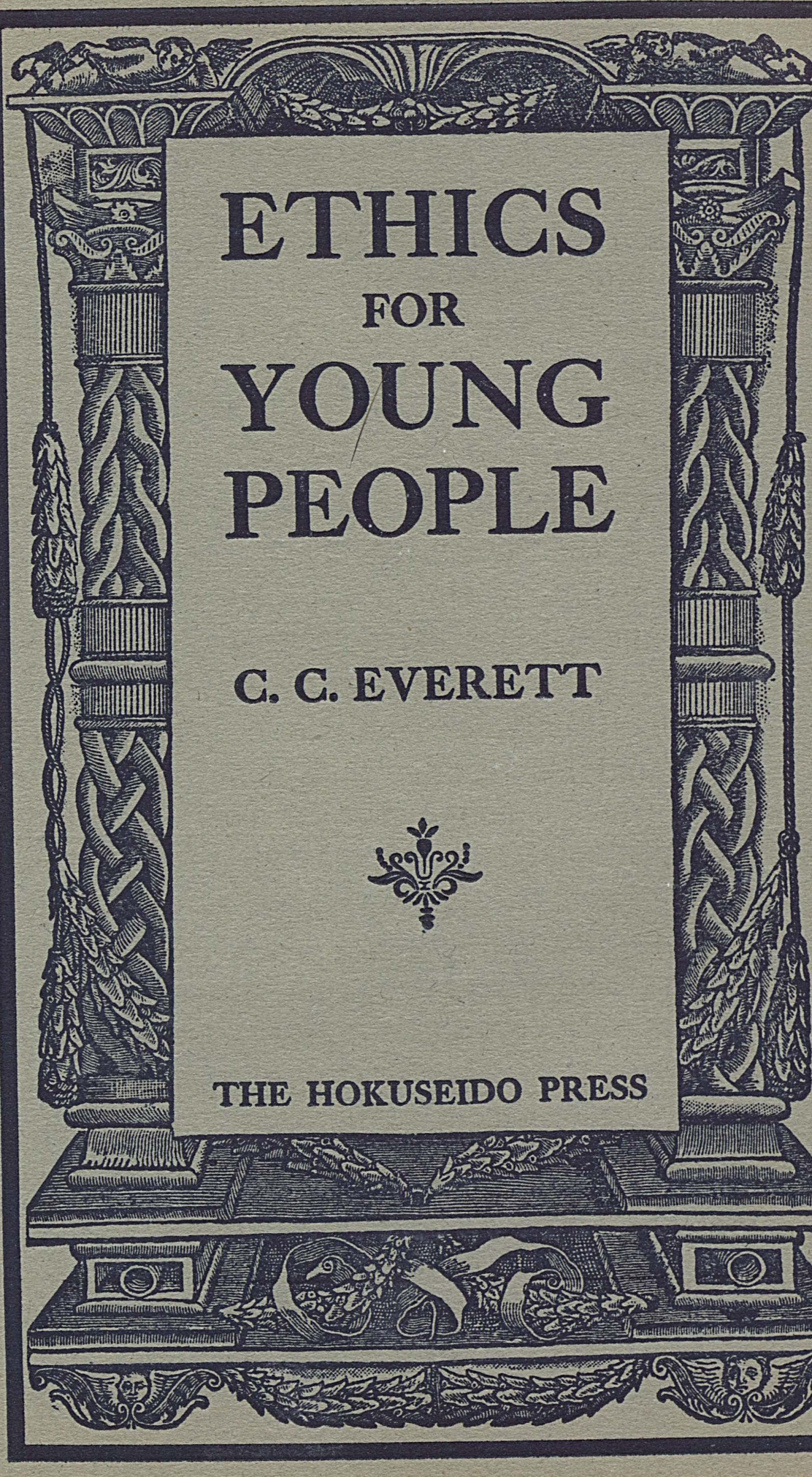
6. The boys who attended the Academy, were nearly all the sons of wealthy parents, and some of them were foolish enough to look down, with a sort of disdain, upon a scholar who had to drive a cow to pasture; and the sneers and jeers of Vincent were often repeated.

7. One day, he refused to sit next to Hartly in school, on a pretense that he did not like the odor of the barn. Sometimes he would inquire of Hartly after the cow's health, pronouncing the word "ke-ow," after the manner of some people.

8. Hartly bore all these silly attempts to wound his feelings and annoy him, with the utmost good nature. He never once returned an angry look or word. One time, Vincent said: "Hartly, I suppose your father intends to make a milkman of you."

9. "Why not?" said Hartly. "Oh, nothing," said Vincent; "only do not leave much water in the cans after rinsing them—that's all!" The boys laughed, and Hartly, not in the least mortified, replied: "Never fear; if I ever rise to be a milkman, I will give *good measure* and *good milk* too."

10. A few days after this conversation,



ETHICS
FOR
YOUNG
PEOPLE

C. C. EVERETT



THE HOKUSEIDO PRESS

北星堂編輯所編纂

エスィックス

フオア

ヤング ピーブル

昭和五年十二月二十二日

文部省檢定済

定價四十三錢

(中學四、五年程度)

本書は以前から青年の好讀物として諸方の學校で讀まれて居るものでありますが、弊堂は昨年本書を高等學校初年の教科書として發行した所非常な高評を博し、また本年の各高等專門學校の入學試験問題を見ますと偶然にも十數校も本原文から出題されて居るのであります。それで更に本書を中學用教科書として編纂した次第であります。各章皆な青年の基礎を成す諸々の徳目に就いて、青少年の生活に即した實例を引いて激勵と鞭撻とを與へて居る所は正に現代の青年にとつて最も良い師友ともなる良書でありますのみならず、受験準備教科書として最も適當なものと信じます。

最近 Ethics for Young People より 入學試験問題を出題されたる諸學校

昭和 4. 廣島高師、山口高商、神戸高工、

昭和 5. 佐賀高校、新潟高校、秋田鑛專、静岡高校、
米澤高工、松本高校、山口高商、奈良女高師、
廣島高工、

昭和 6. 金澤高工、福島高商、鳥取高農、奈良女高師、
第八高校、日大豫科、法大豫科、

昭和 7. 宇都宮高農、東京商大豫科、弘前高校、桐生高
工、仙臺高工、鹿兒島高農、神宮皇學館、

昭和 8. 山梨高工、神宮皇學館、成蹊高校、岐阜高農、
愛知醫大、

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CHAPTER VIII

EDUCATION AS A DUTY

WE have seen that the ambition to make the most and the best of one's self is worthy of all praise. One of the most important helps in accomplishing this end is education. To obtain an education so far as is possible is thus one of the first duties which 5 one owes to one's self.

By education, I mean the teaching which one may receive at home, at school, at college or elsewhere, and also that which one may give to one's self.

Boys and girls go to school,—some because 10 they have to, and some as a mere matter of course. Perhaps very few ask themselves what is the real good of going to school. This I will now try to explain.

Men differ from the lower animals, in part, be- 15 cause whatever one generation of men gains is passed on to the next, so that each starts with some little advantage over the one that went before it.

Each generation of animals, so far as we now know them, starts just where the former generation 20 started.

CHAPTER XVIII

TRUTH AND HONESTY

WE have seen that men are bound to society by obedience, love, and usefulness. There are certain virtues growing out of these principles, and certain vices corresponding to these, a few of which we will now consider. 5

Prominent among these virtues are those of *truth and honesty*. To these are opposed the vices of lying and cheating.

Society is like a building, which stands firm when its foundations are strong and all its timbers 10 are sound. The man who cannot be trusted is to society what a bit of rotten timber is to a house.

How often we see the effects of dishonesty in the building of houses. Every now and then we read of some great crash, which has occurred 15 because the contractor who was putting up a building had been dishonest. He had used poor material, or had put his material carelessly together. So the building falls perhaps even before it is finished. 20

Poor work is bad enough; but what the man

EASY STORIES FOR BOYS AND GIRLS

I. YAMADA



HOKUSEIDO

學習院教授

山田巖先生著

イージ ストーリーズ フォア

ボイズ エンド ガールズ



大正一四、二、二七、 文部省検定済

定價 三十五錢

(中、女、二年程度)

繪入で 80 頁

次の目次と内容見本を御覧下さい

本書は最近英吉利で發行された最も高評あるリーダー
中から日本の少年少女に興味と教訓を與へるやうな
ものを選び編纂したものでありまして副讀本として
は申分のないものであります。

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EASY STORIES

FOR

BOYS AND GIRLS

1. THE PIED PIPER

1. All this happened years ago in a little town in Germany, called Hamelin.

2. Hamelin was a pretty little town. There were trees in the streets, and a river ran by not far away.

3. But there were a great many rats in Hamelin. They were in the streets, and in the houses. They ran upstairs and downstairs. They climbed up on the tables, and sat on the chairs. They ate great holes in the cheeses, and stole the cakes.

4. At last the people said, "We will

2 EASY STORIES FOR BOYS AND GIRLS

go to the Mayor and tell him that he must get rid of the rats.”



5. So the people went to the Mayor, and found him sitting in his big carved chair in the town hall.

6. When he heard that they wanted him to get rid of the rats, he shrugged his shoulders.

“What can I do?” he asked.

“At least you might try to do some-

thing,” said the people. “We pay you every year. Why don’t you do something for your money?”

7. So the poor Mayor thought and thought, but he could not think of a way to get rid of the rats.

8. Tap, tap. Some one was knocking at the door.

“Perhaps it is a rat,” said the Mayor to himself.

9. But it was not a rat; it was a stranger. He quietly opened the door, and entered the room.

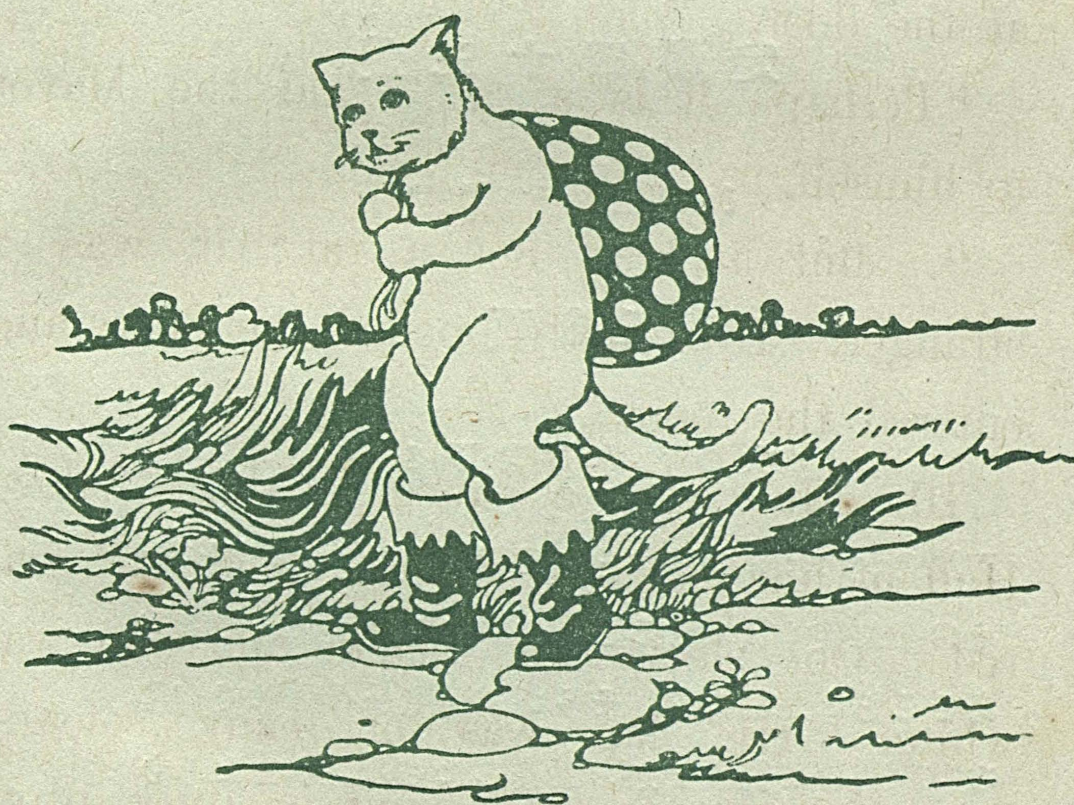
10. He was a queer-looking fellow. Half of his coat was yellow, and half was red. One sleeve was black, and one was white. His cap was of many colours. Around his neck was hung a silver pipe, and now and then he lifted it as if to play on it.

11. The stranger walked up to the

PANDORA

AND

OTHER STORIES



HOKUSEIDO

山崎貞先生編

バンドーラ エンド

アザー ストーリーズ

大正一四、文部省検定済
一、一五、

定價四十三錢

(中學二、三年程度)

123 頁

次の内容御見下さい

正課のかたはら副讀本として興味本位の相當纏つたものを生徒に讀ませることは學力増進上大いに利益あることと思ひます。そういふ趣意から西洋で有名な教訓的のお伽噺を集め編纂したものが本書であります。

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PANDORA

AND

OTHER STORIES

I. PANDORA

LONG, long ago, when this old world was still very young, everyone was happy, no one was ever ill or naughty, and people did not know what trouble meant.

In those days there lived a boy who had neither father nor mother. That he might not be lonely, a little girl, who like himself had no father or mother, was sent from a far country to live with him and be his playmate. This child's name was Pandora.

The first thing that Pandora saw, when she came to the cottage where the boy lived, was a large wooden box. "What have you got in that box?" she asked.

“That is a secret,” he answered; “and you must not ask any questions about it; the box was left here for safety, and I do not know what is in it.”

“But who gave it to you?” asked Pandora, “and where did it come from?”

“That is a secret too,” answered the boy.

“How tiresome!” exclaimed Pandora, pouting. “I wish the great ugly box were out of the way;” and she looked very cross.

“Come along, and let us play games,” said the boy; “we will not think any more about it;” and they ran out to play with the other children, and for a time Pandora forgot all about the box.

But when she came back to the cottage, there it was in front of her, and she began to say to herself, “Whatever can be inside it? I wish I just knew who brought it!”

“Do tell me?” she said, turning to the boy, “I know I cannot be happy till you tell me all about it.”

“How can I tell you, Pandora?” he said. “I do not know any more than you do.”

“ Well, you could open it,” said Pandora, “ and we could see for ourselves ! ”

But the boy looked so shocked at the very idea of opening a box that had been given to him in trust, that Pandora saw she had better not suggest such a thing again.

“ At least you can tell me how it came here,” she said.

“ It was left at the door,” answered the boy, “ just before you came, by a person dressed in a very strange cloak ; he had a cap that seemed to be partly made of feathers. It looked exactly as if he had wings.”

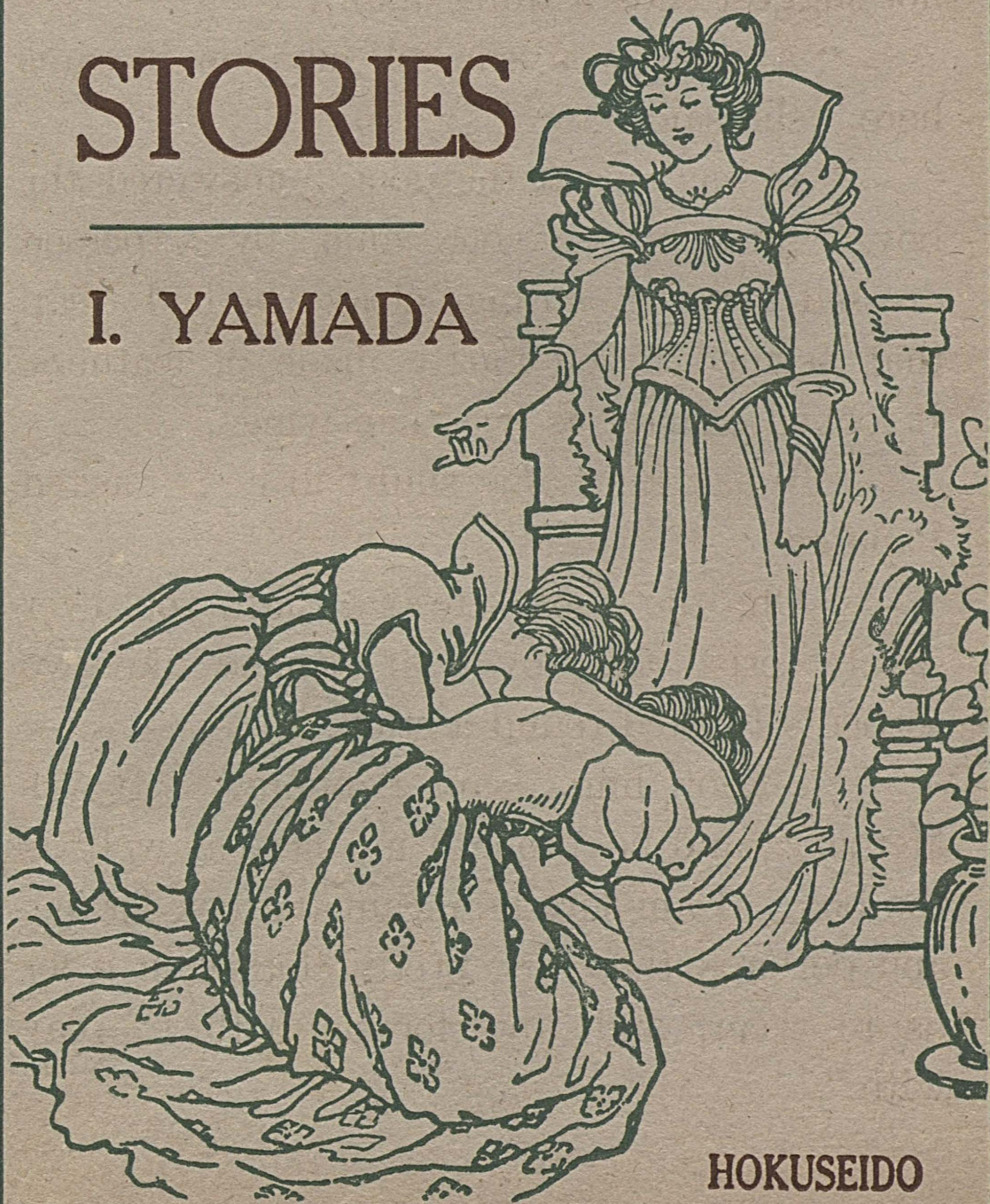
“ What kind of a staff had he ? ” asked Pandora.

“ Oh, the most curious staff you ever saw ! ” cried the boy ; “ it seemed like two serpents twisted round a stick.”

“ I know him,” said Pandora. “ It was Mercury ; and he brought me here as well as the box. I am sure he meant the box for me, and perhaps there are pretty clothes in it for us to wear, and toys for us both to play with.”

CINDERELLA & OTHER STORIES

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二、二七

定價四十八錢

(女學校四年程度)

繪入 123 頁

英國最近發行の女子リーダ中日本の少女に
興味と教訓を與へるやうな有益な御話を撰
び編纂したものであります。

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CINDERELLA

AND

OTHER STORIES

1. CINDERELLA

1. A very long time ago, a fair young girl lived with her father and mother in a beautiful home in the city. She was as happy as she was good, and her parents gave her all that her heart could wish.

2. At length a sad day came. Her dear mother fell sick and died. About a year afterwards her father married again. He said that his daughter must have some one to take care of her. Sad to say, he also died, and left his child without a friend.

3. After that everything went wrong.

2 CINDERELLA AND OTHER STORIES

The new mother was often cross and unkind. She did not like the gentle child, who tried in every way to please her.

4. To make things worse, she had two daughters of her own, who were just as cross and unkind as she was. They were both older than the child of their new father.

5. They made the fair young girl do all the hard work about the house. She had to sweep the floors, wash the dishes, dust the tables and chairs, and clean all the grates.

6. When her day's work was done, they would not let her sit with them in the best room. They told her to stay in the kitchen, and sit in the chimney corner among the cinders. They even called her Cinderella. That means the cinder maid.

7. They wore fine clothes made of silk and lace, and they had many new dresses

and hats. Cinderella had only shabby clothes, and often she was dressed in rags.

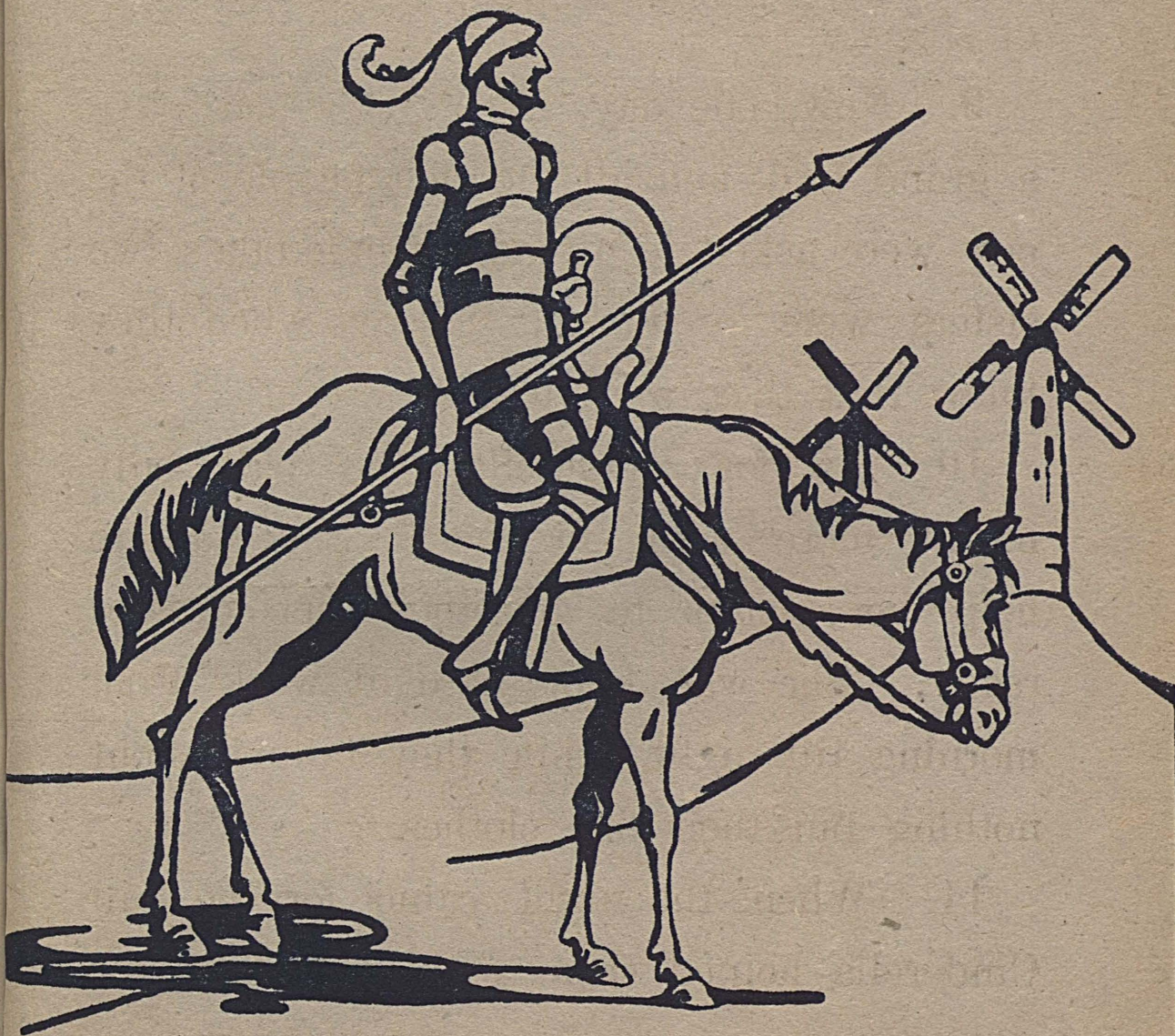
8. The two sisters slept in fine rooms on soft beds. They had also large looking glasses, in which they could see themselves from head to foot. Cinderella had to sleep in a garret, and her only bed was a sack of straw.

9. Now, one day, the King's son gave a grand ball, and all the rich people of the city were asked to attend. Cinderella's two sisters were proud and happy when they knew that they were to go.

10. As for Cinderella, the ball only meant more work for her. She had to help her sisters to get their fine dresses ready. She was kept hard at work from morning till night, while they talked about nothing but their fine clothes.

11. When the night came for the ball Cinderella helped them with their hair, for

Stories from
Don Quixote



HOKUSEIDO

ストーリズ フロム
ドン キホーテ

昭和^二、_{一、一五} 文部省検定済

定價 四十一 錢

(中學三年程度)

繪入 123 頁

西班牙の文豪 Cervantes (1547—1616) の筆から生れた Don Quixote は、英國の劇聖 Shakespeare (1564—1616) の生んだ Hamlet と名聲を等しくして對立する世界文學史上の大立物で、其人と相知る事は文學を談ずる者にとつて殆んど絶對必要事であります。勿論立派な英譯も幾種も出て居りますが、其全部を讀破する機會を急には持ち得ない若い學生をして、せめて此名高い騎士の面影なりと髣髴せしめ度いといふ趣意から、此物語中の殊に面白さうな部分を平易な英語に書き直したものを、中學三四年程度の英語副讀本として編纂した次第であります。

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STORIES FROM DON QUIXOTE



CHAPTER I

HOW DON QUIXOTE WAS KNIGHTED



SOME three or four hundred years ago, there lived in sunny Spain an old gentleman named Quixada, who owned a house and a small property near a village in La Mancha.

2. He was not married, so one of his young nieces, assisted by a housekeeper, waited upon him, did his cooking, and kept his home neat and clean.

3. Quixada was tall and thin, but he

was healthy and strong, and very fond of hunting and all outdoor sports. He was a good-natured, kind-hearted man, and much loved by everyone who knew him.

4. As he had nothing in the world to do in the shape of work, he used to spend most of his time in reading. The books he cared for more than others were about the knights who lived in those days of old known as the middle Ages.

5. Quixada delighted in histories of these men, who used to wander over the country seeking adventures, helping anyone who was in distress, and fighting and killing all who did harm and evil in the world. The brave men who went about in this way were called knights-errant, and they were the heroes dearly loved by this Spanish gentleman.

6. Now some of the books he read were true, but most of them were fairy tales and about enchanters and giants and many other

impossible things. But the more he read the more he grew fond of such tales, until at last he cared for nothing else, and even gave up his hunting, and passed his days, and even the best part of his nights, in reading them.

7. In time his mind was so wholly taken up in this way that he came to believe that he himself lived in a land of enchanters and giants and that it was his duty to ride forth on his noble steed, to the rescue of unhappy princesses.

8. In the lumber-room of Quixada's house there had lain, ever since he was born, a rusty old suit of armour, which had belonged to his great-grandfather. This was now got out, and Quixada spent many days in polishing and putting it in order.

9. Unfortunately, there was no more than half of the helmet to be found, and a knight cannot ride forth without a helmet. So Quixada made the other half of strong pasteboard; and to prove that it was strong

**STORIES FROM
THE
ARABIAN NIGHTS**



HOKUSEIDO

北星堂編輯所編纂

ストーリーズ フロム

アラビアン ナイツ

昭和三〇、三〇。文部省検定済

定價四十四錢

130 頁 (中學三年程度)

“Arabian Night’s Entertainments,” 一名 “A Thousand and One Nights” は、昔アラビアの宮廷で、美しい才媛が毎夜王様にお話し申上げた物語といふ處からつけた名前で、東洋諸國の物語を集めたものがあります。英語譯も幾種もありますが何れも頗る浩瀚のもので、全部を讀み通すといふ事は中々根氣を要す事でもあり、又それほど必要のない事でもありますが、其中の Ali Baba の話、Aladdin の話、Sindbad の話などは、Aesop’s Fables と共に、殆んど世界各國人の常識ともいふべきものであります。それで此三つの話を平易な英語に書き直したものを取つて、中學三年程度の英語副讀本として本書を編纂した次第であります。

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STORIES FROM
The Arabian Nights



**ALI BABA AND THE FORTY
THIEVES**

IN a certain town in Persia there lived two brothers, one named Cassim, and the other Ali Baba.

2. Cassim had married a rich wife, and lived like a lord and did nothing. While Ali Baba, who had married for love, and not for money, had to work hard for his living. Every day he went to cut wood in the forest, loaded his three asses with it, and then brought it back to sell in the town.

3. Now one day, while Ali Baba was in the forest, he noticed, far off, a great cloud of dust, and as it came nearer he saw that the dust was made by a company of men galloping along.

‘They must be robbers,’ said Ali Baba to himself, trembling.

4. Ali Baba was a cautious man; so hiding his asses he climbed a tree which stood near a great rock, and hid himself among the branches, where he could see without being seen. By and by a band of horsemen appeared. Ali Baba counted forty. When they came under the tree, they all dismounted and began to take off their saddle bags, which, Ali Baba, guessed, were filled with gold.

5. Then the Captain of the band went up to the rock, and in a loud voice said, ‘Open Sesame.’

And behold! a door which was hidden

in the rock swung slowly open, and the whole band of robbers marched in. After a while they came out again, and the Captain shouted, 'Shut Sesame.' The door at once closed behind them, and no one could have guessed that there was any opening in the solid rock.

6. As soon as the robbers had mounted and ridden off, Ali Baba climbed quickly down, and as he remembered the words he had heard, he went up to the rock and cried, 'Open Sesame.'

7. The door swung wide open, just as it had done before, and Ali Baba walked in. He found himself in a huge cave piled up with rich wares and great bags of gold and silver. He went out and brought his asses to the door, and loaded them with six bags full of gold, which he carefully covered with bundles of wood. Then he cried aloud, 'Shut Sesame,' and the door

Gulliver's Travels



HOKUSEIDO

ガリバース トラベルズ

昭和二、
一、一五 文部省検定済

定 價 三 十 錢

(中學二、三年程度)

繪入 81 頁

英國の大諷刺家 Jonathan Swift (1667—1745) の傑作 “Gulliver’s Travels” は、痛烈骨を刺す底の諷刺小説として、英文學史上に特異の地位を占めて居りますが、頗る大部のもので、其全體を通讀する事は中々容易ではありません。そこで同書中最も人口に膾炙する小人國の卷と大人國の卷とを、極めてやさしい英語に書き直したものを、中學二三年程度の英語副讀本として編纂したのが此小冊子であります。

編 者 識

昭和二年一月十五日
中學校 外國語科 文部省檢定濟

Gulliver's Travels



HOKUSEIDO

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Gulliver's Travels



PART I

A VOYAGE TO LILLIPUT



CHAPTER I

CAST ON A STRANGE COAST



AM going to tell you of some strange things that I have seen, and you will no doubt first like to know who I am and where I come from. My name is Lemuel Gulliver, and I was born in England. When I grew up I had a wish to go round the world, and in the year 1699 I got a post as doctor on board a ship bound for the South Seas, and it is of what I saw there that I want to tell you in this book.

2. For a long time things went all right, but one day a great storm drove us far to the south, and it lasted so long that twelve of our men died from the hard work, and the rest were sick. Then came a fog, and as we could not see which way to steer, the ship ran on a rock and split in two.

3. Five of the men and I let down a boat and left the wreck, but a big wave sank the boat, and I lost sight of my poor friends.

4. I swam, and swam, and swam, and just when I felt I must give up, I found I could touch the sand. I now knew I was safe. I had to walk about a mile through the sea, and when I came to the shore I lay down on the soft grass, and, worn out, went right off to sleep.

5. When I awoke the sun was shining. I tried to rise, but found I could not move hand or foot. My legs and arms were fastened to the ground by thin but strong cords, a lot of which were drawn over my chest and tied

ROBINSON CRUSOE

IN WORDS OF ONE SYLLABLE



HOKUSEIDO

北星堂編輯所編纂

ロビンソンクルーソ

大正一五、
三、五 文部省検定済

定價三十四錢

(中學二年程度)

繪入 93 頁

次に内容見本があります

ロビンソンクルーソも有名なお話でありまして
各種のものが出版されてゐますが、本書は最もやさ
しい one-syllable の英文で綴り中學二年生にも容
易に讀み得るやうに編纂したものであります。

ROBINSON CRUSOE



CHAPTER I

My name is Robinson Crusoe, and I was born in the city of York. When I was quite a boy it was my great wish to go to sea, as I could not be happy in a quiet life at home.

2. My father and mother tried hard to keep me with them, to show me it was best for me to make up my mind to live by their side and not to go to strange lands far from my friends. But in spite of all they said I felt I must go forth to see the wide world.

3. When I was eighteen years old, one day I went to Hull, and there I met a boy whom I knew. His father was captain of a ship which was to go by sea to London that very day. This boy, who was to sail in her,

said to me, "Will you not come with us, Rob?"

4. As he did all he could to make me say I would go, very soon the thought of home flew out of my head, and I went on board with him.

5. When we got out to sea the wind rose and a very bad storm came upon us. Things got worse and worse till at last one of the crew cried out that we had sprung a leak and that the ship would soon be full of water. Just when we thought our end had come and we must all sink into the sea, a light-ship that was not far from us sent a small boat out to help us.

6. But so great was the storm that it could not get near us even though the brave men who rowed it did all in their power to pull through the wind and waves.

7. Then our men threw them out a rope with a buoy to it, which they caught hold of. We drew them close to our ship,

and thus we all got into the boat. We were but just in time, for very soon after we saw our ship sink.

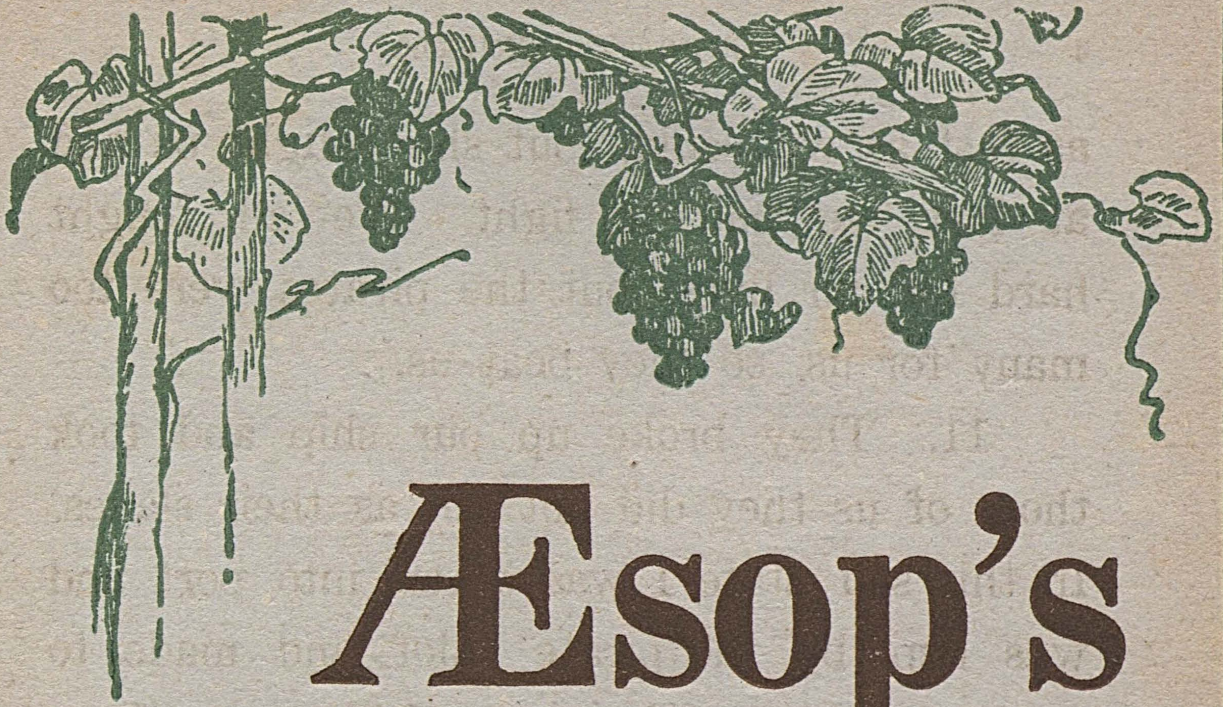
8. It took us some hours to reach the shore, but at last we did so. When we were safe on land my friend told his father who I was and how I came to go to sea with them. At this the captain said to me in a very grave voice, "Young man, you ought never to go to sea any more. You should take this as a sign that you ought to live at home."

9. But I did not pay much heed to his words, and when I left him I went at once to find a ship in which to sail again. I soon made friends with the captain of one, who said I might go with him. I did so, and as all went well I had a very nice time.

10. But this was not the case on my third trip, for we were met by a pirate ship which gave chase to us. We made off

as fast as we could, but she caught us and at last we had to fight. We all fought hard for our lives, but the pirates were too many for us, so they beat us.

11. They broke up our ship and took those of us they did not kill as their slaves. In this sad state I was taken into port and was kept by the pirate chief and made to work for him. The rest of the men from our ship were sent to other places.



Æsop's Fables

*With
Illustrations*



HOKUSEIDO

北星堂編輯所編纂

イソップス フェーブルズ

大正一四、
一五、二五 文部省検定済

定價四十三錢

(中學二、三年程度)

繪入 113 頁

次の内容を御覧下さい

イソップ物語は世界を通じて少年少女の必讀書となつてゐることは申す迄もなく、世界の格言の源ともなつて日常の會話にも常用されてゐるのであります。

イソップ物語の英譯本は種々出版されて居りますが本書は最も明快なやさしい英文で書いてありまして、中學二年程度の副讀本として理想的のものであります。

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THE FABLES OF ÆSOP

1. THE DOG AND THE IMAGE

A dog once stole a piece of meat out of a butcher's shop and ran off with it. Before he had gone far he came to a narrow wooden bridge over a stream. As he was crossing the bridge, he looked down and saw his own image in the water.

He thought that it was another dog with another piece of meat; and he made up his mind to get hold of that piece also. He snapped at the image, dropped his own piece of meat, and so lost all.

2. THE CROW AND THE PITCHER

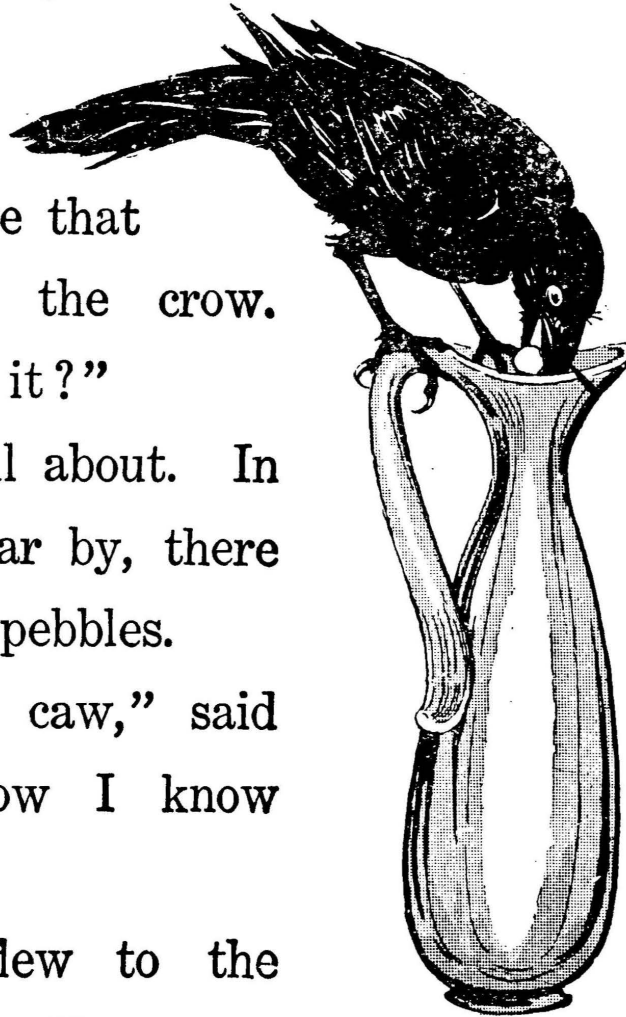
A thirsty crow was looking everywhere for water, but, no water was to be found. In the hayfield under a tree she saw a pitcher. She flew to it and looked in. There was a little water in the pitcher, but she could not reach it.

“I must have that water,” thought the crow. “How can I get it?”

She looked all about. In the dry brook near by, there were stones and pebbles.

“Caw, caw, caw,” said the crow. “Now I know what to do.”

Away she flew to the dry brook-bed. Then she



brought small stones and pebbles, and dropped them, one by one, into the pitcher.

The water rose higher and higher.

At last it came to the top where she could reach it with her bill.

This story teaches that where there's a will there's a way.



3. THE MOUSE, THE CAT, AND THE COCK

A young mouse, that had not seen much of the world, came home one day and said, "Oh, mother! I have had such a fright! I saw a great creature strutting about on two legs. I wonder what it was! On his head was a red cap. His eyes were fierce and stared at me, and he had a sharp mouth.

The Water-Babies

By
Charles Kingsley



HOKUSEIDO

山崎貞先生編纂

ウォーターベビズ

昭和五年十二月二十四日

文部省検定済

定價三十七錢

(中學二、三年程度)

繪入 104 頁

英國文豪 Charles Kingsley が少年少女の讀物として作したものをやさしい英文で書き直したものであります。大へん面白い有益なお話であります。リーダの補助として御用ひあらんことをお薦めします。

The Water-Babies

A Fairy Tales for a Land-Baby

By

Charles Kingsley



Adapted for Beginners

By

T. Yamazaki



THE HOKUSEIDO PRESS

は し が き

本書の原著者 Charles Kingsley (1819—1875) には、Alton Locke, Yeast, Hypatia, Westward Ho! 等の小説の外に、劇や詩の作もあるが、又少年の讀物として The Heroes, The Water-Babies の二篇がある。

The Water-Babies (水の赤ん坊) には、A Fairy Tale for a Land-Baby (陸の赤ん坊の爲のお伽噺) といふ Subtitle (副書名) がついて居り、又 Dedication (獻本の辭) には

TO MY YOUNGEST SON
GRENVILLE ARTHUR
AND TO
ALL OTHER GOOD LITTLE BOYS

(我が末の男の子 G. A. 及び其他凡ての善き男の子等にさゝぐ) としてあるのを見ても大抵本書の内容を推知する事が出来よう。原書は四六版で三百頁近くもあり、又初學生には稍むづかし過ぎるから大分端折つて約四分の一にちぢめ中學二三年向のやさしい英語に書直して見た。しかしお話の筋に中絶はなく、そして又最も面白い部分は大抵収録したつもりである。

昭和五年初秋

編者しるす

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CHAPTER VI

Tom Goes to School



HERE I come to the saddest part of my tale. You may think that Tom was quite good when he had all things that he could want or wish for.

But it was not so, for he was naughty and cross at times. He grew so fond of the sea-bull's-eyes and sea-lollipops that he could not think of anything else, and longed to get more.

He wished the fairy lady would come again and give him some. He thought of nothing else by day and dreamt of nothing else by night.

One day he watched where the fairy kept the sweet things, and found out that they were put in a box which she had

hidden away in a deep crack in the rocks.

2. So one night, when all the little ones were asleep, and he could not sleep for thinking of lollipops, he crept away to the place where the box was hidden.

But, when he saw all the nice things in the box, instead of being delighted, he was quite frightened, and wished he had never come there.

Then he thought he would only touch them, and he did ; then he would only eat one, and he did ; and then he would eat one more, and so on, till he had eaten them all up. Then he felt sick.

And all the while, close behind him, stood Mrs. Bedonebyasyoudid.

‘Poor little dear !’ she said, ‘you are just like the rest.’ But Tom did not hear or see her.

3. Next day, when the fairy came to give the sweet things to the water-babies, Tom was greatly afraid lest there should be

no sweets in the box, for he had eaten them all. And he shook from head to foot when she looked him full in the face.

But she had as many as ever in the box, and as she gave him his share just like the rest, Tom thought she had not found him out.

When he put the sweets into his mouth, he did not like the taste of them a bit; they made him so sick that he had to get away as fast as he could. He was very sick and very cross all that week.

The next time that the fairy came he had his share as before, and again the fairy looked him full in the face, but it was a sad look this time. And he could not bear the sweets.

4. And, when Mrs. Doasyouwouldbedoneby came, he asked to lie in her arms once more.

But she said, 'I should like to have you in my arms, to love you, but I cannot; you

GRIMM'S FAIRY TALES



HOKUSEIDO

北星堂編輯所編纂

グリムズ

フェアリー テールズ

大正一四、
一二、二五、 文部省検定済

定價三十八錢

(中學三、四年程度)

112 頁

世界童話界の大關ともいふべきグリムのお伽噺中から最も傑作とされて居るものを選び中學副讀本としたものであります。グリム兄弟は獨逸人ではありますが、此の人のお伽噺は殆んど凡ての國語に翻譯され、世界中の少年少女の伴侶となつて居ります。併し何れも單に小さな子供が讀んで面白いといふばかりでなく、藝術味の豊かな文學上の作品としても價值あるものであります。

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Grimm's Fairy Tales



The Sleeping Beauty



LONG time ago there lived a king and queen who were very sad because they had no children; but one day when the queen was resting near a spring, a frog crept out of the water, and said to her “You shall have a little girl.”

What the frog said came true. The queen had a little child who was so beautiful that the king wished to give a party in her honour. He thought he would invite all the wise

women in the land, who could grant fairy gifts to his little child. There were thirteen of these wise women, but by some chance only twelve were invited, and at the table twelve golden plates were set for them.

After the great dinner was over, the wise women presented the princess with their fairy gifts. The first gave her goodness, the second beauty, the third riches, and so on up to the last; but before the twelfth wise woman could speak, in walked the thirteenth.

This ugly old woman was in a great rage, because she had not been invited to the feast, and without taking notice of any one, she cried in a loud voice, “When the princess is fifteen years old, she shall prick her finger with a spindle, and shall fall down dead.” Then, without another word, the evil woman left the room.

At these words, every one turned pale with fright; but the twelfth wise woman, who had not yet spoken, now came up, and said: “I cannot stop this woman’s evil wish; I can only soften it. The king’s child shall

not die, but a deep sleep shall fall upon her, in which she shall stay one hundred years.”

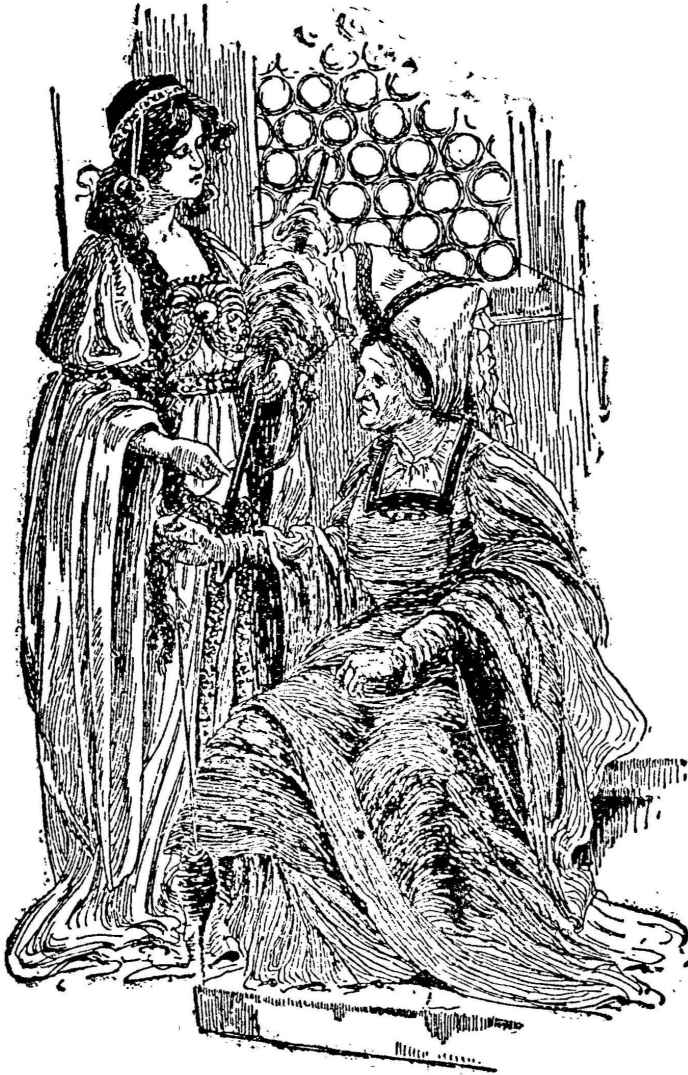
The little child was so beautiful, kind, and good, that no one who saw her could help loving her. As she grew older, the king and queen began to feel very unhappy, and ordered that all the spindles in the kingdom should be burned.

Now, as it happened, on the very day that the princess was fifteen years old, the king and queen were away from home, and she was quite alone in the castle. The maiden ran about over the whole place, looking into all the rooms and halls, just as her fancy led her.

At last she came to an old tower, and at the top of a winding stair, she saw a little door. In the lock was a rusty key. When she turned it, the old door flew open, and there in a small room sat an old woman with her spindle spinning flax.

“Good morning, Grandma,” said the princess, nodding her head, “what is that funny thing that jumps about so?” and she

held out her hand to take the spindle. Then it came about as the evil woman had foretold. The princess pricked her finger with the



spindle, and at once she fell upon the bed which was near, and lay as if dead, in a deep sleep.

This sleep came not only upon the princess, but spread over the whole castle. The king and queen, who had just come home, fell asleep, and all

their lords and ladies with them; the horses went to sleep in the stables; the dogs in the yard; the doves on the roof; the flies on the wall; yes, even the fire that burned in the

fireplace grew still and slept. The meat stopped roasting before the fire; the cook in the kitchen, who was just going to box the ears of the stable-boy, let her hand drop, and sank to sleep. Outside the castle the wind was still, and upon the trees not a leaf stirred.

In a few hours there sprang up around the castle a hedge of thorn bushes, which year by year grew higher and higher, until at last nothing of the castle could be seen above it; not even the roof, nor the chimneys, nor the flag on the tower.

So the years went by, and the story of the Sleeping Beauty, as the princess was called, was known all over the kingdom. As time went on many kings' sons came and tried to get through the hedge of thorn bushes; but this they could not do. The sharp thorns seemed to have hands, which held the young men so fast that they could neither go forward nor backward, and they all died a sad death.

After many, many years, a prince came to the

Andersen's Fairy Tales



HOKUSEIDO

北星堂編輯所編纂

アンデルセン

フェアリー テールズ

大正 ^{一四}_{一、二}、^{二五}_{二、五} 文部省檢定済

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(中學四、五年程度)

105 頁

グリムと共に世界童話界の兩大關ともいふべきアンデルセンのお伽噺の中から最も傑作とされて居るものを選んであります。アンデルセンは丁抹人ですが、グリムと共に此の人々のお伽噺は殆んど凡ての國語に翻譯され、世界中の少年少女の伴侶となつて居るばかりでなく、藝術味の豊かな文學上の作品としても價值あるもので、中學以上の青年諸君の讀み物としても、極めて味ひの深いものであります

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Andersen's Fairy Tales



The Daisy



LISTEN to my story !

In the country, close by the roadside, there stands a summer-house—you must certainly have seen it. In front is a little garden full of flowers, enclosed by white palings; and on a bank outside the palings there grew, amidst the freshest green grass, a little Daisy. The sun shone as brightly and warmly upon the Daisy as upon the splendid large flowers within the garden, and therefore it grew hourly, so that one morning it stood fully open, with its delicate white gleaming leaves, which, like rays, surrounded the little yellow sun in their centre.

It never occurred to the little flower that any one

saw her, hidden as she was among the grass. She was quite contented; she turned towards the warm sun, looked at it, and listened to the Lark who was singing in the air.

The Daisy was as happy as if it were the day of some high festival, and yet it was only Monday. The children were at school; and whilst they sat upon their forms, and learned their lessons, the little flower upon her green stalk learned from the warm sun, and everything around her, how good God is. Meanwhile the little Lark expressed clearly and beautifully all she felt in silence! And the flower looked up with a sort of reverence to the happy bird who could fly and sing; it did not distress her that she could not do the same. "I can see and listen," thought she; "the sun shines on me, and the wind kisses me. Oh, how richly am I blessed!"

There stood within the palings several grand, stiff-looking flowers; the less fragrance they had the more airs they gave themselves. The Peonies puffed themselves out, in order to make themselves larger than the Roses. The Tulips had the gayest colours of all; they were perfectly aware of it, and held themselves as straight as candles, that very

might be the better seen. They took no notice at all of the little flower outside the palings; but she looked all the more at them, thinking, "How rich and beautiful they are! Yes, that noble bird will surely fly down and visit them. How happy am I, who live so near them, and can see their beauty!" Just at that moment, "Quirrevit!" the Lark did fly down, but he came not to the Peonies or the Tulips: no, he flew down to the poor little Daisy in the grass, who was almost frightened from pure joy, and knew not what to think: she was so surprised.

The little bird hopped about, and sang, "Oh, how soft is this grass! and what a sweet little flower blooms here, with its golden heart and silver garment!" for the yellow centre of the Daisy looked just like gold, and the little petals around gleamed silver white.

How happy the little Daisy was! no one can imagine how happy. The bird kissed her with his beak, sang to her, and then flew up again into the blue sky. It was a full quarter of an hour ere the flower recovered herself. Half ashamed, and yet completely happy, she looked at the flowers in the garden; they must certainly be aware of the honour



SIMPLE
PRACTICAL
ENGLISH
CONVERSATION

FOR
BOYS AND GIRLS

Book One

FRANK H. LEE

REVISED EDITION

HOKUSEIDO

學習院
商科大学 教授

フランク・リー先生新著

シンプル プラクチカル
カンバセーション
(訂 正 版)



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リー先生は在留英國人中最も學識あり且つ日本學生をよく理解して居られその教授法には多年の經驗を有せられ又先生の文筆の卓絶なることは既に我英學界に定評があります。先生が多年の經驗から編み出された理想的の會話書は本書であります。

どうぞ御審査の上御校會話教本 又は英作文參考書として御採用賜らば光榮に存じます。

因みに本書は文部省檢定を受けてありませんから、英語會話御希望の學校へのみ見本を贈呈することになつて居ります。

Simple Practical English Conversation

for
Boys and Girls

BOOK ONE

BY

Frank H. Lee. B. A. OXFORD

PROFESSOR OF ENGLISH AT THE TOKYO UNIVERSITY
OF COMMERCE, AND AT THE PEERS' SCHOOL.

AUTHOR OF "THE ENGLISH COUNTRY CALENDAR"
AND "A LONDON CHRONICLE", ETC.

Revised Edition

THE HOKUSEIDO PRESS

本書編纂の目的は著者が従来日本の學校で教授されつゝある英語會話書なるものが兎角無味乾燥に陥り何等生徒の智識慾を助長せんとする努力のないのを慨され又一方では日本の學生が退嬰的であつて外國青年との交際を避ける傾向のあることを憂へられた結果成るべく平易で而も實生活に必要な日常會話を覚えさし、そして日英少年少女の接近を計り、引いては兩國々交の上にも好感を齎さうとの目的で編纂せられたものであります。

以上の趣旨によりまして第一卷におきましては舞臺を英京倫敦に定め、また第二卷では東京及葉山等を場面として日英兩國の少年男女が互に睦しく喜戲談笑するさまを寫したもので御座います今後ますます歐米人に接する機會の多い我學生をして如何に外國人と語るべきか又如何に外國人と交際すべきかといふことを學ぶに際しまして活きた教材として裨益尠からぬことゝ存じます。

PREFACE

In transferring the two little Japanese children from London back to their home in Tokyo, I felt that possibly the change might render the story—for the book is really a story-book—more interesting to the boys and girls who were destined to learn from it some of their lessons. The children are older now, and have grown with those who read of them before, when they too were younger.

I rather hoped, too, that a certain freshness might be added to the narrative when continued in spots and places familiar to so many of my readers.

In conclusion I should like to say that in this book and the previous one I have striven to avoid that dullness which unfortunately only too often is the mark of a text-book and quickly stifles the eager zest for learning so generally present in the young.

Kojimachi, 1929.

L. A. Lee .

As this small book seems to have been of some service to the younger students of English in Japan, I decided, on the advice of several teachers, to revise it, and add to the text a number of questions and answers, which will furnish students with the opportunity for a little extra practice in conversation.

F. H. Lee

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ON THE RIVER

Chiyo. There are very many boats on the river.

Miss Brown. There are always a great many on Saturday afternoons and on Sundays.

Ichiro. Why are there more on Saturday and Sunday than on any other day in the week?

Miss Brown. Because Saturday is a half-holiday and Sunday a whole holiday.

QUESTIONS AND ANSWERS

- Q. Is Saturday a half-holiday *at school*?
- A. Yes, we *finish school* at 12 o'clock.
- Q. Do you have any *work to do* on Sundays?
- A. No, Sunday is a whole holiday.
- Q. At what time does school begin *on week days*?
- A. It begins at ten minutes past eight

Simple Practical English Conversation

for
Boys and Girls

BOOK TWO

BY

Frank H. Lee. B. A. OXFORD

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Simple Practical English Conversation

BOOK II

ICHIRO AND CHIYO IN TOKYO

CHIYO COMES TO VISIT CELIA

Celia. How do you do, Chiyo? I am very glad you were able to come.

Chiyo. I am very well, thank you.

Celia. Come along in.

Chiyo. Thank you very much. Isn't it very hot to-day?

Celia. How did you come here?

Chiyo. I took a taxi.

Celia. Is it far from your home?

Chiyo. It is about ten minutes by taxi.

Celia. Let us go into the garden. It is cooler than indoors.

QUESTIONS AND ANSWERS

Q. How are you to-day?

A. I have a *slight* headache.

A. and Q. I am very sorry to hear that. Do you often have headache?

A. No, not very often. I think it is *a touch of the sun*.

Q. Were you *out in the sun* yesterday?

A. Yes, I was bathing and the sun was very hot.

CHIYO'S GARDEN

Chiyo. How pretty your garden is!

Celia. I am very fond of flowers, are you?

Chiyo. Yes, I am very fond of them.

Celia. Have you a large garden at home?

Chiyo. No, not very large. We have no flowers in it.

Celia. Why have you no flowers?

Slang, Phrase and Idiom

in Colloquial English

By

Thomas R. G. Lyell

語數四五〇〇語

定價二圓八十錢

1. 英語を教へ乍ら疑問の Slang, Phrase に出會した時、
2. 英米現代作家の作品を讀みつゝあるとき難解の Slang, Phrase にぶつかつたとき

適當に質問すべき西洋人もなく、種々の英語辭典を調べても分らない時、お困りの事はありませんでしたか、本書によりて始めてその不便を一掃し、疑問の Slang に對し満足な解答を與へてくれます。

☞ 世界大戰は英語に於ける日常語の位置を全然一變した。新俗語、新熟語は輩出し、卑俗其所を改めたものも極めて多い。本書は凡て其等の新語を網羅し、載する所の凡ゆる日常語、熟語につきて其最近の位置（通俗、卑俗、親密、文語的）を明示し以て日常語使用についての指針を提供する。斯々の場合如何なる語句を使ふべきか また此語は日常語として使用して失禮に當らざるか否か 或はまた こんな場合自然な云ひ表し方は如何 其種の最近の日常語に關する明確な答を求めんとするものには必ず無くてはならない辭典である。

☞ 従前の此種の辭典にして英米兩國に於て發行せられたものは多いが、何れも大戰を境として古物の域に置き去られ、又眞に英米國人以外の外國人の必要求むる所を考慮して編纂せられたものがなかつた。ために或多數の言葉は其等編纂者の眼から簡單にして所載の必要なしとして省略されたが然かも俗語ほど意味の捕捉し難いものなく、彼等にとつて簡單に見えても我等日本人がその眞の意味を握り難い言葉が多數あつた。其缺點を補はんとしたのが本書の主なる目的の一つである。

☞ 本書は載する所の凡ゆる日常語に對して充分なる用例並にアクセント・イントネーションを與へ、以て其意味の完全なる把握と且つ實際英米人の間に用ゐられ居る自由にして自然なる日常語の研究及び練習を欲する人のために充分なる材料を供給する。これ亦他に類を見ざる本辭典の特徴とする所である。

☞ 説明は明快にして割切、而かも精しきに過ぎず簡單に失せず、教師、學生、外交官、海外旅行者、實業家其他外人と接觸する諸紳士の何れの士も必ず携ふべく、活きた英語、自然の英語、最新の英語に關する知識と練習の材料を與ふる唯一の良書である。

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な本はコレ!

aback' ∴ to be taken *aback*
不意を打たれる; 呆氣にとられる

aban'don 見捨てる; 斷念する

abash' 赤面さす; 度を失はしめる

abate' 減する; 風ぐ

ab'ness 尼院長

ab'bey 僧院

ab'bot 僧院長

abbe'viate 省略する

abbrevia'tion 省略; 短縮

ab'dicate 位を讓る

abdica'tion 讓位; 退位

abdo'men 腹; 下腹部

abduct' 誘拐する

abed' 寢床に

abet' 煽動する; 教唆する

abet'tor 煽動者; 教唆者

abey'ance 中止; 未決

abhor' 忌み嫌ふ

abhor'rence 嫌惡

abide' 住ふ; 滞在する; 堪へ忍ぶ; 待つ

abil'ity 才能; 腕前

ab'ject 賤しい; 淺ましい

a'ble 能力ある; 出来る

a'bly 巧みに; 上手に

abnor'mal 異常な; 法外な

aboard' 船中に; 汽車に

abode' 住所; 住居

abol'ish 廢する

aboli'tion 廢止 「べき

abom'inable 厭な; 嫌惡す

abomina'tion 嫌惡; 憎惡

aborig'inal 土著の; 原始の

aborig'ines 土人; 原民

abound' 富む; 充滿する

about' ...に就いて; 殆ど; 頃

above' ...の上に; 以上

abra'sion 擦過傷

abreast' 並行して; 並んで

abridge' 短縮する

abroad' 海外に; 廣く

ab'rogate 廢止する; 取消す

abrupt' 突然の; だし抜けの

abscond' 失踪する; 逃亡する

ab'sence 不在; 欠席

ab'sent 不在の; 欠席して

absent' ∴ to *absent oneself* from... 欠席する

ab'solute 絶對的の; 純然たる

ab'solutely 全く; 全然

absolve' 免除する

absorb' 吸集する; 心を奪ふ

absorb'ent 吸集性の

absorb'ing 吸集する; 非常に面白い

abstain' 絶つ; 慎む

ab'stinence 禁酒; 禁慾

ab'stract 抽象的の 「しい

absurd' 不合理な; 馬鹿々々

absurd'ity 不合理; 馬鹿らしいこと

abun'dance 澤山; 豊富

abun'dant 澤山の; 豊富な

abuse' 濫用する; 罵る

abu'sive 罵詈の

英字新聞や雑誌を讀むにも實に便利です。精しきに過ぎず簡に失せず、學習者の必要の點を最も注意深く考慮して字を擇び、最適にして必須の譯を附し、類書中に見られざる多數の新語を包含したる無類の小辭典!

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英語自修書として不朽の價値あるものはナシヨナル・リダである。加ふるに英學界未嘗有の權威者であつた山崎先生が明確(親切)無類の講義を與へられたものは本書也。

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類書中稀有の名著として既に定評あり、本書一冊にして克く時文辭典、和文英譯研究書、英文法書の三省を兼備したるもの。

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世界的な大評判の英米文學總覽

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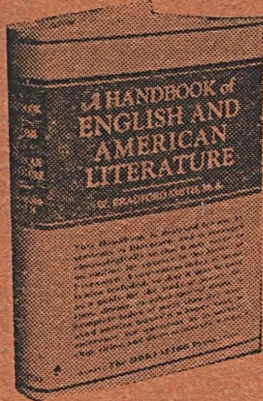
A Handbook of English and American Literature

英米文學總覽

From the Beginnings to the Present Day

by W. BRADFORD SMITH,
Lecturer in the Tokyo Imperial University.

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answers these questions in concise form for English literature beginning in Anglo-Saxon times, down to the best modern English and American Literature.

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世界唯一の英米文學研究寶典：一

廣漠なる英米文學研究の海に掉す者のために、一目にして其行くべき道を示し、作者を明にし、作品の特徴、時代の特質及英米文學上の諸運動を解説し、研究資料を擧げ、有名なる詩の冒頭句までを與ふるが如き書物ありとせば其は研究者に取つて天來の指針であり、研究寶典であらう。本書の企圖した所は此處にある。又作品を知つて著者を明にせず、或は年代を知らず、詩の冒頭句を知つて作者を知らざる者は一見直ちに其所要の知識を本書中に發見し得るであらう。

本書はアングロ・サクソン時代より今日に至る英米文學、文學者及其作品とを一目瞭然たらしめる總覽と解説であり、研究指針であり、英米文學辭典である。卷末の索引は五千項以上、以つて其如何に精細を極め居れるかを知るべく、學生、研究者及び一般人に取つて坐右必携の書である。

Times, Literary Supplement, London: — Mr. W. Bradford Smith has with great industry compiled for the use of Japanese students chronological lists of English and American writers, including philosophers, historians, &c., giving dated references to their principal works, and appending the briefest possible comments, also notes on characteristics of the various periods. None of those last is more than the most summary pointing finger, and the book in general must be regarded primarily as an exhaustive reading-list, based on commonly current critical judgments. An index of over 5,000 entries adds to its usefulness in this kind.

各學校圖書館、英語教師、英文學研究者及一般文學者に取つて座右必携の寶典！

英米文學、文學者及其作品を一目瞭然たらしむる英米文學辭典！