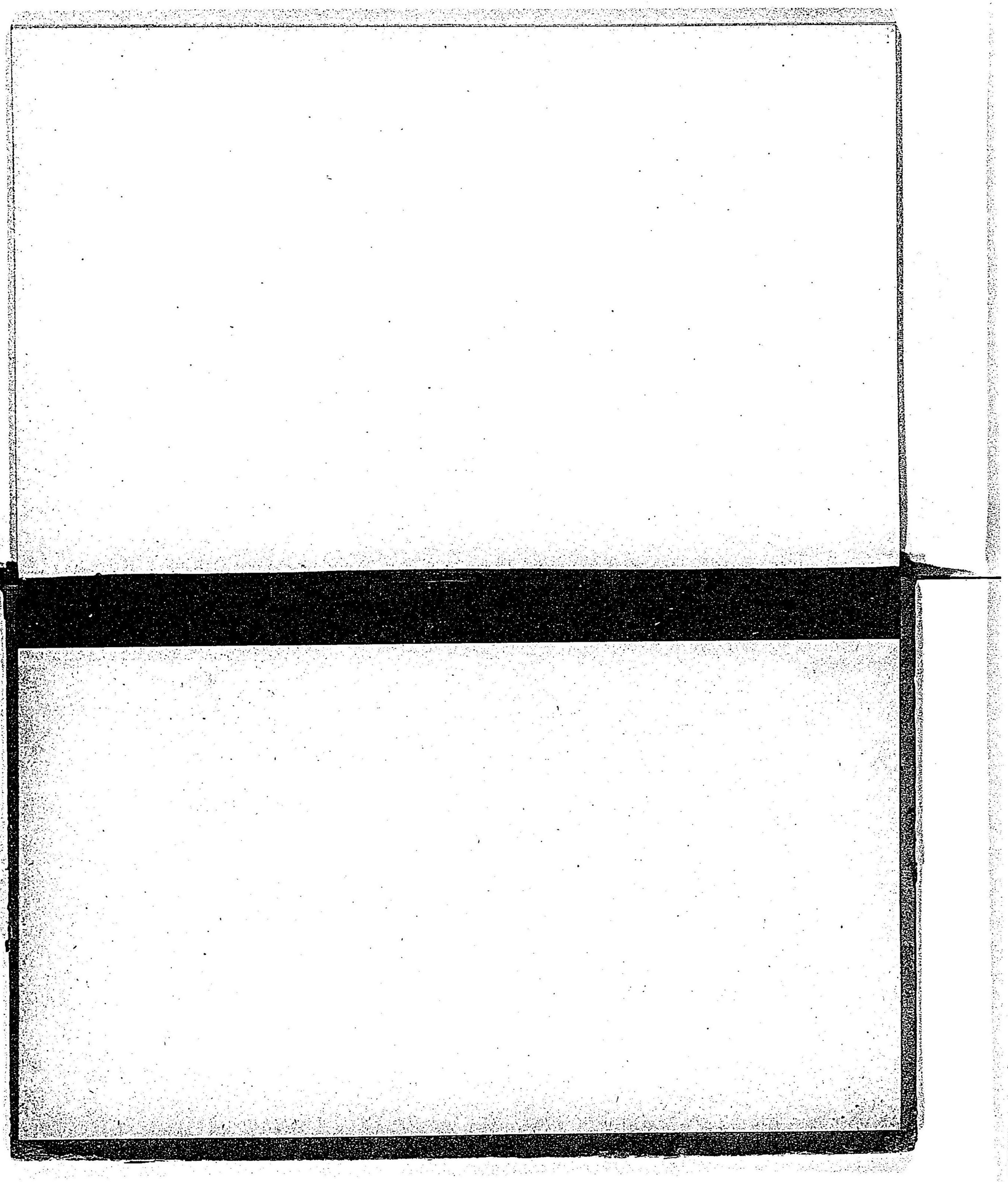
STANDARD CHOICE READERS

No. 3.

SHŌBIDŌ PUBLISHING HOUSE



STANDARD CHOICE THIRD READER

FOR USE IN

MIDDLE AND OTHER SCHOOLS

(REVISED)

東京帝國大學兼高等師範學校教師
ジェー・ティー・スウキフト氏校訂

TŌKYŌ & ŌSAKA

SHŌBIDŌ

STANDARD CHOICE READERS.

No. 1., selected from NATIONAL, I. and SWINTON'S, I., with Conversational Exercise and Grammar.

No. 2., selected from LONGMANS', I., NATIONAL, II., SWINTON'S, II., and LONGMANS', II., with Conversational Exercise and Grammar.

No. 3., selected from NATIONAL, III., SWINTON'S, III., and LONGMANS', III., with Exercises for Conversation and Composition.

No. 4., selected from NATIONAL, IV., SWINTON'S, IV., LONGMANS', IV., and UNION, IV.

No. 5., selected from NATIONAL, V., SWINTON'S, V., and LONGMANS', V.

Dear Sir,

At the request of Prof. T. Hanawa, I have read the final proofs of all five volumes and have suggested some corrections. The selections seem to me to have been made with more than ordinary discrimination, and from both a linguistic and a moral point of view to give promise of much usefulness.

Very truly

J. T. Swift.

9B Tsukiji

January 1902.

緒　言

或も、且少間味より趣素文章學生の興味索然たること
本讀本は其文章我學生の興味索然たること
雖、往々見す。
るものあり。
讀本は或も、且少
のしざる所ある然
出版なし合せざる英語讀本は或も、且少
米るに適合せざる所ある然
英す手に成りたる寔なる興味索然
然想邦人の手に成りたる寔なる興味索然
思ひ用と戻れ生硬なる辞句を發見す
點勢慣しとせず。
本書は我教科書として久しく行は
れ來り、實際其良好なるを以て、今般文
部省訓令第三號中學校教授要目に標
準讀本と規定せられたる Barnes' New National Readers I—V., Swinton's Readers I—V., Longmans' New Readers I—V. 及び Sanders' Union Reader IV. より、編者が多益に撰
年教授の有切に適
なる助力にの習熟不的英語と
し英語密にれ硬範
擇し、嚴しざ摸
注意なるの虞なく、各章皆最良なるを得べし。
せざひなく倚信す
ひして

編　者　誌

再版緒言

本書再版に際し、訂正を加ふるに當て苦心せるは、讀本に就きて會話を教授するの法なり。編者は教授者大多數の實驗に徴して、專ら復譯法(Retranslation)を採用せり。復譯法とは、生徒が既に學び得たる章篇中の特に習熟を要すべき慣用的語句より成れる文を撰び、第一卷 Lesson IX., 第二卷 Lesson IV., 第三卷 Lesson IV. の夫々脚註に示せる如く、會話練習の章に至らば生徒をして書を閉ざゝしめ、各文に對する教師自身の適當なる日本譯を與へて、直に是を原文に復譯せしむるに在り。第一卷、第二卷に插入せる文法は、嚴密に文部省規定項目に準據せり、定義、說明の字句は生徒に讀ましむるを要とせず、適宜に主意を覺らしむれば可なり。第三卷に在りては作文の爲に慣用的語句を與へ、生徒をして任意に文を綴らしむるの項を添へたり。

編者誌

CONTENTS.

Third Reader.

LESSON I.

lāin lōne'lў tī'gers lōad'ed
frīght'ened moōn In'dĭa mĭd'dle

UNCLE GEORGE'S TIGER STORY.

1. "Now, Uncle George," said Milly, "we are ready to hear the story you were to tell us."

2. "Well, children, sit down and I will tell you a story about a tiger.

3. "A lady and a gentleman, with their baby, a little boy, were traveling through a lonely part of India.

4. "One night they had to sleep near a thick wood, and the lady, after kissing her baby, put him into a swinging cot.

5. "In the middle of the night she started up and cried out—'O my baby! My baby!

Where is my baby?'

6. "They looked into the cot, but the baby was not there!

7. "You can think how great was their fear. They ran out of the tent, and saw, by the light of the moon, a great animal moving off toward the wood with something white in its mouth.

8. "They woke the servants, and taking their loaded guns, went into the wood.

9. "They went as fast as they could, yet making very little noise, for fear the animal, which was a tiger, would hear them and run far away into the wood.

10. "Soon they saw through the trees that the tiger had lain down, and was playing with the baby just as a cat plays with a mouse before she kills it.

11. "O how sad the poor mother felt! How she cried to the men to save her child!

12. "What could the father and the servants do!

13. "Just then one of the men raised his gun to fire at the tiger.

14. "The lady seeing him, cried out, 'O you will kill my child! You will kill my child!'

15. "But the man fired, and the tiger jumping up, gave a loud cry and fell down, shot dead.

16. "Then they all ran forward, and there was the baby quite safe and smiling, as if he

were not at all frightened."

17. "O uncle, what a strange story! And did the baby really live?"

18. "Yes. The lady was very ill of fright, but the baby was not hurt at all. I have often seen him since then."

19. "O have you, really, seen a baby that has been in a tiger's mouth?"

20. "Yes, I have; and you have seen him, too."

"We, uncle? When did we see him?"

"You can see him now."

21. The children looked all around the room, and then back at Uncle George.

22. Something in his eyes made Milly say, "Uncle, could it have been you?"

23. "Yes," said Uncle George, "I was that very baby."

LESSON II.

bŭe′ķlȩ	Pĕg′gў	hăm′mĕr	wạnd
cŏl′lär	Bŏb′bў	Scrŭb′bў	shōnȩ
sûr prīṣȩ′	lĭn′en	wăg′on	tēạṣ′ĭng

THE DOG-BOY AND THE BOY-DOG.

PART I.

1. "Bobby," said Aunt Peggy, "I wish you would stop teasing that dog."

2. Bobby was sitting on the rug in front of the fire, playing with Scrubby, his dog.

3. "Aunty, I am not teasing him," said Bobby, turning around and looking up into Aunt Peggy's face with a look of surprise. "I'm playing with him."

4. "Go and get him a bone or a bowl of milk," said his aunt. "The poor fellow is hungry."

5. "By and by," said Bobby. "I can't always be running to wait on a dog."

6. "What a noise you are making! What are you doing now?" said Aunt Peggy.

7. I'm making a little wagon, and Andy and I are going to fill it with big stones and make Scrubby draw it up from the brook. Won't that be fun?"

8. "Nonsense!" said Aunt Peggy. "A little dog like that draw a wagon of stones! I won't let you do anything of the kind!"

9. "Aunty, it doesn't hurt him!" cried out Bobby. "Dogs are not like boys."

10. "I hope not," said Aunt Peggy.

11. "No, but I mean things don't hurt them; they like it," cried Bobby.

12. "Do they?" said Aunt Peggy. "I should like to have you turned into a dog for a day or two, just to let you try it. Now be quiet, and let me read."

13. Bobby put down his hammer and said, "I wish Aunt Peggy would let me do as I please," and then climbed up into his father's big armchair.

14. There he sat watching the fire burning brightly, while Aunt Peggy went on with

her reading.

15. Soon it seemed to Bobby that she left the chair in which she was sitting, and a strange, little

old woman, with a shining wand, sat in her place.

16. "Well, Bobby," said she, shaking her cap strings, "here I am!"

17. Bobby did not know what answer to make, so he kept still.

18. "Do you know who I am?" asked she, walking into the middle of the rug, while her little red boots made a strange, tinkling noise on the floor.

19. "No, ma'am," said Bobby, "I do not."

"I am a fairy!" said she.

"O!" said Bobby; and he thought that fairies were not very pretty.

20. She walked toward him, and drew a circle around him that shone like silver. She then touched little Scrubby with her wand, and, wonderful to tell, his silver collar became white linen, the buckle changed to a necktie of black ribbon, and Bobby saw, in place of his dog, Scrubby, a little boy that looked like himself.

LESSON III.

chĭl'ў	bush'es	voiçe	rōar'ĭng
shiv'er ĭng	cru'el	whīned	yĕlp'ĭng
a void'	pärched	lĭmped	åf'ter wards

THE DOG-BOY AND THE BOY-DOG.

PART II.

1. Bobby was about to cry out with joy at seeing Scrubby turned into a boy, when the sound of his own voice became like a bark, his hands seemed covered with long black hair, and his nails had become long and sharp.

2. When he tried to jump up, he jumped down instead, and found that he had four legs in place of two.

3. Here was a pretty state of things. The fairy had turned him into a dog, and Scrubby into a boy!

4. He tried to ask what it all meant; but found that, instead of talking, he was barking very loud.

5. "Stop your noise!" said Scrubby, the boy, hitting him over the head with a stick.

6. "Don't hurt the poor dog," said a voice, which sounded like Aunt Peggy's.

7. "O it doesn't hurt him!" said the boy. "Dogs have no feelings!"

8. To avoid another shower of blows, Scrubby, or Bobby—whichever you may call him—crept away under the great armchair. He felt very hungry, and whined softly.

9. How the poor dog longed for a bone! How dry and parched his mouth was for a little water!

10. He came up to his master's side and scratched gently on his arm.

11. "Get out!" cried the dog-boy, and gave the boy-dog a good, hard kick.

12. The two-legged young animal, now on four legs, ran yelping out of the house into the garden.

13. Scrubby threw a big stone after him, and hit him on the leg.

14. Bobby yelped louder, and limped away to hide himself among the bushes.

15. "O how he squeals!" said Scrubby, roaring with laughter. "Isn't it fun! To-morrow, Andy and I will get an old tin pan and tie it to his tail. He'll run fast enough then, I'm sure!"

16. "How can you be so cruel?" said his mother.

17. "It's only a dog," said Scrubby. "Dogs don't mind. They have no feelings like ours."

18. Bobby, hearing this, very wisely crept away among the bushes in the garden; but, as it grew chilly and damp toward night, his little body shook with the cold, and he ran to the door, whining to go in.

19. "What's that?" said a voice inside, and little Bobby, by standing on his hind legs, could just see the bright light shining out through the window.

20. How he longed to lie on the rug in front of the warm fire!

21. "I suppose it's Scrubby," answered the boy.

"Go and let him in, then."

"In a minute, mother."

22. But the minute passed by, and five more of them—and then half an hour, and still nobody let the poor, shivering animal in. Scrubby never once thought of him again until he was snug in bed, when the boy-dog's whining cry reached his ears.

23. "Why, there's that dog! I quite forgot him. He must lie on the mat outside, and take as much comfort there as he can."

24. So the dog-boy curled himself up in bed and went to sleep.

25. While the boy-dog, feeling as though he was a snowball, curled himself down under the bushes, as the cold wind blew on him.

26. Suddenly, something that looked like very bright moonlight shot down through the branches, but it was only the wand of the fairy, who was putting aside the evergreen

boughs, to get a better look at him.

27. "O," said the fairy, "how do you like being a dog?"

28. "O, I don't like being a dog," cried our little boy-dog. "Do, please, good fairy, turn me back into a little boy again!"

29. "Do you think you deserve it?" asked the fairy.

30. "No, fairy, I don't," said the shivering little animal.

31. "Nor I either," answered the fairy. "I have a great mind to keep you a dog for a few days longer."

32. Bobby began to whine bitterly, and all at once the evergreens, and the moonlight, and the fairy with her silver wand, were gone, and he was sitting upright in his father's easy-chair, while the whining was only little Scrubby pawing at his arm, as if to ask for something.

33. Bobby jumped up, felt to see if the silver collar was round his neck, looked at

his hands, to make sure that they were not covered with long, black hair, and counted his legs—one, two, not four.

34. "O I'm a boy again! I'm a boy again!" cried Bobby.

35. "I'm sure no one would ever take you for anything else as long as you make such a noise as that," said Aunt Peggy, while Bobby ran downstairs to ask the cook for a plate of bones for poor Scrubby.

36. Bobby's father said it was a dream; his Aunt Peggy said it was a lesson; his mother laughed, and said it was all nonsense; but Bobby himself believes to this day that he saw a real fairy, and that he was a dog once.

37. At any rate, he was a better boy afterwards, and treated his dog more kindly, and that's all about Bobby and Bobby's dog.

LESSON IV.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of* **retranslation.***)

1. Who is that gentleman?
2. He is Mr. Kato's uncle.
3. Who is that lady?
4. I suppose she is Mr. Ito's aunt.
5. *Have you ever seen* a fairy?
6. *Once, in the middle of the night, by the light of the moon* we saw *something white* in the wood.
7. Were you not frightened?
8. No, I was *not at all* frightened.
9. I *raised* my *gun* to *fire at* it.
10. That is fun. *Go on with* your story.
11. *At any rate*, I feel very hungry now.

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* *As indicated in the First and the Second Reader of this series, pupils should be required to close their books, and the teacher's own best* **Japanese translation** *given for each of the sentences, so that the same may be* **retranslated** *by them into the* **original English**.

12. *What a noise* you are making?
13. What are you doing now?
14. I am *going to* make a little box.
15. *How can you be so* foolish?
16. I wish you would let me do *as I please.*

II.

Let pupils supply proper words:—

1. He ran—fast—he could.
2. He was very ill—fright.
3. I have often seen him—then.
4. He sat—the rug—front—the fire.
5. He stood there—a look—surprise.
6. I did not know what answer—make.
7. Wonderful—tell, the boy became a dog.
8. —place—him there was another boy.
9. He ran—stairs—ask the cook—something.
10. Go and let him—.
11. —a minute, I will, mother.
12. —any rate, he was a better boy afterwards.

III.

Let pupils make sentences each containing one of the following phrases:—

One night. For fear. Just then. As if.

LESSON V.

lĭght'ed fāi̯th'fụl ĕ rĕet'ed tow'er
căp'tai̯ns māi̯n'-lănd dạu̯gh'ter a mūse'
dū'tў trŭst'ў īs'lĕts Eng'land(ĭng'glănd)

THE DAUGHTER OF THE LIGHT-HOUSE.

PART I.

1. What is a light-house? It is a building in the shape of a great round chimney or tower. Inside, stairs lead up to the top, which is a kind of glass room, or great lantern. In this a very bright light is kept burning all night.

2. Light-houses are erected on the sea-shore, or on rocky islets near it. Their use is to warn captains of vessels that they must not sail too near, lest their ships should be dashed in pieces on the rocks or driven on the sands.

3. And who keeps the light burning? The light-house-keeper.

4. A light-house keeper must be a faithful;

trusty man. He must be sure that the lamp is lighted every night,—that every night it throws its warning far out over the dark sea. He must not fail in this duty. For, if he *should* fail!

5. Robert Manning was the keeper of a light-house on a small island near the rock bound coast of New England. The island was two miles from the shore. Here he lived with no companion but his little daughter Ida, eight years old.

6. You may think that this was a very lonely home for the little lass. And so it was. She had no friends to play with except a kitten and a dog. Still, Ida was happy; for her father loved her dearly, and she had become used to living in the light-house.

7. One morning Mr. Manning had to go ashore in his boat to get food and oil. He did not like to leave his daughter by herself; but the sea was calm, and he was sure that he would soon be back.

8. Besides, Ida said she would not be afraid to stay alone till afternoon. "O, no! not at all afraid: I will climb about the rocks, and watch the clouds, and amuse myself till you come back, father."

9. And so her father, kissing little Ida, stepped into his boat, and sailed away to the main-land.

LESSON VI.

drĕad'fụl rāy̆s wạrn'ing cl̆aspe̊d(klaspt)
be hōld' lān'tẽrn wrĕe̊k ăn̤x'iọ̆ŭs(aṇk'shus)

THE DAUGHTER OF THE LIGHT-HOUSE.
PART II.

1. Soon after the light-house keeper landed the weather changed. The sky grew dark, the wind began to blow a gale, and the waves came up over the islet, dashing high against the light-house. It was one of the dreadful storms of the New England coast.

2. Now fancy the feelings of father and

child! Ida thinks of the poor sailors. Then she thinks of her father, and hopes he will not try to come back in such a storm.

3. And the keeper? He, too, thinks of the poor sailors, and he thinks of his little daughter all alone in the fearful storm.

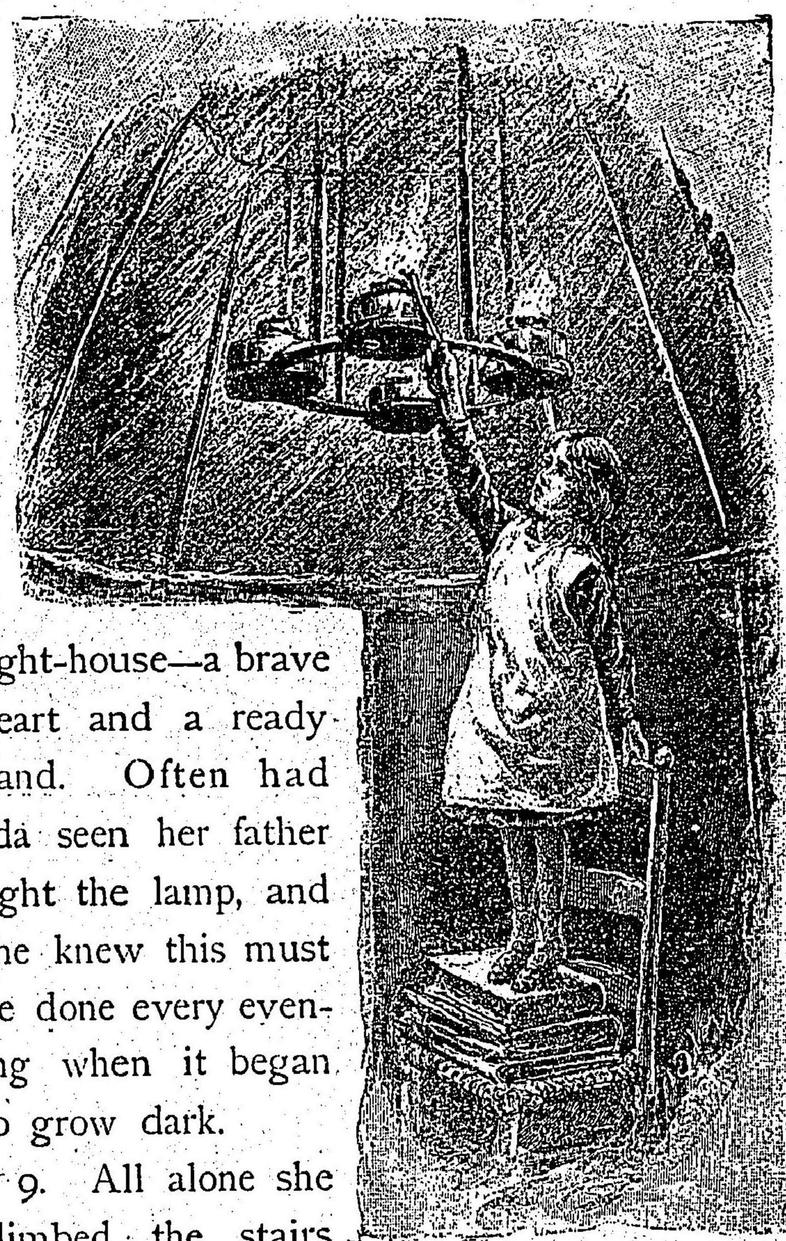
4. He wishes at once to put out for the light-house; but his friends will not let him do so; they tell him over and over again, that it would be madness to try to reach the island in such a storm.

5. Hours passed by. It began to grow dark. It would soon be time to light the lamp.

6. O, how anxious was Robert Manning now! What if a ship should be dashed in pieces on the rocks because there was no warning light! What if lives should be lost because he was not at his post!

7. At last the keeper could bear it no longer. He rushed down to his boat, and was just about to push off for the island, when, behold! the light flamed out from the great lantern. The lamp was lit!

8. Yes; there was a brave heart in the



light-house—a brave heart and a ready hand. Often had Ida seen her father light the lamp, and she knew this must be done every evening when it began to grow dark.

9. All alone she climbed the stairs in the tower. She heard the wind blowing,

and the waves dashing against the light-house, and the storm birds screaming outside.

10. Yet she was not afraid. She stood up on a chair, but found she could not reach the lamp. She piled books on the chair till she *could* reach it. Then she struck a match, and lighted the wick.

11. In a moment the light shed its welcome rays far out into the storm and the darkness. O, how happy was Ida then!

12. But another heart was happier still. You know whose. Can you not think how glad Robert Manning was to know that his daughter was safe? How proud he was that she had known what to do, and had been brave enough to do it!

13. Before daylight the storm was over, and the keeper set sail for the island. With tears of joy and pride Robert Manning clasped Ida in his arms.

14. And well he might be proud and glad; for many a ship was saved from wreck that night, and many a salior had cause to bless the brave little "daughter of the light-house."

LESSON VII.

tĭnts	lạ̈wn̤s	frown	whĭrl
lànçe	dạ̈wn̤s	swĭft'lў	dew'drŏps

THIS IS THE WAY.

1. This is the way the morning dawns:
Rosy tints on flowers and trees,
Winds that wake the birds and bees,
Dewdrops on the fields and lawns—
This is the way the morning dawns.

2. This is the way the rain comes down:
Tinkle, tinkle, drop by drop,
Over roof and chimney top;
Boughs that bend and skies that frown—
This is the way the rain comes down.

3. This is the way the river flows:
Here a whirl and there a dance,
Slowly now, then like a lance;
Swiftly to the sea it goes—
This is the way the river flows.

4. This is the way the birdie sings:

Little birdies in the nest,
You I surely love the best;
Over you I fold my wings—
This is the way the birdie sings.

LESSON VIII.

Soup	trained	plain'tive	ut'ter
cu'ri ous	el'e phant	val'ue	tim'bers
bam boo'	be longed'	stream	ea'ger ly
bait	mis'chief	dif'fer ent	trunk

OLD SOUP, THE ELEPHANT.

1. All of you who have seen elephants, know that they are very gentle when kindly treated, and can be taught to understand and do many things.

2. In India, some people catch wild elephants and tame them. They become very useful in many ways.

3. They are taught to hunt wild animals, to carry great timbers and stones with their trunks, and to do many other things. They

are of as much value to the people of that country as the horse is to us.

4. Many curious stories are told about elephants, and the following one may please our little readers.

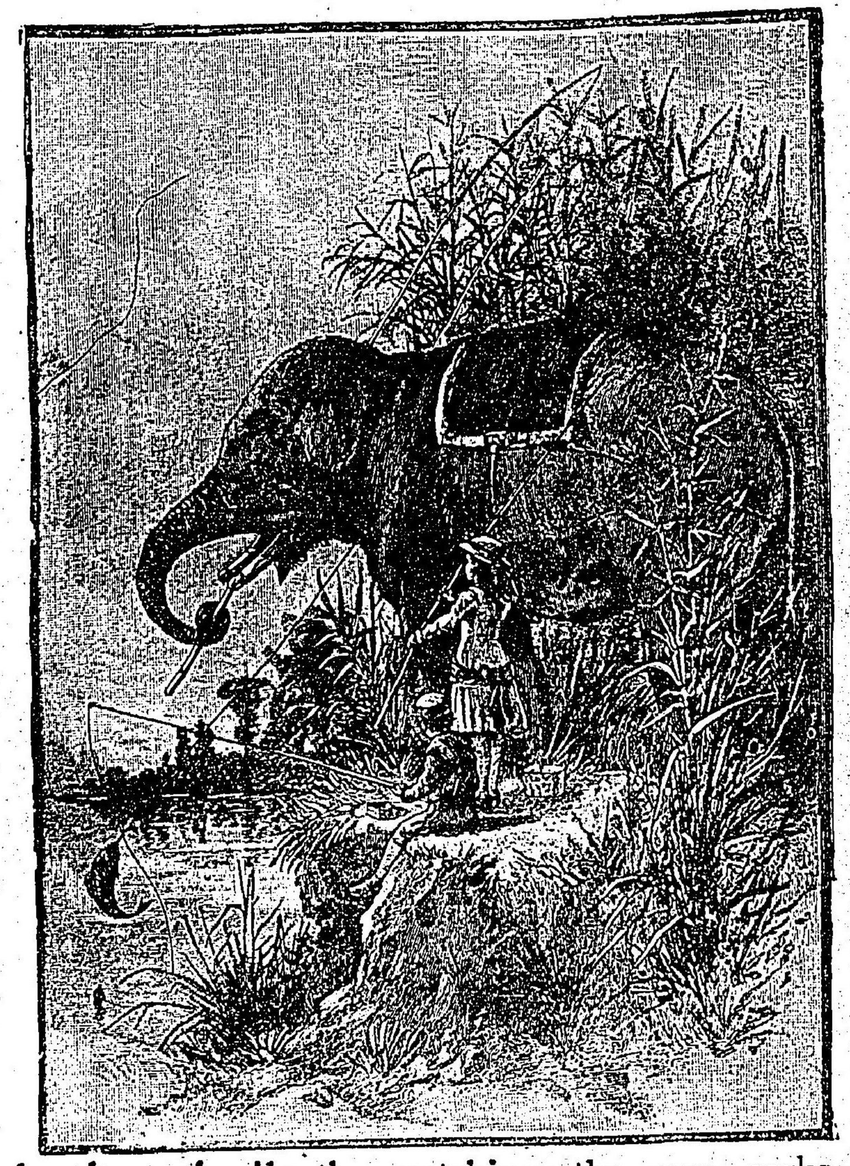
5. "Old Soup" was the name of an elephant that belonged to a gentleman in India. It is said that he lived to be a hundred years old.

6. In his younger days, Soup had been trained to hunt tigers and other wild animals. When he became old, the work he had to do was of a very different kind.

7. The gentleman's children were placed in his care, and so long as Soup was near them, their parents had no fear for their safety.

8. One day the gentleman went out to see what the elephant and the children were doing.

9. He found the children sitting on the bank of the river, with fishing-rods in their



hands, and silently watching the gay corks bobbing up and down in the water.

10. Old Soup was fishing, too. He was

standing beside the children, holding a large bamboo fishing-rod with his trunk. The gentleman had not waited long before the elephant had a bite.

11. The old fellow did not move. His little eyes eagerly watched the line. By and by he drew it up, and at the end of it was one of those gold-fish which are so plentiful in the rivers of India.

12. Soup was greatly pleased with the fish he had caught, and gave the long cry which an elephant always gives when he is very much delighted. He then waited quietly for James, the little boy, to take his fish off the hook and put on more bait for him.

13. But James, although he was fond of old Soup, sometimes liked to tease him. So he took off the fish and threw it into a basket which he had beside him, and then went back to his place without putting on any bait.

14. Old Soup seemed to understand that

without the bait the hook was useless, and did not throw his line into the water again, but did all he could to move James by low, plaintive cries. Seeing that James did not mind him, he tried other means to turn his head toward the bait box.

15. But his little friend would not help him. At last, as if struck by a sudden thought, the elephant turned round, and seeing his master, he took up the bait box and set it down at the gentleman's feet.

16. "What do you want me to do with it?" said the gentleman.

17. "The elephant could only raise up and set down one of his great fore feet after the other, and again utter his plaintive cries.

18. Out of mischief, James's father took the boy's part, and picking up the box, he started off as if he were going away with it.

19. But the elephant was not going to be teased in that way; so, dipping his trunk into the river, and filling it with water, he

raised it up and sent a stream after the gentleman.

20. Obeying a sign from his master, Soup at once stopped throwing the water, and a new bait was put on his hook. He then threw the line into the river, and again cagerly watched the cork as it floated in the stream.

21. Old Soup used to enjoy taking the children and giving them a long ride.

22. A nice, soft, India rug was fastened on his back, on which the children sat while riding.

23. Soup was a very tall elephant, and sometimes the children would have him stop under a tree while they picked nuts or berries from the branches.

24. The gentleman to whom Soup belonged would never consent to sell him, but kept him as long as he lived, because he had been so kind and good to his children.

LESSON IX.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of retranslation.*)

1. *Keep* the light *burning* all night.
2. You must not fail *in* this duty.
3. He *had to go ashore* to get his food.
4. He did not like to leave his daughter *by herself.* [ed.
5. Soon after he landed the weather chang-
6. It would soon be time *to light the lamp.*
7. At last he could bear it *no longer.*
8. She *struck a match*, and lighted the wick.
9. She was brave *enough to* do so.
10. He *set sail* for the island.
11. He *took* the fish *off* the hook.
12. What do you want to do *with it?*
13. *Out of mischief,* the man *took* the boy's *part.*

II.

Let pupils make three sentences each containing:—

It is said that. . . .

LESSON X.

fĭf′tēn	ĕn′terĕd	fôr′ger	Chärlĕs
Lȳ′măn	eăr′rĭagĕ	ăf fôrd′	mônths
glōōm′ȳ	Här′môn	stĕad′ȳ	çēr′tăin

TOO RICH TO AFFORD IT.

PART I.

1. "I don't want to go to school any more, father."

2. Mr. Gray raised his eyes in surprise to the face of his eldest son, a lad of about fifteen.

3. "Why don't you wish to go to school?"

4. "Well, sir, I am tired of studying, and I don't see any use in it."

5. "Do you think that you know enough?"

6. The boy blushed a little at his father's sharp look and tone.

7. "I know as much as George Lyman does, and he left school three months ago. He says that he is not going away to school,

while his father has plenty of money."

8. Mr. Gray turned upon the boy a look of grave surprise.

9. "Did George Lyman say that? His father is a poorer man than I thought. So you have quite made up your mind that you do not wish to go to school any more?"

10. "Yes, sir."

"You need not then."

"O thank you, father!" cried Charles.

11. "Wait a minute," said Mr. Gray, as the boy caught up his hat and started for the door. "You have nothing to be thankful for.

12. "There is an old and homely saying, 'One man can lead a horse to water, but ten can not make him drink.'

13. "So I say that you need not go to school, if you are not willing to study; because, if you feel as you say you do, it will be time and money thrown away.

14. "But understand one thing;—if you do not go to school, you will have to go to

work. I can not afford to have you idle."

15. "Do you mean that I must go out to work by the day?"

16. "I mean that you must have some steady work or business. You must have a certain number of hours' work each day, as surely as the sun rises."

17. "Why, father, George Lyman and Ned Johnson don't have to work, and they say that they don't mean to, either. George told me that his father said that you were the richest man in the county."

18. "If I were the richest man in two counties, I should not be rich enough to afford to have my boy idle."

19. The next morning, Charles and his father started out bright and early in an open carriage, drawn by a pair of fine horses. They were carried swiftly along the smooth, hard road.

20. At last the carriage stopped in front of a gloomy, stone building.

21. "Are you going to stop here?" said Charles. "It looks like a prison."

"It is a prison," said Mr. Gray.

"But I thought you were going to see an old schoolmate?"

"Here is where he lives."

22. Before Charles could reply, the heavy door was swung back and they were shown in.

23. "I came to inquire about Mr. Harmon, the forger," said Mr. Gray to the man who had let them in. "He is an old schoolmate of mine. How is he getting along?"

24. "Very well. He is quiet; but it is pretty hard for him. It is hard for these men who have always had plenty of money and nothing to do. Here they find no money, but plenty to do. If you wish to see him, I will send for him."

25. In a few minutes a grave, quiet man entered. His close-cut hair and queer dress gave him a strange look. Charles had never seen anything like it before.

LESSON XI.

wĕpt	chānġe	a wŏke′	stā̇ined
prŏs′pĕcts	mōans	hŏn′est	sŭb′jĕct
in quīred′	cŏm′pa nў	po si′tiŏn	re plў′

TOO RICH TO AFFORD IT.
PART II.

1. He seemed glad to see Mr. Gray, though there was something in his manner which showed that he felt deeply his present position.

2. Of the two, Mr. Gray seemed the more unhappy. His voice broke a little as he said:

"I am glad to see you, Mr. Harmon; but sorry, very sorry to find you here."

3. "You can't be more sorry than I am to find myself here," said the man.

Then, as if anxious to change the subject, he turned to Charles.

"I suppose that this is your boy?"

4. "Yes, this is my eldest son, Charles. He is just about the age we were when we

used to go to school together. Have you forgotten all about those days, John?"

5. Mr. Harmon was silent for a few moments as he thought of those happy days; then suddenly, covering his face with his hands, he wept bitterly. Charles had never seen a man weep before, and those sobs and moans made him feel very sad.

6. "I wish I could!" said Mr. Harmon, lifting up his pale, tear-stained face. "I wish I could forget. I sometimes think that it is all a dream—that I shall some day wake and find it so!"

7. "How did it happen?" inquired Mr. Gray. "When I last saw you, your prospects were bright—brighter than mine."

8. "It can be told in a few words," was the reply. "Idleness and bad company. As you know, I would not study. I thought there was no need for me, a rich man's son, to do that.

9. "My father's death left me with great

wealth, of which I never earned a dollar, and of whose use and worth I knew nothing.

How it went I hardly know; but I awoke one morning to find myself poorer than the lowest clerk in the house.

10. "I knew nothing about getting money

by honest work, but money I must have; so I tried to get it without work. The rest needs no telling."

11. Here Mr. Harmon was called back to his dreary task.

12. The keeper now showed them the workshops and cells, kindly telling Charles about all that he did not understand.

13. When they visited the shoe shop, Charles saw Harmon sitting there among the rows of busy, silent men.

14. "How many of these men," inquired Mr. Gray, "have ever been trained to any useful trade or business?"

"Not one in ten."

15. After thanking the keeper for his kindness to them, Mr. Gray and Charles started for home.

16. "How hard it must be to have to live in a place like that!" said Charles, as reaching a hilltop, he gave a backward glance

at the building, which looked so dark and lonely in the distance.

17. There was silence for some minutes. Then Mr. Gray said:

"You asked me, Charles, if you were to work like other boys, and this visit to the prison is my answer. The world calls me a rich man, and so I am.

18. "I am able to give you every chance to grow wise and good; but I am not, and never shall be, rich enough to have you idle.

19. "Strange as it may sound, I am too rich to afford it. Many a father has learned to his sorrow, what it is to have a boy idle."

20. Charles was very thoughtful for a few moments; then he looked up and said, "I think I will go to school on Monday, father."

LESSON XII.

blĭs'tẹrẹd prāi̇sẹ kĕt'tlẹ fụl trụ'ant
āchẹd(ākt) re fūsẹ' grīnd'stōnẹ flăt'ter.er

HOW I TURNED THE GRINDSTONE.

1. One cold winter morning, when I was a little boy, I met on my way to school a smiling man with an ax on his shoulder.

2. "My pretty boy," said he, "has your father a grindstone?"

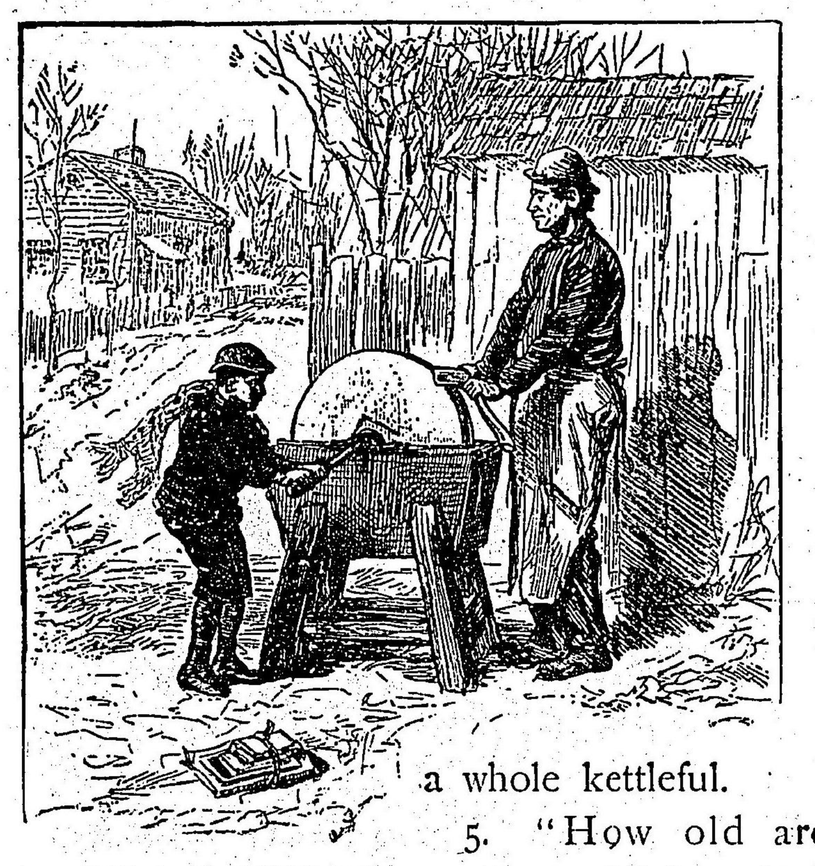
"Yes, sir," said I.

"You are a fine little fellow," said the man: "will you let me grind my ax on it?"

3. It pleased me very much to be called a fine little fellow; so I said, "O, yes, sir: it is down in the shop."

"And will you, my little man," said he, patting me on the head, "get a little hot water?"

4. Now how could I refuse? He was such a smiling, pleasant man! As fast as I could I ran into the house, and brought him



a whole kettleful.

5. "How old are you?" and "What's your name?" he asked. But before I could answer he went on, "You are one of the finest lads I ever saw; will you just turn a few minutes for me?"

6. Tickled with his praise, like a little fool, I went to work. It was a new ax; and I toiled and tugged and turned till I was tired enough to drop.

7. The school bell rang, but I could not get away; it rang again, and there I was still, turning away at the grindstone. My hands were blistered, and my shoulders ached.

8. At last the ax was ground. What a sharp, keen edge it had! I remember how it shone in the winter sun.

9. Then I looked up, expecting thanks. But the man suddenly turned toward me with a frown, and said, "You little rascal, you have played truant! Be off now: scud away to school, or you'll catch it!"

10. It was hard enough to turn a heavy grindstone so long, and on such a cold day; but to be called a "little rascal" for doing it was too much. These harsh words sank deep into my boyish mind, and often have I thought of them since.

11. Boys and girls, whenever you meet a flatterer, beware of him. You may be pretty sure that he has "an ax to grind," and wants you to turn the grindstone.

LESSON XIII.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of* ***retranslation.***)

1. I don't want to go to school *any more*.
2. I am *tired of* studying, and I don't see any use in it.
3. You have nothing to be thankful *for*.
4. *One man can lead a horse to water, but ten cannot make him drink.*
5. I *cannot afford* to *have* you *idle*.
6. The door was opened and they were *shown in*.
7. He is an old school-mate of mine.
8. How are you *getting along?*
9. How did it happen?
10. It can be told *in a few words*.
11. The rest needs *no telling*.

II.

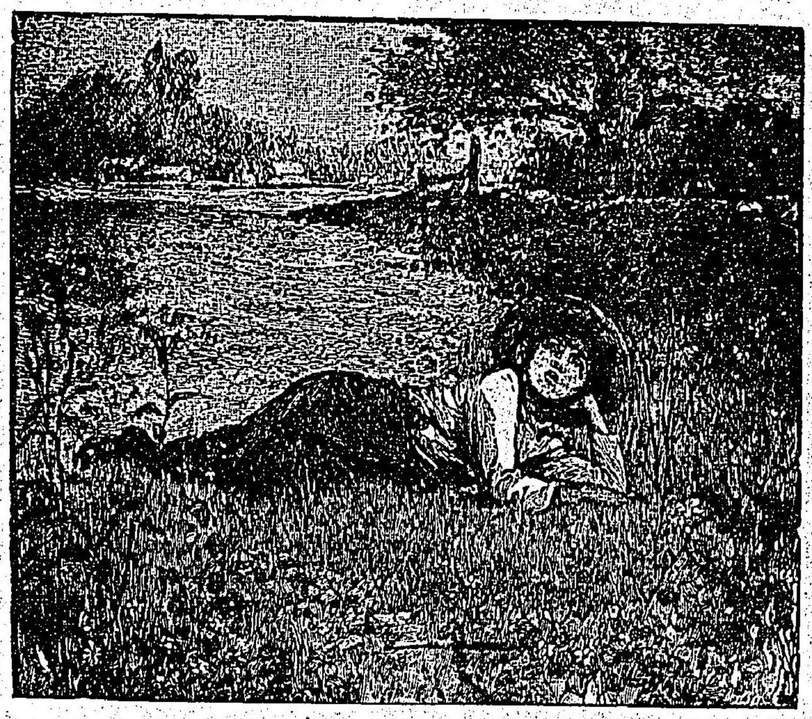
Let pupils make sentences each containing one of the following phrases:—

Strange as it may sound.

Not one in ten. On my way to school.

LESSON XIV.

naught sped sŏl'emn ō'er=ō'ver



WILL AND THE BEE.

1. One morning, Will, a thoughtless boy,
   Who cared for naught but play.
   Went out into the pleasant fields
   To pass an idle day.
2. At work among the pretty flowers,
   There flew a busy bee.

"O stay!" cried Will, "and sing your song,
   And play to-day with me!"

3. With solemn hum the bee sped on,
   As if the hours were few;
   To idle Will made this reply—
   "You see I've work to do."

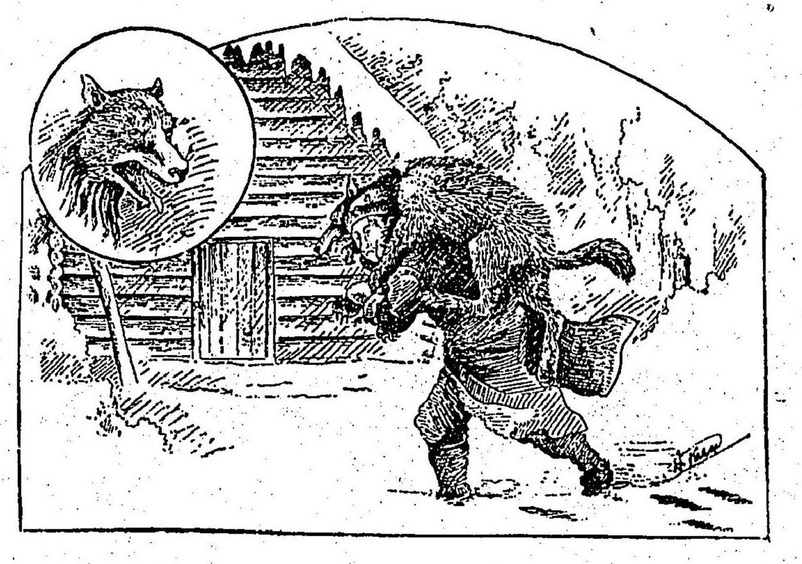
4. "And do you never wish," said Will,
   "To rest the long day through?"
   "No day is long," the bee replied,
   "To those with work to do."

5. "If you, a bee, have much to do,"
   For Will thus thought it o'er,
   "Why, then, a boy, with hands to work,
   Should surely do much more.

6. "There must be work for me to do!"
   And Will sprung to his feet;
   Work on, dear bee, an idler, me
   You never more shall meet."

LESSON XV.

vĭl′lag̣e vā̤in ŏb′jĕct dān′gẽr
fū′ri ọŭs lў eăb′ĭn Rŭs′siȧ shōu̯l′dẽrs
de lāy′ ĕs eāp̣e′ mĕn ăg′ẽ rĭe̤(-ăzh-)



FRITZ AND THE WOLF.

1. Fritz was the son of a farmer who lived in a lonely part of Russia. The rude cabin which was his home stood in a dark forest, several miles from the nearest village.

2. One day Fritz was sent to the village with a letter. It was the middle of winter

and snow lay on the ground. After doing his errand, he spent the evening in visiting his friends.

3. It was late, and the moon was up before he set out for home. When he was a short distance from his father's house, Fritz saw a dark object before him in the path.

4. At first he thought it was a dog. As he came nearer he found that it was a fierce wolf that stood in his way.

5. Fritz knew that it would be useless to try to run away. He must think of some other means of escape. He had heard that hunters sometimes escaped from bears, by lying flat on the ground as if they were dead, and he thought he would try this plan with the wolf.

6. Without a moment's delay, he threw himself down on the snow. The wolf came slowly toward him. It stood beside him for a minute, quite still, and then began to sniff about him. Fritz did not dare to move.

7. By and by the wolf reached his neck, and resting one foot on his body, looked at him closely. Fritz felt the water from the jaws of the wolf dropping on his face.

8. "Death or life now!" said Fritz to himself. Quick as thought, he seized the paws which were resting on either side of his neck, drew them tightly over his shoulders, sprung up and walked off with the wolf hanging on his back.

9. So tightly did he draw the wolf's neck against his shoulders, that the animal could scarcely breathe and tried in vain to use its teeth. With its hind paws, however, it scratched furiously at Fritz's legs, and made it difficult for him to walk.

10. At length with his strange load he reached his father's door. "Father! father!" he cried, but there was no reply. Fritz was nearly tired out. He could not knock with his hands and he did not dare to lift his foot for fear of falling.

11. All that he could do was to turn round and dash the wolf against the door with all his might. The noise awoke every one in the cabin. "Father!" he cried again, "help, father! I have a live wolf."

12. The farmer lost no time in opening the door and stood, gun in hand, ready to shoot. "Do not shoot," said the boy, "the wolf is on my back. The dogs! the dogs!"

13. At this moment Fritz's mother let loose two great dogs that were tied in the cabin, and that had been barking furiously.

14. Suddenly Fritz threw the wolf from his shoulders, and the dogs seeing the danger of their young master, flew at the wolf, and soon had it in their power.

15. Fritz did not wish the wolf to be killed by the dogs, for then he could not say that he had caught a live wolf.

16. As quick as thought he took a rope and tied it round the wolf's neck, at the

same time telling his father to pull the dogs away.

17. When this was done, Fritz put the badly wounded and much frightened animal into a box. There he kept it until; a short time afterward, a man came along and bought it to send to a menagerie.

18. I suppose the wolf is still looking out through the bars of its cage, and showing its white teeth to the crowds of boys and girls who go to look at the wild animals.

LESSON XVI.

ĕlsḙ	thŭn′der	lĭmbs	whālḙ
sûr′façḙ	sĕv′ėn tў	sāl′or	blŭb′ber
dĭf′fĭ cŭlt	stärvḙ	swal′low	har pōōnṣ′
weigh	cāpt′ūrḙ	ō′çean(ō′shŭn)	

THE WHALE.

1. "Have you ever seen a whale, Uncle George?" inquired Frank.

"Yes, very often," replied his uncle. "You know that they are found in nearly all parts of the ocean."

2. "Please tell me how they look."

"When they are lying quietly on the surface of the water, you can not see very much of their bodies—only the tops of their heads and their broad backs; but sometimes in their play they will jump out of the water. Then you see dark objects, sixty to seventy feet long. The crash of their bodies falling upon the water is like thunder."

3. "What a large fish it must be!" said Frank.

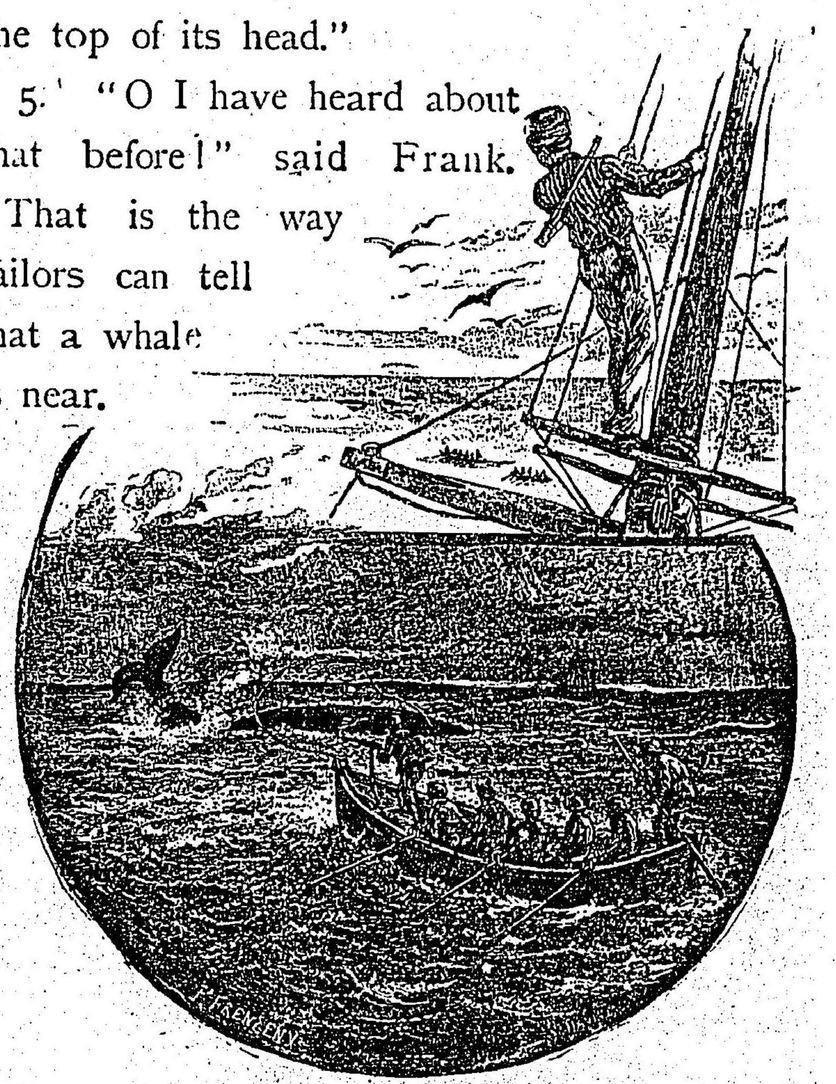
"It is not a fish, Frank; although many people call it so, yet they are wrong. It has limbs that look like the fins of a fish, and a tail like the tail of a fish; but a whale can not live under water as a fish does—it has to come up to the surface to breathe."

4. "Tell me about its breathing, uncle," said Frank.

"When a whale comes up to breathe,

it throws a stream of water about twenty feet into the air, from two 'blowholes' in the top of its head."

5. "O I have heard about that before!" said Frank. "That is the way sailors can tell that a whale is near.



The man who keeps watch at the masthead calls out, 'There she blows!'"

6. "Do you know how whales are killed?"

"Yes, uncle," replied Frank. "The sailors go out in small boats, so as to get near the whale, and then kill it with harpoons."

7. "That is one way," said Uncle George; "but the new plan is to shoot the whale with a harpoon fired from a gun. This sometimes kills the whale at once, but it is very difficult to capture a whale in any way."

8. "I have heard," said Frank, "that a wounded whale is feared by the sailors, and can break a boat all to pieces with its tail, and will sometimes swallow a boat with the men in it."

9. Uncle George laughed heartily and replied: "A wounded whale is, as you say, feared by the sailors, and can, no doubt, break a boat in two. Its mouth is large enough to hold a boat, but its throat is only six inches round, and it can not swallow any thing larger than a small fish."

10. "Then why does it have such a large mouth?" said Frank.

"Because it needs a large mouth to gather its food. It catches many thousands of small fish; but if its mouth were small, and it had to take a few at a time, it would starve. Do you know what we find in the mouths of some whales?"

11. "Is it whalebone, uncle?"

"Yes, Frank. Sometimes the plates of bone in a whale's mouth weigh a ton. Now, what else do we get from the whale?"

12. "Oil," replied Frank.

"Yes, the oil is made from the inside or true skin of the whale—the skin which keeps the whale warm. Do you know of another name that is given to this skin?"

13. "Blubber, Uncle George. I have heard that it is good to eat."

"So it is, Frank—that is, for people in very cold parts of the world. I do not think that you would like it."

14. "I wish I could see a whale," said Frank.

"Perhaps you may, some time," said Uncle George.

LESSON XVII.

scârçe'lў stŭb'born cow'ard pärt'nĕr
sŭc çĕs'ș' fîrm pŭn'îshed(-îsht)

CAN'T, WON'T, AND TRY.

1. There was once a poor man who had three boys, named Can't, Won't, and Try. They were very different from one another, and you would scarcely have thought that they were brothers.

2. Can't was a very idle boy, and a great coward. He was afraid to jump across a ditch, for fear he should tumble in. He was afraid to climb a tree, for fear he should fall down.

3. When asked to do any thing, Can't was sure to say he could not do it, although perhaps he had never tried. It was just the same at school or in the playground. If he was asked a question, he would say, "I don't know." If he had to learn a lesson, he would say, "I can't do it."

4. Won't was not idle, and he was not

stupid; but he had a bad temper, and was very stubborn. If he had made up his mind not to do a thing, nothing could make him do it.

5. If Won't was cross, his school-mates could not get him to play, no matter how much they begged him. If he wanted to play, he would not learn his lessons, even though he was sure to be punished for not knowing them.

6. He was not good at a game, because he wanted to have his own way in every thing; and he did not succeed in his studies, because he would not do what he was told. In fact, nobody liked him, on account of his bad temper and his willful ways.

7. Try was a very little fellow, and the youngest of the three. But he had a brave heart, even if he *was* little; and he was always ready to do what his parents and teachers told him.

8. If Try was asked whether he could do any very hard thing he would say, "I don't know whether I can do it, but I will try."

Sometimes he would fail, but almost always he was able to do what he tried to do.

9. Once he tried to jump across a brook, but it was so wide that little Try fell into the water. Still, he did not cry. He made up his mind that, when he was a little older, he would make another trial; and before long he could jump over the brook in its widest place.

10. When Try first went to school, his teacher said, "Can you read?" "No, sir," said he, "but I will try to learn." "That is all I ask," said the teacher: "I want boys in my school who will *try* to learn."

11. In a few months Try was at the head of his class, Can't was still at the foot of his, and Won't had gone down to the foot of his. Which do you think was the happiest of the three?

12. All three are grown men now. Can't is servant to a master named Must; Won't is a soldier under Captain Shall; and Try is a partner in the great firm of Success and Co.

LESSON XVIII.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of retranslation.*)

1. *Without a moment's delay,* he *threw himself down* on the snow.

2. He stood, *gun in hand, ready to shoot.*

3. *As quick as thought* he took a rope and tied it round the wolf's neck.

4. A whale cannot live under water as a fish does—it *has to come up* to the surface to breathe.

5. He wanted *to have his own way* in every thing.

6. I don't know *whether* I can do it, but I will try.

7. Try is a partner in the great firm of *Success and Company.*

II.

Let pupils make sentences each containing one of the following phrases:—

A few at a time. No doubt.

On account of. In fact.

LESSON XIX.

cāl'i-co	prĭnt'ed	wēav'ing	āt'tĭe
prĕsṣed	răg'man	sṓuth'ern	nē'groȩs
spĭn'dlȩs	ma-çhinȩ'	cŏt'tȯn	pŏs'si blȩ

COTTON.

1. "Father, I would like to know all about cotton and how they make cloth," said John.

2. "Very well, John," replied Mr. Wood, "I will try to answer any questions you may ask."

3. "Well, then, what is cotton?" inquired John.

"A soft down that grows in the boll of a plant."

4. "Tell me about the plant, please."

"It is raised in our own Southern States, in India, and in some other countries."

5. "How does it look?"

"Like a small tree—the cotton plants are

often called trees. They grow from four to seven feet high and are planted in rows like corn. The bolls in which the cotton grows, open when ripe and show their white down."

6. "I have seen a picture of a cotton-field," said John. "There were some negroes picking the cotton, and carrying it away in baskets."

"They were taking it to a gin," said his father.

7. "What is a gin?"

"A machine to take out the seeds."

8. "Are there many seeds?" inquired John.

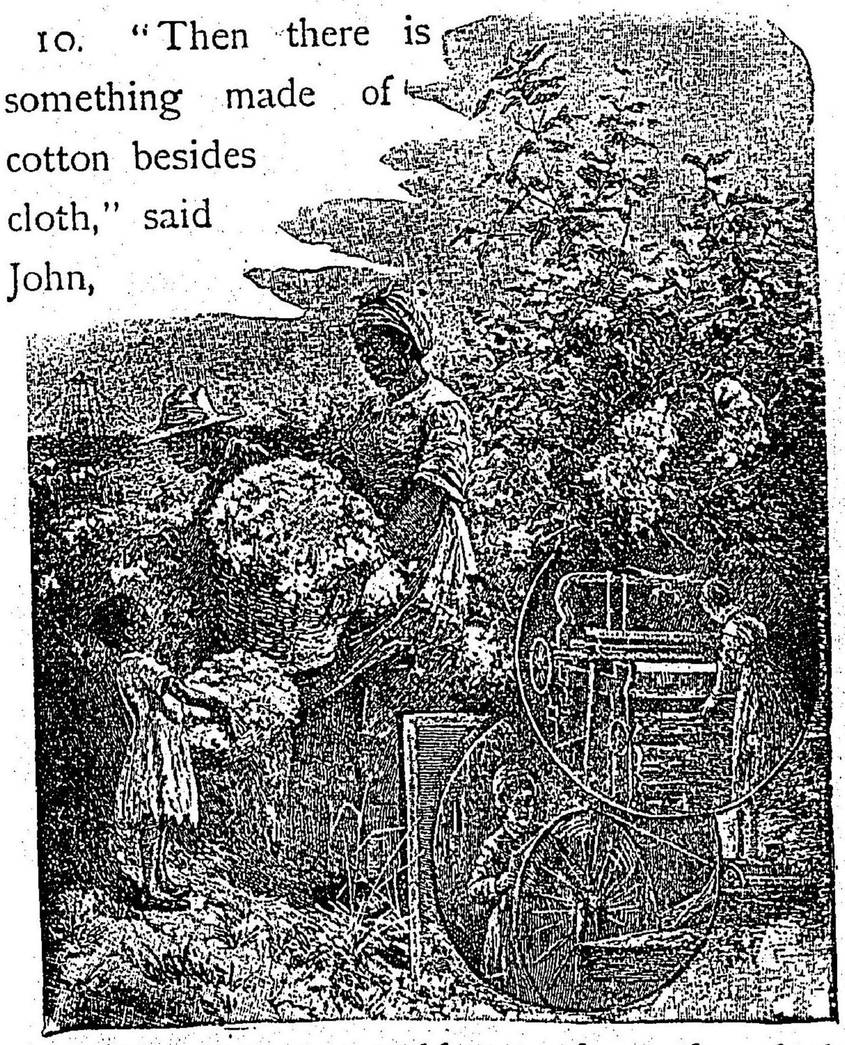
"So many, that before they had the gin, it was very hard work to make the cotton fit to use."

9. "Are the seeds that are taken out, planted?" inquired John.

"Yes, a small part of the seeds is used for that purpose; but a larger quantity is used in

making a very good oil. The seeds are ground and pressed, and, after the oil is out, what is left is fed to cattle to fatten them."

10. "Then there is something made of cotton besides cloth," said John,



"but you haven't told me about the cloth yet."

11. "We will come to that soon, John. After the cotton has been ginned it is put up in large bales, and then sent away by railroad or steamboat to the cotton mills."

12. "And there made into cloth?"

"First into thread, and then into cloth," said his father.

13. "How is it done?" said John.

"Hasn't your grandmother shown you her old spinning wheel and loom that are in the attic?"

14. "Yes, I have seen them," said John, "and grandmother has told me about the way they were used, and that it took a long time to make a yard of cloth when she was a girl."

15. "Well, now, John, every mill has a large number of spindles to make thread; and as steam is used, the spindles move much faster and more steadily than in the old days.

16. "The looms now used for weaving the thread into cloth do it better than your

grandmother ever thought possible."

17. "Calico is made of cotton, is it not, father?"

"Certainly. The pretty calico dresses that you see are only cotton cloth printed in different colors."

18. "Is that all about cotton, father?" said John.

"Not quite. Can you tell me what we do with old cotton clothes?"

19. "O yes; we sell them to the ragman to be made into paper."

"Very good paper, too, John; such as we can write on."

20. "I hope you will take me, some time, to see them make cloth and paper, too," said John.

21. "So I will," said his father, "and then you will be able to understand many things that I can not describe to you without your seeing them."

LESSON XX.

cäl'm rēaped' eăn'dlĕs wēa'rў
tăl'low tīrĕ'sòmĕ pā'tiĕnçĕ(-shens)

THE TALE THAT NEVER TIRES.

PART I.

1. When Robinson Crusoe was nineteen years old, he wished to do what many other boys have done: he wanted to go to sea.

2. He was tired of his quiet, peaceful home, and thought it would be a fine thing to travel all over the world.

3. One day the son of the captain of a ship asked Crusoe to go with him to see what a sailor's life was like. The thoughtless youth started off at once, without even bidding his father and mother good-by.

4. After sailing many days, there came a great storm, and the ship was thrown on a rock. The sailors got into a boat, and tried to row to an island which was near. But all

of them were drowned except Robinson Crusoe, who was washed high up on shore by a great wave.

5. The next day, as the storm had gone down, and the sea was calm, Crusoe swam out to the wrecked ship, to see what he could save. The poor fellow worked very hard, and made a raft of boards and beams, tying them together with ropes.

6. He brought back on his raft barrels of beef and pork, a chest of clothes, a great piece of sail cloth, some guns and tools, and powder and shot.

7. On the ship he found a dog and a cat alive; and these he took ashore with him. He was glad to have even these companions.

8. Then he built himself a house in a cave, with a wall of strong timber outside. To get in and out over the wall he made a ladder. This he could take into his house at night, and he felt safer from wild beasts than if he had had a doorway and a door.

9. So now you see Robinson Crusoe had to live all alone on this island, for he was the only man there. He had not a friend to talk to or to love; and very lonely he was, you may be sure.

10. There were a great many wild goats on this island. One day Crusoe caught a kid, and took it home with him, and tamed it. By and by he had a whole flock of goats

that he had caught and tamed. So he could have goat's meat and goat's milk whenever he pleased. He found a way to make butter and cheese, and he even made candles from goat's tallow.

11. There were many large turtles on the seashore. These Crusoe used to catch by getting between them and the water, and turning them over on their backs; for you know that when a turtle is turned on its back it can not get up again. He found the flesh of these turtles very nice.

12. But what pleased him most was that one day he caught a parrot. He took Poll to his home, and little by little he taught her to say many pleasant words and sentences. Poll's voice was the only one the poor man heard for many weary years.

13. In a bag that Crusoe brought from the ship there were by chance a few grains of barley and rice. These were spilled on the ground by the door and forgotten. But,

after the rains, the rice and barley sprouted and grew; and in a year or two he had a large field of barley growing finely on his island.

14. When the grain was ripe he was puzzled to know how he should reap it. How do you think he did it? He found a kind of sailor's sword called a cutlass that he had saved, and by hard work he cut the grain with this.

15. Crusoe had no mill to grind his grain in: so he pounded it in a great wooden bowl, with a hard, heavy piece of wood. To bake his bread and boil his meat, he made pots and kettles of clay. To make these was a long and tiresome labor; but he had very great patience, and he succeeded at last.

LESSON XXI.

läu̯nch săv'a ge̱s sw̱orḏs e̊ăn'ni baḻs

THE TALE THAT NEVER TIRES.

PART II.

1. Robinson Crusoe thought he would like to have a boat in which to sail round his island. So he got out a grindstone which he had saved from the wreck; and, when he had ground his ax, he cut down a great cedar-tree.

2. With his ax he shaped the trunk of this tree into the form of a boat. But when

it was done, the poor fellow could not move it: so he had to go to work all over again, and make a smaller one.

3. By this time all the clothes he had saved in the chest were worn out. So he set to work and made himself a new suit out of the skins of goats. He even made himself a hat and an umbrella from these skins.

4. For a long time Robinson Crusoe thought he was quite alone on the island; but one day he found the ashes of a fire on the sand by the seashore; and in the ashes a number of human bones: for it seems that savages used to go there from distant islands to kill and eat the prisoners they had taken in war.

5. Another day, soon after this, he saw smoke coming from the shore. He hid himself behind a tree, and watched, and saw a number of these cannibals sitting round a fire eating a prisoner. Another was lying close by, expecting every moment to be killed.

6. All at once this poor man jumped up,

to try if he could not escape. He ran as fast as he could towards the wood where Robinson Crusoe lay hidden. Two of the savages ran after him.

7. Now, Crusoe had made up his mind to save the poor fellow if he could. So he ran out from his hiding-place in the wood, and shot the two men who were running after the prisoner.

8. This man whose life he thus saved became his servant and companion; and a merry, faithful fellow he was. Crusoe named him Friday, because it was on a Friday that he saved his life.

9. These two became very fond of each other. Crusoe made a goat-skin suit of clothes for Friday and taught him how to use a gun. Little by little this poor savage learned to talk with Crusoe.

10. At first he could say only such words as "yes," and "no," and "master;" but after a while he learned to speak very good English. With Friday's help Crusoe was now able to launch the large heavy boat he had made from the cedar-tree, and many a fine sail they had in it.

11. The savages came again to the island a year after this, and again brought two prisoners with them to eat. Crusoe wanted to save the lives of these prisoners also: so he told Friday to follow him.

12. Taking two guns apiece, besides pistols and swords, they went boldly forward. Both

fired at the savages, and Crusoe ran and cut the thongs that bound the prisoners.

13. One of these was a white man, a Spaniard. The other was Friday's own father! Friday kissed him, and unbound him - and rubbed his limbs, and cried and laughed, and danced and sang, for joy.

14. It was not a lonely island for Robinson Crusoe after that. Besides his man Friday, there were Friday's father and the Spaniard, for company; and these men were very happy together, tilling their land, and hunting and fishing. They all looked up to Crusoe as their chief.

15. Still, Crusoe wished very much to see his own country again before he died. So you may be sure that he was very glad when a ship came to the island, and he was able to return home to his native land.

16. At last Robinson Crusoe and his man Friday got safely to England. There Crusoe married and settled down; and in his old age he would often tell his children the story of his life.

LESSON XXII.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of retranslation.*)

1. I will *try to answer* any questions you may ask.

2. Cotton is a soft down that grows in the boll of a plant.

3. The cotton plant *is raised* in the southern warm countries.

4. It would be a fine thing to travel all over the world.

5. A turtle, when it is turned over on its back, cannot get up again *by itself*.

6. He had very great patience, and at last succeeded.

II.

Let pupils make sentences each containing one of the following phrases:—

By railroad.	(*To be*) made of.
By chance.	(*To be*) tired of.
Little by little.	(*To be*) able to.

LESSON XXIII.

hăd'n't = hăd nŏt pûr'plę plĕaş'urę

waş'n't = waş nŏt drēar'y mĕad'owş

SUPPOSE.

1. How dreary would the meadows be
In the pleasant summer light,
Suppose there wasn't a bird to sing,
And suppose the grass was white!

2. And dreary would the garden be,
With all its flowery trees,
Suppose there were no butterflies,
And suppose there were no bees.

3. And what would all the beauty be,
And what the song that cheers,
Suppose we hadn't any eyes,
And suppose we hadn't ears?

4. For though the grass were gay and green,
And song birds filled the glen,
And the air were purple with butterflies,
What good would they do us then?

5. Ah, think of it, my little friends!
And when some pleasure flies,
Why, let it go, and still be glad
That you have ears and eyes.

LESSON XXIV.

in crēase′ tor nā′do tĭm′ber de stroy′
pās′sĕn gẽrs rŏt′tĕn hŭll hew′ing(hū-)

GIVE HEED TO LITTLE THINGS.

1. Two men were at work one day in a yard where ships are built. They were hewing a stick of timber to put into a ship. It was a small stick, and not worth much. As they cut off the chips, they found a worm,—a small worm, not more than half an inch long.

2. "This stick is wormy," said one; "shall we put it in?"

3. "I do not know," said the other. "Yes, I think the stick may go in. Of course it will never be seen."

4. "That may be; but there may be other worms in it, and these may increase, and destroy the hull."

5. "No, I think not. To be sure, the stick is not worth much; yet I do not wish to lose it. But, come, never mind the worm: we have seen but one. Put it in."

6. And so the stick was put in. The ship was built and launched. She went to sea, and for ten years she did well. But at last she grew weak and rotten, for her timbers were very much eaten by worms.

7. However, the captain of the ship thought he would try to get her home. He had a costly load of silks and teas in the ship, and very many passengers.

8. On their way home a tornado came on. The ship for a while climbed up the high waves, and then plunged down, creaking and rolling from side to side. At last she sprang a leak.

9. They had two pumps, and the men

worked at them day and night; but the water came in faster than they could pump it out. The ship filled with water, and went down under the blue waves, with all the people and all the goods on board.

10. O, what a loss was there of life and of goods! and all because that little stick of timber with the worm in it was put in when the ship was built.

11. How much mischief may be done by a little worm! And how much harm a man may do when he is unfaithful even in the smallest thing!

LESSON XXV.

hạl̤l	sĭz′ẹs	k̤nīvẹs	fī′bers
ăc′id	dĭv′er	de cāy̤s′	jĕl′lў
sẽạrch′ẹs	spȯn̈g′ẹs	ĭn′ter ĕst ing	trāi̤nẹd

SPONGE FISHING.

1. "Where do sponges come from, I wonder," said Roy, as he sat by the window,

cleaning his slate with a bit of fine sponge. "What are they made of?"

"Made of?" said Aunt Mary. "Why they are the bones of animals."

2. "Why, what do you mean, Aunt Mary? I never saw any animals that looked like sponges."

"I suppose not," said Aunt Mary; "because they all grow on the bottom of the sea and do not look then as they do when you see them."

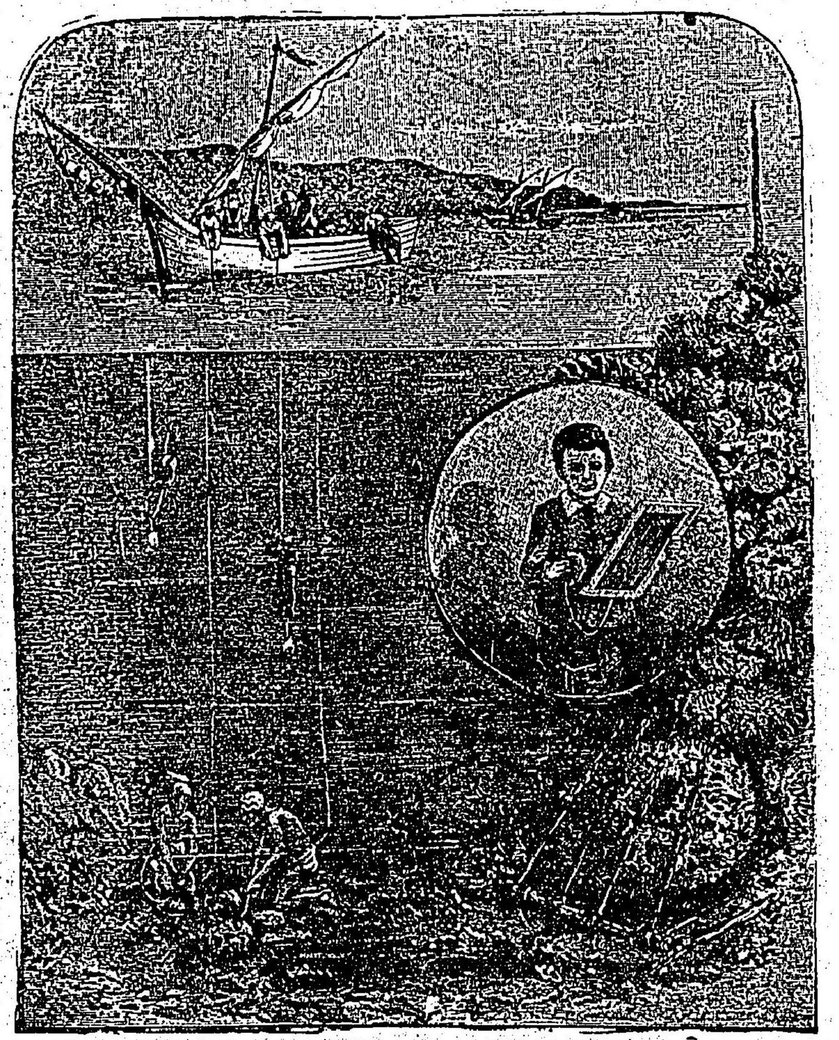
3. "How do they look then?" said Roy.

"Well, they grow in many beautiful forms, of different sizes and shapes—like a cup, a top, a ball, and sometimes like branches of small trees.

4. "They have a soft flesh, like jelly, which covers a bony framework of horny fibers. Some are red, some green, and others yellow."

5. "Then they must look like plants?" said Roy.

"Yes, but they are not plants. For a long time they were thought to be plants; but now, those who have watched them



longest and with the greatest care, say that they are animals."

6. "How do they catch them?" said Roy, who began to think about the way fish are caught.

"If the water is not too deep, men stand on a boat over the place where they are growing, and tear them off the rocks below with long spears."

7. "But if the water is very deep?"

"Ah, that is the most interesting part of all. Then, men have to dive down to the bottom and cut them off the rocks with sharp knives."

8. "Why how can they do that?"

"They are trained to the work, and can easily dive down to the bottom—a distance of sixty feet or more.

9. "When the boat is right over the place where the sponges grow—the diver takes a large rock, to which a rope is tied and jumps into the water.

10. "Down, down, down he goes—through the dark water, till at last he stands on the bottom.

11. "Once there, he works away as fast as he can, for it is not possible for him to stay under water longer than two minutes at one time.

12. "He searches about among the rocks and cliffs, and cuts off, with great care, the nicest sponges he can find, and puts them under his arms or into a sack.

13. "When he has gathered as many as he can, he pulls the rope, and the men in the boat haul him and his load of sponges up to the surface as quickly as possible."

14. "How do they get the flesh off?" said Roy.

"They bury them in the sand till the flesh decays and then they wash them in acid and water, till they are clean and fit to sell.".

15. Roy sat still for a long time, looking at the piece of sponge he had in his hand.

16. At last he said softly, to himself, "Sponges, animals? No eyes, no ears, no hands? What funny things?"

LESSON XXVI.

rĕa'sŏn	jŏg'ged	pud'ding	trī'alş
stŏm'ach	spĭl'led	ĕl'bows	năp'kin

TABLE MANNERS.

1. "George, I am going to eat my supper by myself, after this," said little Harry.

2. "I don't believe you will," replied his brother.

3. "Then I wish every one would stop scolding me at table."

4. Harry seemed to be unhappy and anxious to have his elder brother help him bear his trials.

5. "Why don't you try to get along at table, and do as you are told?" inquired George, although he was somewhat moved by Harry's sorrowful looks.

6. "But I am told so many things! Last night, father scolded because I was too far away from the table. Then to-night, he scolded because I was too close."

7. "That's all right, Harry; last night you took your supper in your lap, and to-night you jogged the table so that you spilled water from the glasses."

8. "Yes, George, that's so; but you know I didn't mean to do it."

9. "Why did you laugh, then?"

"I could not help laughing at first. I tell you, though, I didn't like the scolding I got afterwards," said Harry.

10. "You had better sit close to the table after this; but not so near as to touch it," said George.

"I'll try to, George."

11. "I say, Harry, while I think of it, I want to ask a favor of you?"

12. "What is it?"

"Try not to make such a noise when you eat your soup, or bread and milk."

13. "Why?" inquired Harry.

"Because it makes me think of pigs when I hear you, and I don't like to have my little brother make me think of pigs."

14. "I won't do it any more, George."

"Is there any thing else that you ought not to do at table?"

15. "O yes, a great many things!" said Harry.

"Well, Harry, let me hear about them. You tell me what you ought not to do, and I will try to tell you why not."

16. "That will be real fun!" said Harry. "Father says, 'Harry, do keep your elbows off the table.'"

17. "It looks so lazy to see a boy with his arms resting on the table. You went to sleep one time and upset your plate," said George.

18. "So I did! Then Aunt Mary says, 'Harry, do stop putting your knife in your mouth.'"

19. "Well, Harry, you have your fork to carry your food to your mouth with, and no one likes to see a knife used as a shovel—it is meant to cut with."

20. "I suppose you know, George," said Harry; "I don't like to see any one put a knife into his mouth, either."

"Then stop doing it yourself, Harry."

21. "I'll try. Mother always says, 'You must not eat so fast, Harry.'"

"It is bad for your stomach, and will make you sorry when you are older," said George.

22. "Then Uncle John says, 'Harry, you eat too much.'"

"Same reason as I just gave you, and it may make you sick, right afterwards."

23. "I know that," said Harry; "I was sick last week when we had that good pudding—I mean bad pudding."

24. "Any thing else?" inquired George.

"Yes. You told me to take my knife and fork off my plate when I passed it," said Harry.

25. "I don't like to have them fall off and then pick them up for you. They are not clean, either, and may soil our clothes or the tablecloth."

26. "That rule is all right, I know," said Harry; "but if I play with my knife and fork while my plate is away, every one scolds me."

27. "It looks very childish to see a boy like you, play at table!" said George.

28. "All right, George, I am going to call out, the next time you play with your napkin ring."

29. "Will you?" said George, blushing; "so you may, my fine fellow; and I'll stop, too, if you catch me."

30. Harry looked much pleased at his brother's answer.

31. "I tell you, George, you and I don't try to talk with our mouths full, do we?"

32. "Who does, Harry?"

"Shall I tell them not to?" inquired Harry.

33. "Yes, I think it would be fair," replied George; "only tell whoever it is quietly, and ask him to please not do it—you will surprise every one, if you are pleasant about it."

34. "I will do as you tell me, George," said Harry; "we will try to have things done right, won't we?"

35. "We shall have to look out for ourselves, too," replied George.

LESSON XXVII.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of retranslation.*)

1. It was a small worm, not more than half an inch long.

2. A man cannot stay under water longer than two minutes *at one time.*

3. I *could not help laughing.*

4. You *had better sit close* to the table.

5. I *want to ask a favor of you.*

6. Try not to make such a noise when you eat your soup.

7. Is there anything else that I *ought* not *to* do *at table?*

8. You *ought to* keep your elbows *off* the table.

9. *It* is bad for your stomach *to* eat so fast.

II.

Let pupils make sentences each containing one of the following phrases:—

Day and night.	By myself.
As quickly as.	With great care.

LESSON XXVIII.

tăl′on ṣ	ŏff′spring	străn′gl ḍ	sē ḭz′e ṣ
ġĕn′er al lў	ĕn′e mў	h ḍ ī g ḥ t	ḡôr′ġe ṣ
ō′ver hăn ḡ′ing	sīc ḳ′l ḍ	vīc tōr′i ḥ ŭs	nō ō s ḳ

THE EAGLE.

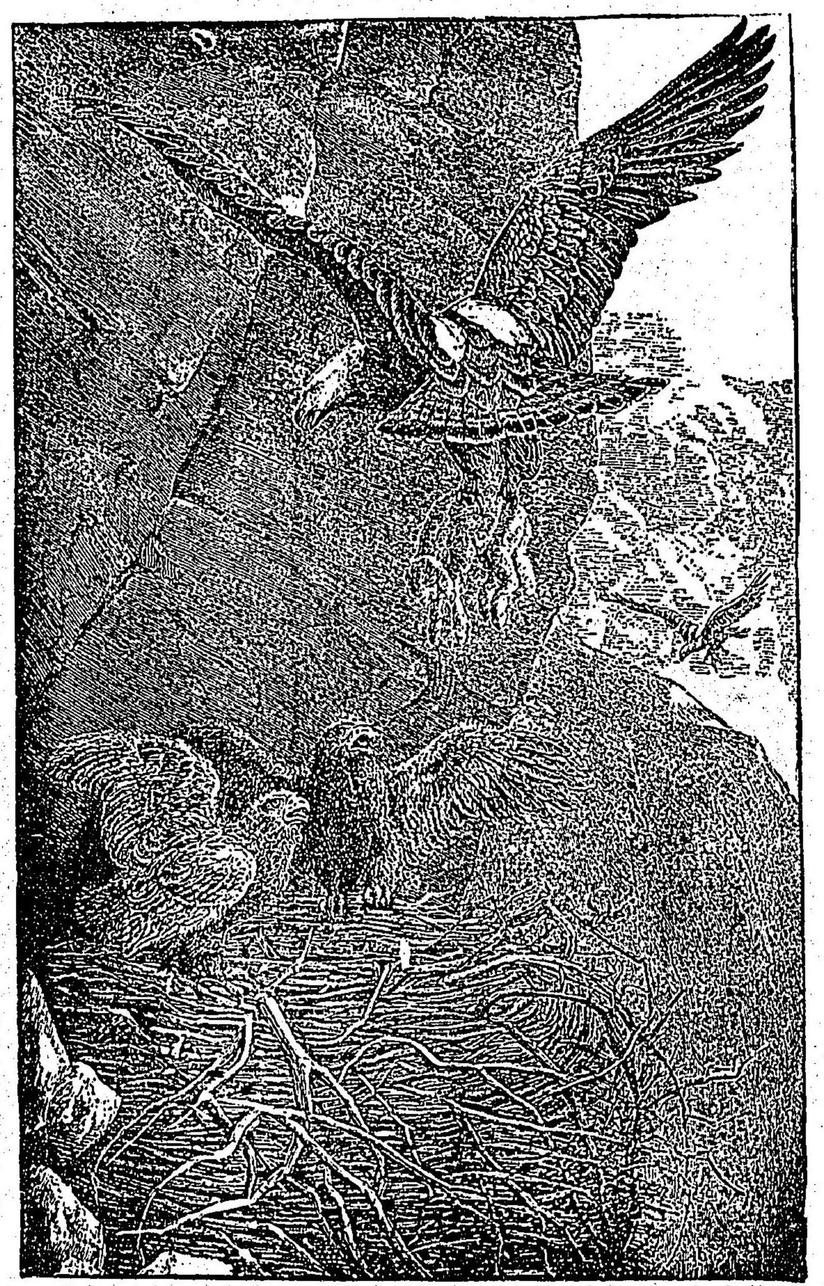
1. The eagle is the largest and fiercest of all the birds of prey.

Its talons, or claws, are so strong, and its wings so large, that it can fly away with animals much heavier than itself.

2. Sometimes eagles have even been known to carry off young children, when left alone for a short time in the fields.

3. The eagle's nest is generally built on a ledge of a high, rocky, and overhanging cliff, where it is not likely to be seen from above.

4. The female lays two or three eggs, and when the young ones are hatched, the parent birds seem to spend most of their time in finding food for their hungry offspring.



5. This consists of such animals as hares, rabbits, and young lambs, and sometimes of large fish, which the eagles pounce upon, if they swim near the surface of the water.

6. The talons of the eagle are so long and sharp, that it kills its prey with these, and only uses its great beak to tear it to pieces.

7. The eagle will sometimes attack an animal as large as the deer, upon which it suddenly darts from a great height.

8. It seizes the head of the deer with its claws, and then beats the poor animal with its wings, until it is so frightened, that it leaps over a cliff to escape from its enemy, and is killed by the fall.

9. The eagle, however, is not always victorious. Once a large eagle seized a cat, and carried it high up into the air.

10. But puss fought so fiercely with her teeth and claws, that the eagle was soon very sorry it had meddled with her. At last it

tried to get rid of her by letting her fall.

11. Puss, however, clung to the eagle till it came to the ground, when both cat and bird were caught by some men, who had been watching the fight.

12. A little boy was one day in the fields, where his father was reaping corn. He was amusing himself with a sickle by trying to reap like his father.

13. All at once he was attacked by a large eagle! He knew it was of no use trying to run away, so he boldly struck at the bird with the sickle he held in his hand.

14. A lucky blow, given with great force, drove the sharp point of the sickle deep into the body of the eagle, and killed it!

15. The eagle is sometimes killed in a very strange way. A small piece of land is enclosed by four walls, in one of which there is a doorway, just large enough for an eagle to walk through.

16. Before this doorway is hung a stout cord, with a running noose at the end.

Then a large piece of meat is thrown on the ground within the walls, and this is very soon pounced upon by an eagle.

17. The eagle gorges itself with the meat till it can eat no longer. It is then so lazy, that, to save itself the trouble of flying over the walls, it walks through the little doorway; it thus gets the noose round its neck.

18. It pulls and tugs at the string in trying to escape, but the harder it pulls the tighter the noose becomes, till at last the eagle is strangled!

LESSON XXIX.

ōa̤k lēa̤f'y̆ sĕt'tl̤e boṳgh bĭl'low y̆

THE SWING.

1. Merrily goes the swing
   Under the old oak-tree:

Now we go up, and now we go down;
Happy as birds are we.

2. Pleasantly comes the breeze,
Fanning my cheek and brow:
Pleasantly breaks the light
Down through the leafy bough.

3. Just like a bird on the wing,
Just like a cloud in the sky,
Upwards I mount, and downwards I sink,
Backwards and forwards I fly.

4. Now for a good toss up,
Next time I'll touch the tree:
O, it's as good as a sail
Over the billowy sea.

5. Now let me settle down,
Like the sea when storms are o'er,
Lower and lower yet,
Till at last I touch the shore.

LESSON XXX.

căn'dlę	cȯm'fort	spŭt'terẹd	wạn'der ing
măch'eș	slĭp'perș	splĕn'dor	be nŭmb'ẹd'
stŭf'fẹd	căr'rĭag es	smōk'ing	dis ap pēar'ẹd'

THE LITTLE MATCH GIRL.

1. It was very cold; it snowed, and was beginning to grow dark, and it was the last night of the year, too—New Year's Eve.

2. In the cold and darkness, a poor little girl was wandering about the streets with bare head and bare feet.

3. She had a pair of slippers on when she left home, but what was the good of them?

4. They were very large, old slippers of her mother's—so large that they fell off the little girl's feet, as she ran across the street to get out of the way of two carriages, which came rushing along at a great rate. One slipper was not to be found, and a boy ran off with the other.

5. Thus the little girl wandered about

barefooted, with some matches in an old apron, whilst she held a bundle of them in her hand.

6. No one had bought any matches of her through the whole day—no one had given her a single penny.

7. Hungry, and blue with cold, the poor little girl crept along, the large flakes of snow covering her yellow hair, which curled round her face; but it gave her no comfort to think of that.

8. In a corner between two houses, she found shelter. Curling herself up, she drew her poor little feet, which were red and blue with cold, under her as well as she could; but she was colder than ever, and dared not go home, for, as she had sold no matches, her cruel father would beat her.

9. Besides, it was cold at home, for they lived just under the roof, and the wind blew in, though straw and old rags had been stuffed into the large cracks.

10. Her little hands were quite benumbed with cold. O how much good one match

would do, if she dared but take it out of the bundle, draw it across the wall, and warm her fingers in the flame!

11. She took one out and drew it across the wall. How it sputtered and burned! It burned with a warm, bright flame, like a candle, and she bent her hand round it: it was a wonderful light!

12. It seemed to the little girl as if she were sitting before a large stove, in which the fire burned brightly, and gave out such comfort and such warmth!

13. She stretched out her feet to warm them, too—but the flame went out, the stove disappeared, and there she sat with a little bit of the burnt match in her hand.

14. Another was lighted; it burned, and, where the light fell upon the wall, she could see through it and into a large room.

15. There the table was covered with a cloth of dazzling white, and with fine china; and a roast goose was smoking upon it.

16. But what was still more delightful, the goose sprung down from the table, and,

with a knife and fork sticking in its back, came towards the little girl.

17. Then the match went out, and she saw nothing but the thick, cold wall.

18. She lighted another; and now she was sitting under the most beautiful Christmas tree. It was larger than those she had seen at Christmas through the windows of rich people.

19. Hundreds of candles were burning among the green branches, and beautiful pictures, such as she had seen in the shop windows, looked down upon her. She stretched out both her hands, when the match went out.

20. She drew another match across the wall, and in the light it threw around, stood her old grandmother, so bright, so gentle, and so loving.

21. "Grandmother," the little girl cried, "O take me with you! I know that you will disappear as soon as the match is burnt out, just like the warm stove, the roast goose, and the Christmas tree!"

22. She quickly lighted the rest of the matches that remained in the bundle, for she wished to keep her grandmother with her as long as possible; and the matches burned so brightly that it was lighter than day.

23. Never before had her grandmother appeared so beautiful and so tall; and, taking the little girl in her arms, they flew high up into the heavens, where she felt neither cold, nor hunger, nor fear, any more—for they were with God!

24. But, in the corner between the two houses, in the cold morning air, lay the little girl with pale cheeks and smiling lips.

25. She was frozen to death during the last night of the Old Year. The first light of the New Year shone upon the dead body of the little girl, sitting there with the matches, one bundle of which was nearly used up.

26. "She has been trying to warm herself," people said; but no one knew what beautiful dreams she had had, or with what splendor she had entered with her grandmother into the joys of a New Year.

LESSON XXXI.

pŏv′er tў̆ căp′tors gnąẘẹd fā′vor ĭtẹ̈
Ä′bọų bădẹ̈ de sẽrt′ ex hąų̈st′ion

ABOU AND HIS HORSE.

1. The fastest and most beautiful horses in the world are those of Arabia. The Arab loves his horse almost as much as he loves his children. In fact, his horse lives among his children. They tumble about it, hang on by its ears and mane, and make a playmate of the gentle creature.

2. Leave him his horse, and the Arab is happy even in the midst of poverty. He treats it with great care and kindness, never using whip or spur. Horse and man are friends, rather than master and servant.

3. I must tell you a story about an Arab and his horse, which shows how fond of each other they may become.

4. This Arab's name was Abou. One day when he was riding over the plain some

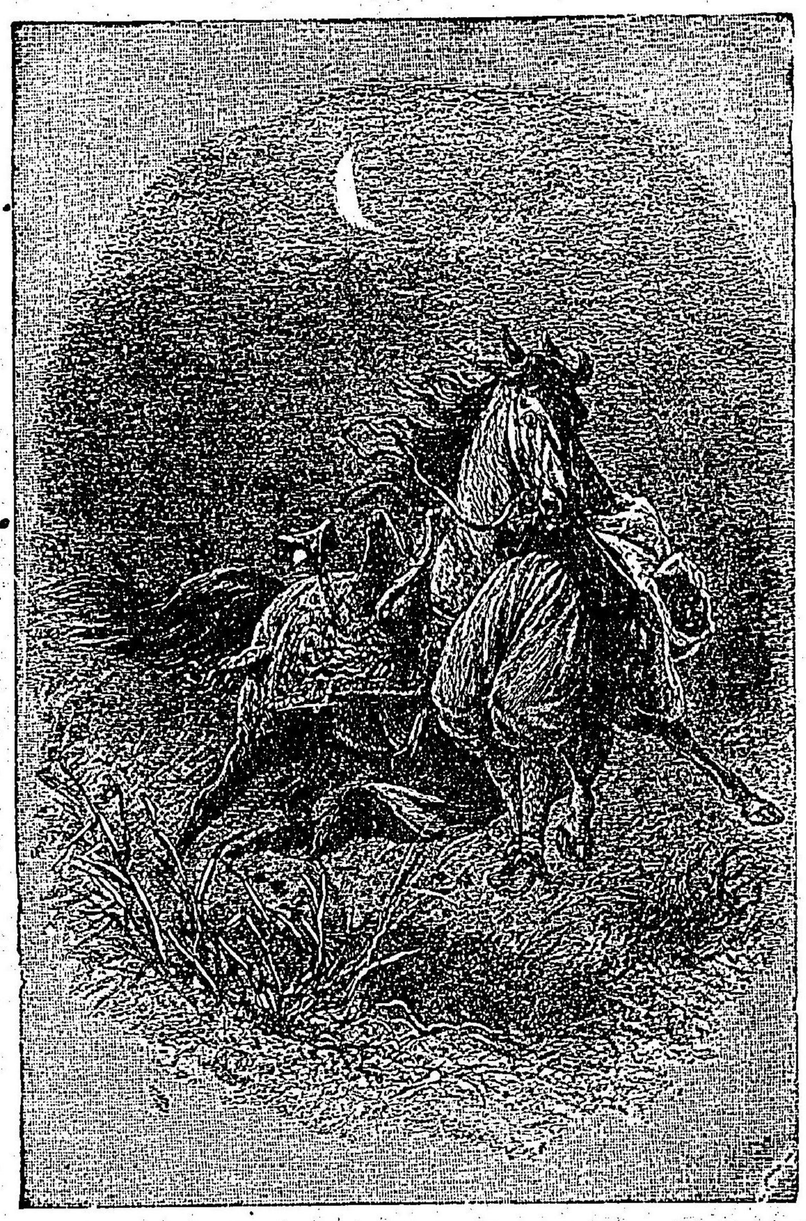
miles away from the simple tent which was his home, he was surrounded by enemies and taken prisoner.

5. Abou's captors tied him fast on his own horse, and led him away many miles to a place where they camped for the night. There they laid him on the ground, and led off his horse with their own to another part of the camp.

6. Abou knew that he would be sold as a slave; and his heart ached to think he should never again see his home, or his dear wife and children. But almost as hard to bear was the thought that he should be separated from his horse, his constant companion for so many years.

7. Abou knew that no one would ever be so kind to the poor beast as he had been,—that no stranger would care to feed him every day, as he had, with camel's milk and with sweet barley.

8. In the middle of the night, while he was weeping at this thought, Abou heard the



well known whinny of his favorite. Although tied hand and foot, Abou managed, by rolling

over and over on the ground, to come where his horse was.

9. The poor creature knew him, and trembled with delight. Abou trembled too, but with pain and weakness and sorrow. He had made up his mind to set his dear companion free if he could.

10. Abou knew that he was a hopeless prisoner; but he wanted his horse to escape, and return to the old home where loving hands would care for him and tend him.

11. Reaching the camel's-hair cord with which his horse was tied, Abou gnawed it with his teeth, till at last he had worn it in two. Then in a faint voice he bade his pet begone.

12. But the faithful creature would not go. He sniffed at the cords that bound his master's limbs, licked Abou's face, whinnied softly, and then stood still.

13. For the first time in his life he would pay no attention to Abou's commands. He

would not stir an inch: he could not desert his friend.

14. All this while the noble animal must have been thinking how he could help his master; for at last he felt about for Abou's belt, found it, took it firmly in his teeth, lifted Abou from the ground, and with this heavy burden sped softly away over the plain.

15. Miles and miles and miles the loving creature ran, never stopping to rest; miles and miles, straight toward their far off home; miles and miles, with Abou in his mouth,—till, just as the dawn was breaking, he laid his master gently down at his own tent door.

16. The lonely wife and the little children, were they not glad? Yes, they were overjoyed. But their joy was soon changed to grief.

17. The noble horse staggered a moment, and then dropped at their feet, dead with exhaustion. He had saved his master, but he had laid down his own life.

LESSON XXXII.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of retranslation.*)

1. The eagle is the largest and fiercest of all *the birds of prey.*

2. The eagle can fly away with animals *much heavier* than itself.

3. Once a large eagle seized a cat, and carried it (*her*) high up into the air.

4. At last the eagle tried *to get rid of* the cat by letting her fall.

5. *All at once* he was attacked by a large eagle!

6. It was *of no use trying* to run away.

7. Here is a stout cord with *a running noose at the end.*

8. *The harder* you pull *the tighter* the noose becomes.

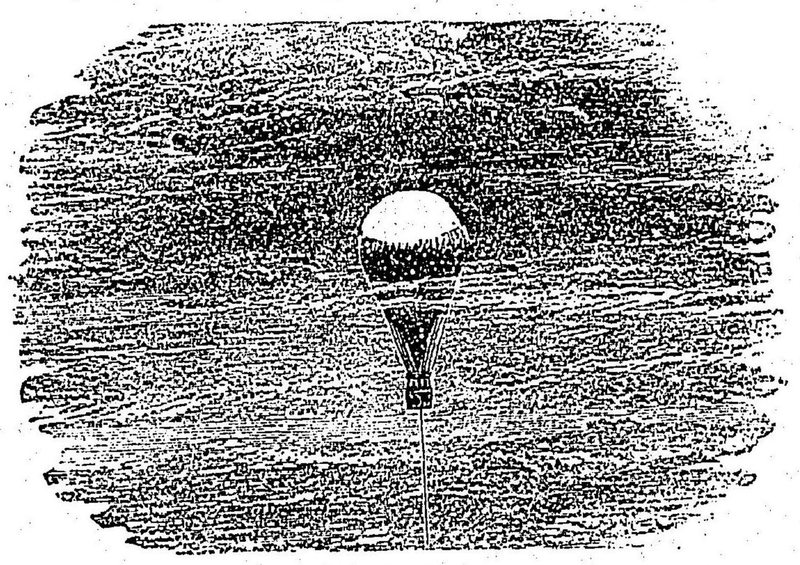
II.

Let pupils make sentences each containing one of the following phrases:—

New Year's Eve. New Year.

LESSON XXXIII.

ball ōōn′ a sçĕnd′ed brēa̤the̤ dis cȯv′er e̤d
bēa̤ds çēi̤l′ ing vălve̤ de sc̆ēnd′



A BALLOON.

1. You know that a piece of cork or wood, when put deep down under water, soon rises to the top. This takes place because water is heavier than the wood or cork. The water sinks and pushes the cork up.

2. If you mixed marbles with beads made of wood, and then shook them together in a

box, you would find the light wooden beads at the top, and the heavy marbles at the bottom.

3. If a ladder were put in the school, so that you get to the ceiling, you would find the air there much warmer than it is near the floor.

4. This is because the warm air is not so heavy as the cool air. The cool air sinks to the bottom, and the warm air is forced upwards.

5. When men discovered this, they thought a ball might perhaps be made to rise into the sky by filling it with warm air.

6. They made hollow balls of paper or silk, with holes at the bottom, and just inside they put lamps, which could burn without setting fire to the balls.

7. The lamps soon made the air inside the balls warm and light, and then the balls rose high up into the sky, and did not come down again till the lamps went out. These

little balls were called *ball-oons*.

8. A man soon afterwards made a balloon as big as a house, and put a car or basket at the bottom of it, in which he could sit.

9. He then made a fire with straw, and when the air inside became very warm the balloon took him up into the clouds! When he wanted to descend, he put the fire out, and as the warm air became cooler, the balloon came gently down to the ground again.

10. When it became known that one man had been up into the sky in a balloon, a great many people thought they too would like to go up in balloons.

11. But the fires, which were used to heat the air in the balloons, often set them in a blaze, and many people who ascended in such balloons, from a great height fell to the ground, and were dashed to pieces!

12. At last a better way to make the balloon light was discovered. Coal gas is very light so that when a large balloon is

filled with this gas, it is so light that it will carry two or three men.

13. In a gas balloon men often go above the clouds, where there is so little air that they can hardly breathe, and where it is so cold that the balloon is often covered with snow.

14. When they wish to descend, one of them pulls a string, which opens a valve (that is, a little hole with a door over it), and so lets out some of the gas.

LESSON XXXIV.

tĕm′pest nẽrv′o͝us thou′sand stŭm′bl̥
dū′ti fu̥l k̥nĕlt flŏg̃g̥̃d dis o bē′di ent

THREE CHINESE STORIES.

I.

1. About three thousand years ago there was a man named Lou-la. When he was seventy years of age he used to put on

bright, many colored clothes, and then he would play about like a child.

2. Sometimes he would carry water into the hall, and pretend to stumble, and fall flat on the ground; and then he would cry, and run up to his parents' side, to please the old people. Lou-la did these things to make his parents forget, for a time at least, their own great age.

1. There was once a man named Han. When he was a boy he was often disobedient, and his mother used to punish him with a bamboo rod.

2. One day he cried after the beating; and his mother was greatly surprised, and said, "I have beaten you many a time, and you have never cried before: why do you cry to-day?"

3. "O mother!" he replied, "you used to *hurt* me when you flogged me; but now, dear mother, I weep because you are not strong enough to hurt me."

III.

1. A man named Lee was very dutiful to his mother. She was a very nervous woman, and was always greatly frightened in a thunder storm.

2. When she died Lee buried his dear mother in a wood; and whenever the wind arose, and a tempest came, he ran to the grave, knelt down, and with tears cried out, "Lee is near you—don't be afraid, mother!"

LESSON XXXV.

fāi̯l	pō′em	pū′pilṣ	fī′nal ly
o mĭt′	a rōṣẹ′	re çīt′ed	re ṣōlvẹd′

HOW TOM GOT THE PRIZE.

1. "What is the matter with you?" said Mrs. Bell to a little boy, who sat near a wall at the back of her house. He had a book in his hand, and tears were in his eyes.

2. "We all have a poem to learn," said

the boy, whose name was Tommy Brooks, "and the one who says it best is to get a prize from the teacher, but I don't think I can learn it."

3. "Why not?" said the lady.

"The boys say that I can't, and that I need not try," said Tommy, as he rubbed his tearful eyes.

4. "Don't mind what the boys say. Let them see that you can learn it," replied the lady.

5. "But I don't think I can," said Tommy; "it is so long, and some of the words are so hard.

6. "I know there is no use in my trying for the prize; but I should like to learn the poem as well as I can; for the boys laugh at me and call me 'Slow Tommy.'"

7. "Well, dear," said the lady, in a kind voice, "if you are slow and can't help it, try to be 'slow and sure,' as they say.

8. "Look at that snail on the wall; how

slow it is! And yet, if you watch it, you will see it will get to the top in time. So just try to learn a few lines each day, and you may gain the prize in the end. And when you get on very slowly, think of the snail on the wall."

9. When Mrs. Bell had said this, she went on her way. And Tommy thought that he might run a race with the snail. So he resolved to try to learn the poem by the time the snail got to the top of the wall.

10. Finally, the day came on which the teacher was to give the prize, and he called upon the pupils to repeat the poem.

11. When five or six had recited, Tommy's turn came. There was a laugh when he arose, for most of the boys thought he would fail. But he did not omit a single word; and his heart was full of joy when the teacher said, "Well done, Tommy Brooks!"

12. When the rest of the class had tried, the teacher said Tommy had done the best

of all, and gave him the prize.

13. "And now tell me," said the teacher, "how you learned the poem so well."

14. "Please, sir, it was the snail on the wall that taught me how to do it," said Tommy.

15. There was a loud laugh when Tommy said this. But the teacher said: "You need not laugh, boys; for we may learn much from such things as snails. How did the snail teach you, Tommy?"

16. "I saw it crawl up the wall little by little. It did not stop nor turn back, but went on, and on. And I thought I would do the same with the poem.

17. "So I learned it little by little, and did not give up. And by the time the snail reached the top of the wall, I had learned the whole poem."

LESSON XXXVI.

EXERCISES FOR CONVERSATION AND COMPOSITION

I.

(*By means of* ***retranslation.***)

1. This *takes place* when the air is cool.
2. The balloon has a valve, *that is*, a little hole with a door over it.
3. He *used to put on* bright, red clothes.
4. He *pretended to* stumble and *fell flat* on the ground.
5. His parents forgot, *for a time at least*, their old age.
6. You are not strong *enough to* carry me.
7. The snail, though slow, will get to the top *in time*.
8. *Most* of us thought he would fail.

II.

Let pupils make sentences each containing one of the following phrases:—

(*To*) set fire.	(*To*) let out. So that.
(*To*) put out.	(*To*) get on. As well as.
(*To*) become known.	(*To*) give up. By the time.

LESSON XXXVII.

gŭĕs̱s rĭd'dl̤e lĭn'ger wĭn'dōw̱s

GUESS.

1. I see two lilies, white as snow,
That mother loves and kisses so;
Dearer they are than gold or lands:
Guess me the lilies:
Baby's hands!

2. I know a rose bud fairer far
Than any buds of summer are;
Sweeter than sweet winds of the south:
Guess me the rose bud:
Baby's mouth!

3. I've found a place where shines the sun:
Yes, long, long after day is done;
O, how it loves to linger there!
Guess me the sunshine:
Baby's hair!

4. There are two windows where I see
My own glad face peep out at me;
These windows beam like June's own skies:
Guess me the riddle:
Baby's eyes!

LESSON XXXVIII.

ex trĕm'i tȳ fûr'nish̤ed c̤ush'ioṉs ex ăct'lȳ
mĕa̱s'ur̤e̱s c̤rouch'e̱s twī'lī̤g̱ht . sĭm'i lar

THE LION.

1. A full grown lion measures eleven or twelve feet from the point of its nose to the extremity of its tail. That is to say, it is twice as long as a man, and sometimes weighs six or seven times as much!

2. The body of the lion is formed almost exactly like that of a cat. But the head and shoulders of the male are covered with a great bushy mane, the hair of which is often of a darker color than that on the other parts of its body.

3. The lion has very long sharp teeth, which are too pointed to chew with. The lion uses its teeth to tear its prey to pieces.

4. The paws of the lion are very large and strong. They are furnished with great sharp claws, which can be drawn back, so as to prevent the points from being worn off, when the lion is walking.

5. It is so strong and fierce that, with its sharp teeth and claws, it can kill a horse, and then drag it away to its den or home in the forest.

6. A lion has been known to carry a cow in its mouth for many miles, without once letting it rest on the ground!

7. The lion, like the cat and the tiger,

sleeps during the day, and only comes out of its den at night, in search of prey.

8. The pupils of its eyes are made to open wider in the twilight, so that it can see almost as well at night as during the day.

9. It has soft pads or cushions on its feet and toes, which enable it to creep through the woods without making the least noise.

10. It has also whiskers growing from its upper lip. With these it can feel where it can creep between the bushes, so as not to cause the leaves to rustle.

11. When it has thus crept near enough to its prey, it crouches down with its head between its fore-paws, and then makes a sudden spring, and catches its victim as easily as a cat does a bird.

12. You have all heard the strange growl of a cat, when it has found something very nice to eat, or when it is angry.

13. The lion often growls or roars in a similar manner, but the noise it makes is so loud that it sounds like distant thunder!

LESSON XXXIX.

Hū mānẹ̀′	ī dē′a	hŏn′or(-ur)	hū′man
de spâı̇r′	strŭct′urẹ̀	So cī′e tў	dĕs′per atẹ̀
ĭn′mātẹ̀s	ẇrĕnch	ẹ̊ŭr′agẹ̀(-ĕj)	tĕl′e grăph

HOW CHARLEY WRIGHT SAVED THREE LIVES.

1. About ten o'clock in the morning of the last day of January, 1882, a fire broke out in a building at the corner of Park Row and Beekman Street, in the city of New York.

2. At the time of the fire the ground-floor of this building was taken up by stores, and the upper stories were divided into many offices.

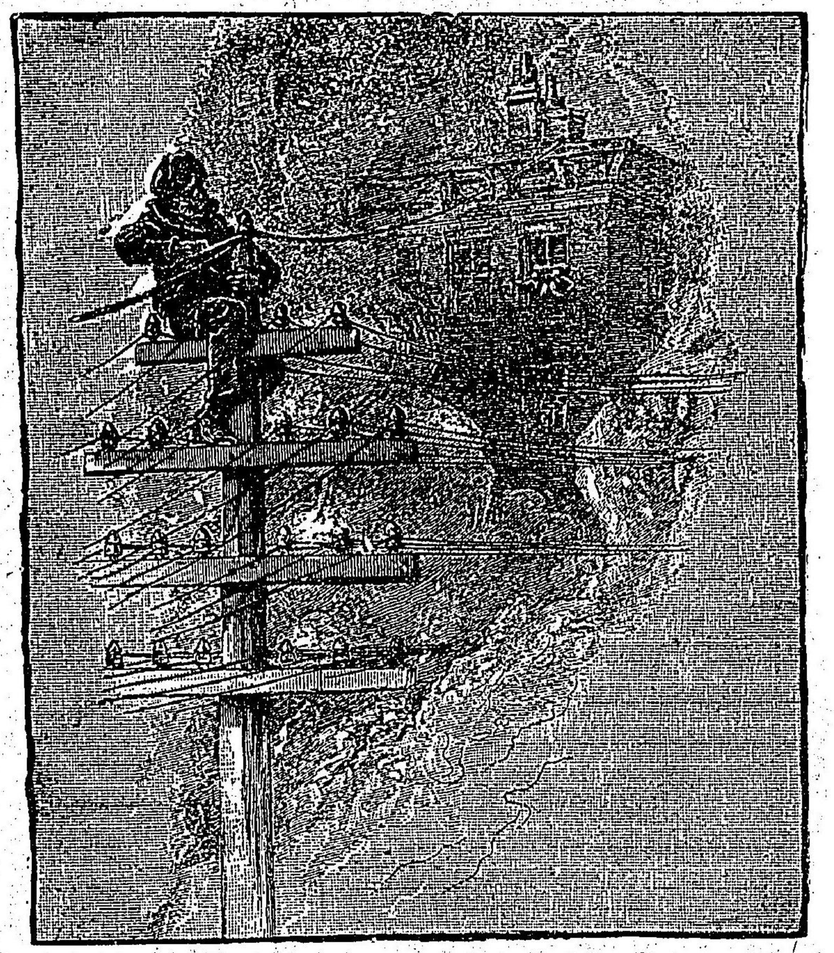
3 In this great structure there was but one stairway, and that one was built of wood. Indeed, a great part of this old building was wooden, and so very dry that when, on this cold and stormy Tuesday of January, fire suddenly seized it, numbers of the inmates were cut off from escape, and perished in the flames.

4. Yes, many lives were lost on that terrible day; but three lives were *saved*,—saved by the quick wit and prompt courage of a mere lad; and it is of this lad, and what he did, that I wish to tell you.

5. When, in spite of all that the firemen could do, the building was wrapped in flames and smoke, till it seemed as if no human being could still remain in it, high up at a corner window on the upper story three unfortunate men were seen stretching forth their hands.

6. To leap down on the cruel pavement far below would be instant death. Go back they could not. Already the smoke and heat and fire were close upon them. Despair was in their faces. What could be done?

7. The firemen quickly brought ladders, but these were too short. The very longest of them would not reach half the distance. At last it seemed as if nothing could be done,—as if these wretched men must surely perish.



8. But in the great crowd that stood gazing in dread and pity on the sight was a colored boy named Charley Wright, a boot-black. To this lad came a *bright idea*. he acted on it; he saved these three men from a dreadful death.

9. Looking up, as all the rest were looking, Charley Wright saw something that set him thinking. He saw that, fastened to the roof of the building, just above the window where these men were, was a rope of wires. He saw that this rope ran across the street to the top of a telegraph-pole on the other side.

10. And he knew that if this rope could be cut at the top of the pole, it would fall right across the window, so that the three men could reach it. This was the bright idea that came into Charley's mind.

11. No time was to be lost. In an instant he seized a fireman's wrench that lay on the stones near by, rushed across the street, and began to climb the tall, smooth telegraph-pole.

12. To do this was no easy task in the wind and the snow, but by hard, fast, desperate climbing Charley soon reached the cross-bars. And hard and fast he worked when he got there.

13. In a moment he had twisted the wire-rope off. Down it fell, right across the window! A great shout of joy went up from the crowd, as, one after another, the three men came down this strange fire-escape safe to the ground.

14. For the moment the brave boy who had rescued them was forgotten. But only for the moment. It was not long before every one had heard of Charley Wright, and his quick wit and prompt act in the hour of need.

15. To this brave lad the American Humane Society voted a medal. Even across the sea people heard of him and praised him. From far distant England came a gold medal, sent by the London Humane Society, on which were stamped the words: "Presented to Charles Wright, for saving three lives, Jan. 31, 1882."

All honor to brave Charley Wright!

LESSON XL.

hāil	Lāne	lēaned	ex claimed′
vā′por	Mā′bĕl	pär′ti cles	ad vanc′ing
frözen	ĕn′ter	in tĕn′tion	săt is făc′tion

WHY DOES IT SNOW?

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

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

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

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

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

6. Old Mr. Lane was sitting in an armchair near the sitting-room window, and saw the question in little Mabel's eyes as soon as she opened the door.

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

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

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

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

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

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

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

"Will not any heat cause vapor, Mabel?"

"O yes, grandfather."

13. "Quite right. The vapor rises and is blown together by the wind, and then the cold air above the earth causes the little particles to show themselves and form clouds."

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

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

15. "Please tell me more," said Mabel.

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

16. "I can't think," said Mabel.

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

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

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

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

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

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

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

LESSON XLI.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of retranslation.*)

1. A full grown lion *measures* eleven or twelve feet *from* the point of its nose *to* the extremity of its tail, *that is to say*, twice as long as a man; and *weighs* six or seven times as much.

2. The body of the lion is formed almost exactly like *that* of a cat.

3. The lion has very sharp teeth, which are *too* pointed *to* chew *with*.

4. The lion, like the cat and the tiger, sleeps during the day, and only comes out of its den at night, *in search of* prey.

5. About ten o'clock, *last night*, a fire *broke out* in Yokohama.

6. Numbers of people were *cut off from escape*, and perished in the flames.

7. He *got a bright idea* and *acted on* it.

8. *In a moment* he *twisted* the wire-rope *off*.

9. The wire-rope fell down *right across* the window.

10. *The shortest way is not always the easiest.*

II.

Let pupils supply proper words:—

1. Many lives were lost—that terrible day.
2. Three lives were saved—his quick wit.
3. The building was wrapped—flames.
4. The fire was close—them.
5. They were gazing—the sight.
6. He saved them—a dreadful death.
7. A wire-rope ran—the street.
8. A bright idea came—his mind.
9. No time was—be lost.

III.

Let pupils make sentences each containing one of the following phrases:—

(*To*) prevent from.	In an instant.
So as to.	One after another.
In spite of.	As soon as.

LESSON XLII.

cä'lm	squa̤ll	re fūs'al	out'ward
cōast	rĕs'cue̤d	hāste̤	thrĕat'e̤ne̤d
fŏr'e̤ĭgn	sĭg'nals	dis trĕsṣ'	ex tĕnd'ed
wĭd'ow	hŭs'band	vĭl'lag ers	tĕr'ri ble̤

SAVED FROM THE SEA.

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

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

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

of the boat were seen next morning, but the fisherman returned no more.

4. A fierce refusal rises to the woman's lips. But her sad eyes move slowly towards the helpless ship. She thinks of the many

lives in danger within it, and of many distant homes threatened with loss of their loved ones.

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

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

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

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

9. Beside him stands a tall, worn man; a man whom he has saved from a watery

grave; a man whose eyes, full of tenderness, never leave his own. Around the two are many villagers; hands are extended to the man and happy words are spoken.

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

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

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

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

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

15. "Last night he found himself within

sight of home; but a storm was raging on sea and land, and once more the man stood face to face with death. Help came in his need. Mother, try to bear the happy truth.

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

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

LESSON XLIII.

sŏft′ẹn	rẹ̄ fīnẹ̄d′	vŭl′gar	worst(wûrst)
com mĭt′	çĭv′il	vīrt′ūẹ̄	ĭn quĭş′i tĭvẹ̄
ăt tĕnt′ĭvẹ̄	chăr′i tў	fạ̈lts	rẹ̄ quĕsts′

GENTLE MANNERS.

1. What do we think of when we hear the word *gentleman?* We think of a man of gentle manners, a well-bred, refined man.

And we know that a lady is a gentle, refined woman.

2. A good way to learn gentle manners is to watch what well-bred people say and do; but a better way, yes, the very best way, is this: to try to be kind and unselfish. If your heart is right, it is sure to tell you what to say and do at all times.

3. I know that your heart will tell you to think of the pleasure of other people as well as your own. It will tell you never needlessly to hurt the feelings of any one. Your heart will remind you of the Golden Rule, "Whatsoever ye would that men should do to you, do ye even so to them."

4. *Quiet* manners are everywhere a mark of good-breeding—at home, in the street, at school. It is ill-bred to walk heavily, to slam doors, to speak too loud, or too fast or too much.

5. Do not talk about *dress*—either your own or that of others. Perhaps you may see some boy or girl poorly dressed. What

of it? Cotton may be as clean as silk. Are your own clothes neat and tidy? That is the thing for you to think of. Do not talk about dress.

6. When any one is writing or reading, do not stand behind him or look over his shoulder. Even if you do it thoughtlessly, you will seem rude and inquisitive. Nothing is more vulgar than to pry into the affairs of others.

7. Never speak when another is speaking. To do so is to commit one of the commonest and very worst faults of manner. If you have this bad habit, strive earnestly to shake it off.

8. Never soil your tongue with slang or with any evil words. If you hear them, try to forget them. If you can not forget them, at least never let them cross your lips.

9. Boys, I am sure that each of you loves his mother and sisters, and I do not need to tell you to be kind for their sakes to all women.

10. And let all of you, boys and girls alike, be very kind to the weak and helpless, to aged people, and to little children. You are not men and women yet: you may not yet be able to do great deeds of charity as you would like to do. But I will tell you what you *can* do. Every one of you can do *little* acts of kindness, and these make up the best part of life.

11. If you are forced to refuse a favor, do so in gentle tones, and give your reasons whenever you can. There is no nature so harsh and rough, no temper so hot and hasty, that gentle words will not soften it.

12. Try the virtue of such words. Meet an angry speech with a gentle one, and you will see that "a soft answer turneth away wrath."

13. Be civil and attentive to strangers; be kind to your playmates; and above all be polite to your parents and brothers and sisters.

14. The very best place in which to learn

good manners is *home*,—and that is the best place to practice them too.

15. "Please" is a very little word, but it makes a good many requests sound pleasant that without it would sound harsh. So with "Thank you." All of you know when to say it.

LESSON XLIV.

squĭr'rels nēi͟th'er chăt'ter sēarch

GATHERING NUTS.

1. They are neither birds nor squirrels:
They are only boys and girls,
After nuts.

2. But they laugh and talk and chatter,
With such gay and merry clatter,
As they search,

3. That, instead of only seven,
You might think they were eleven,
Or even more,

4. As, with merry laugh and shout,
They see the brown nuts dance about
On the grass,

5. When the boys with shake and blow
Send them down for those below
To gather up.

6. So they work like busy squirrels,—
Seven little boys and girls,—
Gathering nuts.

LESSON XLV.

Ā'cres mär'bl̤s ad dī'tion re pōrt'
prŏg'res̤ at tăch̤d' dĭ vĭs'ion a rĭth'me tĭc
ġēn'iŭs(yŭs) sub trăc'tion mŭl ti pli cā'tion

THE BOY WITHOUT A GENIUS.

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

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

"Yours, very truly,
"George Acres."

3. When Mr. Wiseman had read this letter, he shook his head and said to one of his teachers, "A pretty case this! A boy

with a genius for nothing at all! But perhaps my friend, Mr. Acres, thinks a boy ought to show genius for a thing before he knows anything about it."

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

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

"Eleven, last May, sir."

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

"Yes, sir."

7. "What are you a good hand at, marbles?"

"Pretty good, sir."

8. "And can spin a top and drive a hoop, I suppose?"

"Yes, sir."

9. "Can you write?"

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

10. "And why so?"

"Because I could not make the letters."

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

"No, sir."

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

John was silent.

13. "Let me look at your hand."

John held out both his paws like a dancing bear.

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

"Yes, sir."

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

John, with some difficulty, read:

"*WHATEVER MAN HAS DONE MAN MAY DO.*"

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

pains?"

"No, sir."

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

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

18. "Why so?"

"I could not do it, sir."

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

"Twelve new ones, sir."

20. "And how many for one cent?"

"Six."

21. "And how many for four cents?"

"Twenty-four."

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

"Fourteen cents."

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

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

24. "Right! Why here you have been

practising the four great rules of arithmetic—addition, subtraction, multiplication, and division.

25. "Well, John, I see what you are fit for. I shall set you about nothing but what you are able to do; but you must do it. We have no 'I can't' here."

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

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

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

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

LESSON XLVI.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of retranslation.*)

1. Think *of* the pleasure of other people *as well as* your own.

2. Never needlessly hurt the feelings of any one.

3. When any one is writing or reading, do not stand behind him or look *over* his *shoulders*.

4. Nothing is more vulgar than *to pry into* the affairs of others.

5. Never speak when another is speaking.

6. Never soil your tongue with slang or any evil words.

7. *Above all*, be polite to your parents and brothers and sisters.

II.

Let pupils make sentences each containing one of the following phrases:—

(*To*) set sail. At all times.
Face to face. The very best.

LESSON XLVII.

jūi̯ç̇e̯ ex plāi̯n′ e͡ŏf′fē̤e̯ rōl̈′er̤s
boil′ing e͡rȳs′tal̤ prŏç̇′es̤ ūz̤′u al lў

SUGAR.

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

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

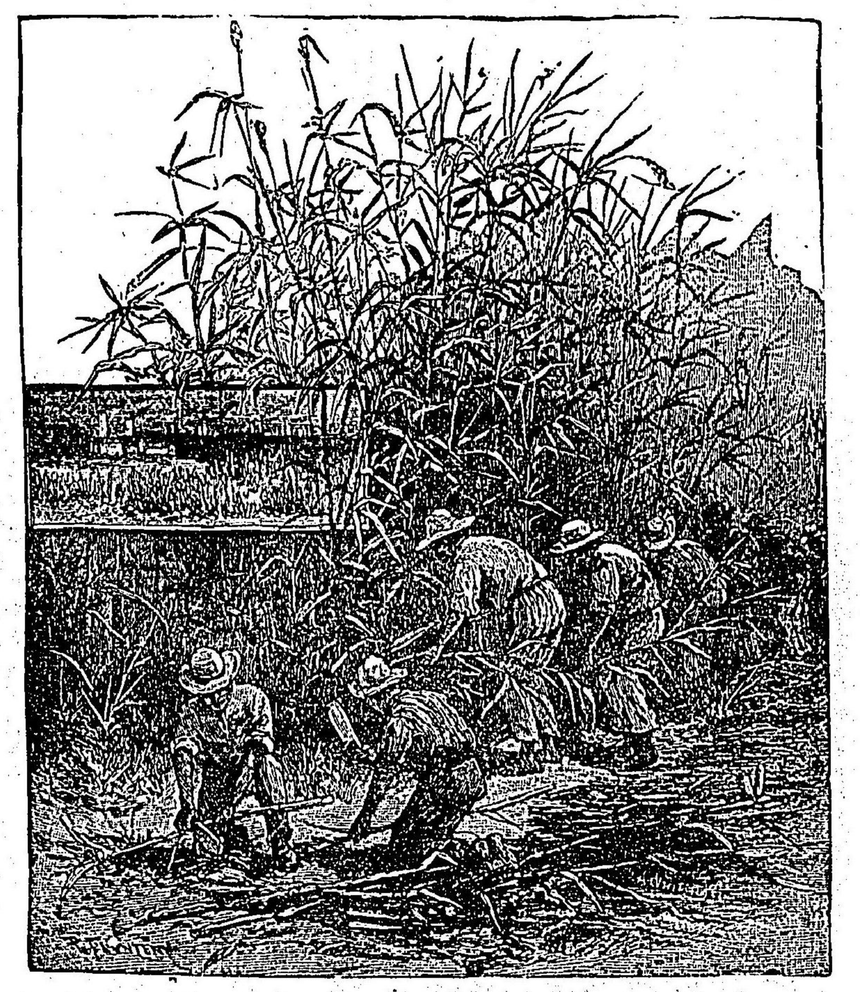
3. "Aunt Mary told me that it was made from the juice of a kind of cane that grows in certain warm countries, but she did not tell me how it was done."

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

5. "What does the sugar cane look like when growing?" said James.

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

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



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

"They cut the tall stalks down, trim the

leaves and top off, take them to a mill and pass them between huge iron rollers.

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

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

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

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

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

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

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

"Red! What do you mean?"

10. "Why, you told me candy was made from sugar—and some candy is red," said James.

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

11. "Isn't sugar made from anything else besides the sugar cane?" inquired James.

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

LESSON XLVIII.

spĭr'it ĭn'ward whĭs'per sĕlf'ish nĕss
dāi'ty hās'tĕnĕd strŭg'gle grăspĕd

SKIMMED MILK.

1. Mrs. Do-Good once dreamed that a poor man came to her door and begged a drink of milk. Always ready to do a kind act, she hastened to the cellar to get it for him.

2. She was just about to skim the milk before taking it to the poor man, when a voice seemed to whisper in her ear, "Give him cream and all."

3. For a moment there was an inward

struggle. "Skimmed milk is good enough for a tramp," said selfishness; but the spirit of kindness was the stronger, and soon the great bowl covered with golden cream was carried to the thirsty beggar.

4. If the good woman desired any reward for her good action, she had it at once in the poor man's grateful look as his brown hands grasped the tempting bowl; and it was with real regret that she waked to find that all this was only a dream.

5. Only a dream; but a dream that has a lesson for us all. How many of our best deeds are spoiled by having the cream taken off? The most princely gift, if given with an unloving heart, is nothing but skimmed milk. And the same is true of all good deeds done only from the love of praise.

6. The lady who loads the little beggar at the door with the richest dainties of her table, but gives no loving smile or gentle word, gives, after all, but skimmed milk to the hungry child.

Love is the golden cream of all good deeds.

LESSON XLIX.

ŏs'trich nō'tĭçe neg lĕcts' re quīr'ing

THE OSTRICH.

1. The ostrich is the largest bird in the world, being quite seven feet in height. Its

wings are not large enough to fly with, but its legs are so long and of such strength that the ostrich can run quicker than the fleetest horse.

2. The ostrich lives wild in hot countries, where there are great sandy deserts. It does not build a nest, like other birds, but makes a hollow in the sand, in which it places the eggs it wishes to be hatched.

3. Round the nest may often be seen many eggs lying about, of which the ostrich does not seem to take any notice.

4. We don't know why the mother ostrich neglects some of her eggs, but most likely she has very good reasons for doing so.

5. When the sun is very hot, she covers the eggs with sand, and leaves them, knowing that they will be kept just as if she were sitting on them.

6. Since the ostrich is such a large bird, you will not be surprised to learn that its eggs are more than twenty times as large as hens' eggs, and have shells as thick and hard

as coffee cups. One egg would be enough for the breakfast of a whole family!

7. The wings and tail of the ostrich are formed of very beautiful feathers, which are highly prized. For this reason hunters are glad to catch these birds.

8. But the ostrich runs so fast, that it takes two or three days to overtake it on horseback; perhaps it would never be caught in this way, if it did not make itself tired by running too fast, and so requiring to rest.

9. Sometimes the ostrich is caught after drinking at a spring or pool of water. It can go a long time without drinking, but when it does drink, it often takes so much that it seems unable to run.

10. Sometimes a hunter dresses himself in the skin of an ostrich, and gets close enough to a number of these birds to kill one of them, before they find out that he is not a real ostrich.

11. When the birds are caught young, they grow up very tame, and will allow boys

to ride on their backs, holding on by their necks.

12. Most birds swallow stones. These seem to help them to digest their food, by rubbing it into small pieces in their stomachs.

13. The ostrich, for this reason, will swallow such things as pieces of brick, bits of wood, nails, pocket knives, and even leaden bullets just after they are made, and while they are still very hot!

LESSON L.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of* **retranslation.**)

1. You are tall *for your age.*
2. What are you *a good hand at?*
3. *Whatever man has done man may do.*
4. How many apples can you buy *for* ten *sen?*
5. Do you know *the four great rules of arithmetic?*

6. Yes; they are *addition*, *subtraction*, *multiplication*, and *division*.

7. I shall *set* you *about nothing but* what you are able to do.

8. The ostrich is the largest bird in the world, being quite seven feet *in height*.

9. One egg of the ostrich would be enough for the breakfast of a whole family.

II.

Let pupils make sentences each containing one of the following phrases:—

Instead of.	I dare say.
On all sides.	After all.

LESSON LI.

dŭmb	quāy̆l	çēa̤sẹ̆d	rọ̆ŭgh(rŭf)
fād'ing	ēa̤vẹ̆s	bọ'sọ̆m	Nō vĕm'ber

NOVEMBER.

1. The leaves are fading and falling,
The winds are rough and wild,
The birds have ceased their calling,
But let me tell you, my child,

2. Though day by day, as it closes,
Both darker and colder grow,

The roots of the bright red roses
Will keep alive in the snow.

3. And when the winter is over,
The boughs will get new leaves;
The quail come back to the clover,
And the swallow back to the eaves.

4 The robin will wear on his bosom
A vest that is bright and new,
And the loveliest wayside blossom
Will shine with the sun and dew.

5. The leaves, to-day, are whirling,
The brooks are all dry and dumb;
But let me tell you, my darling,
The Spring will be sure to come.

6. There must be rough, cold weather,
And winds and rains so wild;
Not all good things together
Come to us here, my child.

7. So, when some dear joy loses
Its beauteous summer glow,
Think how the roots of the roses
Are kept alive in the snow.

LESSON LII.

căv'ern rĕf'ugę Cär'thagę sĕn'tençed
a rē'nà a wāk'ęnęd An'dro clus grāt'i tūdę
çīr'cus mòan'ing trēat'ed im mē'di atę lў

THE SLAVE AND THE LION.

PART I.

1. A pleasing story used to be told to the children of Rome, about a man named Androclus and his wonderful doings with a lion.

2. The story is stanger than most of those that are made up; but it seems to be quite true,—which is the best part of it.

3. Androclus was a slave at Carthage, a city in the northern part of Africa. He was treated so badly by his master that one day he ran away, and took refuge in a cavern in the desert some miles from the city.

4. Tired out with his long journey, he lay down, and fell fast asleep; but he was suddenly awakened by the roar of a wild beast.

5. Running to the mouth of the cavern, Androclus was met by a great lion, which stood right in his way. Of course he expected nothing else than to be at once torn to pieces; but to his great surprise the lion came gently towards him, making a low, moaning sound as though he were begging help. The man noticed also that the lion limped with one of his legs.

6. Going up to the lion, Androclus saw at once what was the matter. In the ball of one of the lion's paws was a great thorn.

7. Androclus took the paw in his hand, the lion keeping quite still, drew out the thorn, and washed the wound. At once the animal was free from pain.

8. Now comes the first strange part of our story. The lion began immediately to show his gratitude by every means in his power. He played around Androclus, and licked his hand; then went out, and brought back food which he shared with his friend.

9. In this savage friendship man and lion lived for several months. But one day when the slave had gone off into the woods he was caught by a band of men sent out to search for him, and was carried back to his master.

10. He was tried as a runaway slave, and sentenced to be torn in pieces by wild beasts in the public arena, or great circus, at Rome. In those days runaway slaves were often punished in this way, and thousands of people used to go to see the cruel sight.

LESSON LIII.

gäp'ing stârę sīgn cŏm'rādęs
spēc'ta clę ad vĕnt'ūręs as tŏn'ish ment

THE SLAVE AND THE LION.

PART II.

1. It is the day for the death of Androclus. The great circus is crowded with men and women, drawn there by the report that a fierce and hungry lion is to be let loose.

2. In the arena, pale and trembling, stands Androclus, hardly daring to look up, for not a face shows sign of pity.

3. Suddenly, with a frightful roar, a huge lion leaps into the arena, and darts forward upon his victim with fierce look and gaping jaws.

4. But what is this that makes ten thousand eyes stare in wonder? The wild beast, instead of springing upon the man, stops short, as though he knew him. He licks the poor slave's hands, crouches at his feet, and fawns upon him.

5. What could it all mean? The people were speechless with astonishment. But I know you will guess at once what the people very soon learned.

6. When the governor called on the slave to explain how it was that a savage beast had suddenly become as gentle as a lamb, Androclus told the story of his adventures, and ended by saying that the creature standing at his side was the very lion out of whose paw he had pulled the thorn.

7. When the crowd heard the story, they were so much pleased at the gratitude of the lion that they shouted with one voice, "Let the man live! Let him live!"

8. The governor at once pardoned the slave and set him free, at the same time presenting him with the lion.

9. And for many a day afterwards there might have been seen the curious spectacle of these two strange comrades—man and lion—walking, side by side, in the streets of Rome.

LESSON LIV.

wĕa̤th′er a ground′ ĕrŭsh′e̤d i̤ce̤′bĕrgs̤
tŏp′ple̤ rēa̤′s̤o̤n bŏt′tom chûrch′-tow′er

ICEBERGS.

1. In very cold weather, perhaps you have seen rivers and ponds covered with ice two or three inches thick. How cold do you think the weather must be, to keep *all* the water in a deep river frozen from the top to the bottom?

2. In some parts of the world, where the sun is out of sight for many months at a time, the ground is covered with snow many feet thick.

3. This deep snow turns to ice. All the rivers are *ice-rivers,* with hardly ever a drop of water in them. You would scarcely think that such a river could move.

4. Yet it *does* move, though very, very slowly—not faster than the end of the hour hand of a clock. At last it gets to the sea, where great blocks of ice, sometimes a mile

long and nearly as broad, are broken off and carried away by the waves.

5. Some of these blocks of ice stand out of the water twice as high as a church-tower,

and for this reason they are called icebergs, or ice mountains.

6. But it is only a small part of an iceberg which appears above the water. There is

more than eight times as much of it under the water and out of sight.

7. Sometimes the iceberg is carried to a part of the sea where the water is not deep enough to float it. Then it runs aground, and may stand for years before it is all melted.

8. Many icebergs float away to the open sea, and at night or in foggy weather are very dangerous to ships; for a ship might as well strike upon a rock as upon an iceberg.

9. Sailors are forced to keep a sharp look out for icebergs, so as to be able to steer the ship out of their way.

10. It would even be dangerous to row up to one in a small boat, because pieces of ice as large as a house sometimes break off from the top of an iceberg, and fall into the sea with a crash like thunder.

11. A small boat would be crushed by one of these pieces of ice just as easily as you could crush a match-box.

12. An iceberg is often carried to a part

of the sea where the water is a good deal warmer than the air is.

13. When this takes place, that part of the iceberg which is in the water melts much sooner than the part which stands out of it.

14. Can you guess what happens then? The iceberg, however large it may be, is nearly sure to topple over, and, if near enough, would sink the biggest ship that was ever built.

LESSON LV.

EXERCISES FOR CONVERSATION AND COMPOSITION.

I.

(*By means of retranslation.*)

1. *Tired out with* his long journey, he lay down, and *fell fast asleep.*

2. A lion stood *right in* his *way.*

3. *To* his *great surprise* the lion came gently towards him.

4. He showed his gratitude *by every means in* his *power.*

5. He *was tried* and *sentenced death.*

6. The people were speechless *with astonishment.*

7. It moves slowly, not faster than the end of *the hour hand* of a clock.

8. A ship might *as well* strike upon a rock *as* upon an iceberg.

II.

Let pupils make sentences each containing one of the following phrases:—

With one voice.	In this way.
Side by side.	Out of sight.

LESSON LVI.

ŏf'fer sĕn'ate Rĕg'u lus mĕs'sage
wā'ver yi̯ēld'ed cap tĭv'i tў mĕs'sen gers

HOW A ROMAN KEPT HIS WORD.

1. The story of Regulus shows how a Roman could die rather than break a promise. Regulus, who was the general of a Roman army that was making war against the city of Carthage, was taken prisoner. For five

long years he was kept shut up, and the war still went on.

2. At last the people of Carthage grew tired of fighting. So they sent messengers to Rome to ask for peace, and they let Regulus go with the messengers home to Rome. But before they let him go, they made him promise to return to his prison if the Romans should not agree to their request.

3. The generals of Carthage knew that the Romans would be likely to follow the advice of so wise a man as Regulus. And they thought he would ask his friends to put an end to the war. For, if the Romans agreed to a peace, Regulus would be a free man: he need not come back to Carthage; he could go home to his family and friends.

4. Now, Regulus was worn out and ill from his long captivity, and his enemeis were right in thinking he must pine for freedom. But, dearly as he loved liberty, there was one thing he loved even more,—Regulus loved his

native land. And he knew it would not be best for the Romans to make peace at that time, when the people of Carthage were so anxious for it.

5. He had made up his mind to tell his friends not to listen to the words of the messengers who came with him. So when they reached the gates of Rome, he would not go in, but sent word for the senate to come out and hear his message.

6. When the Roman leaders came out to see him, Regulus told them that their enemies were tired of the war and wanted to put an end to it. But he begged the Romans not to agree to this plan.

7. "My friends," said he, "the enemy are quite worn out. They can not fight much longer. I pray you, take my advice, and refuse this offer."—"But, Regulus, what will become of you?" asked the senate.

8. "Do not think of me," answered the brave soldier. "I gave my word to go back

to prison if I failed to make peace, and I will never break my word. But I am an old man, and it matters little what may happen to me. Do what is best for Rome,—refuse to agree to a peace."

9. The Romans were very much grieved to think of sending their brave general back to Carthage. But Regulus was firm. He would not even see his wife and children, for fear their tears might make him waver.

10. So the senate yielded at last, and told the messengers they would keep up the war till Carchage was destroyed.

11. Regulus kept his word. He returned to his enemies with this answer. And the people of Carthage were so angry when they heard that he had not even tried to make peace, that they put the brave old man to a cruel death.

12. Regulus lost his life, but he kept his word.

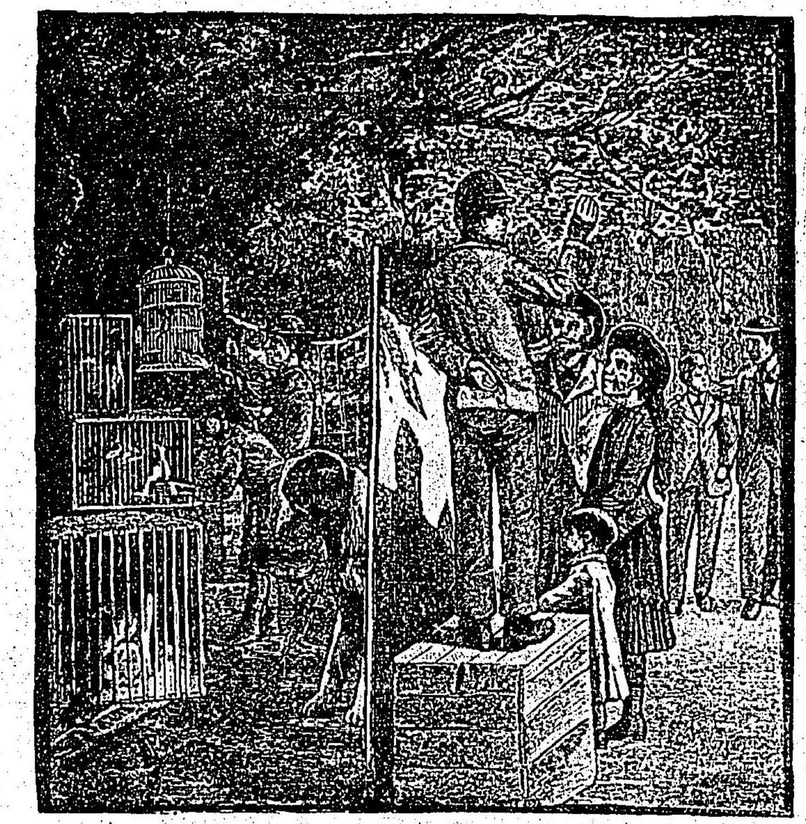
LESSON LVII.

ca nā′rў răb′bits hăb′its tĕr′ri blę
grĭz′zlў băn′tam fĭd′get ap prōach′
a͡w′fụl en rāged′ bŏr′ro͡w kăn gā rōōs′

JACK'S MENAGERIE.

1. "This is our grand menagerie
Beneath the crooked cherry-tree;
The show of wild beasts now begins;
To get in, only thirteen pins;
And if the pins you cannot borrow,
Why, then, we'll trust you till to-morrow.
Don't be afraid to walk inside,
The animals are safely tied.

2. "This is the elephant, on the right;
Don't meddle with him or he'll bite.
(He's Rover,—Neddy's dog, you know;
I wish he wouldn't fidget so!
He doesn't think it fun to play
Wild beast, and be chained up all day.)
We'll feed him pretty soon with meat,
Though grass is what he ought to eat.



3. "In that box are the kangaroos;
Go near and pet them, if you choose.
(They're very much like Susie's rabbits,
With just a change of name and habits.)
You'll find them lively as a top:
See, when I poke them, how they hop!
They are not fierce; but, oh, take care!
We now approach the grizzly bear.

4. "See her long claws, and only hear

Her awful growl when I go near!
We found her lying on a rug,
And just escaped her fearful hug.
It took some time to get her caged:
She's terrible when she's enraged.
(You think, perhaps, it's Mabel's cat;
But don't you be too sure of that.)

5. "Here is the ostrich in her pen
(It's Ernest's little bantam hen);
She came from Africa, of course,
And runs as fast as any horse.
And up above there is a bird
Of whom you all have often heard,—
The eagle." ("That is not," says Mary,
"A pretty name for my canary.")

6. Just at this point, I grieve to say,
The elephant broke quite away,
O'erthrew the grizzly bear in rage,
Upset the eagle in his cage,
Flew at the kangaroos, and then
Attacked the ostrich in her pen.
Thus ended Jack's menagerie
Beneath the crooked cherry-tree.

LESSON LVIII.

māil	de fīēd′	hănd′sŏmē	wär′rior(-yur)
de fȳ′ing	slaŭgh′ter	Is′ra el ītēs	chăm′pi on
Gō lī′ath	fŏrē′hēad	chăl′lengē	Bĕth′lē hem
mīght′y	strĭp′ling	Phĭ lĭs′tĭnēs	Je rū′sa lĕm

THE YOUTH OF DAVID.

PART I.

1. David was the son of Jesse, and was born in Bethlehem, a small place near Jerusalem. He was the youngest of eight brothers; and as a lad took care of his father's flocks, for his father was a shepherd.

2. David was a handsome, rosy-cheeked boy. He was also a very brave lad, stout of heart and strong of arm. Once a lion, and at another time a bear, came and took a lamb out of the flock; but he ran after them, and killed them both.

3. Besides, he was a very sweet singer, and was skillful in playing the harp. When quite young he was often called to play

before King Saul, who was at times troubled with "evil spirits." Whenever these fits came on the king, David took his harp, and played on it till Saul was well again.

4. The tribes of Israel were often at war with the neighboring tribes, and especially with a people called the Philistines. Once, when the two armies were drawn up to begin battle, a great giant strode out from the camp of the Philistines, and defied all the men of Israel.

5. "Give me a man," cried Goliath, for that was the giant's name; "give me a man, that we may fight together. If he is able to fight with me and to kill me, then we will be your servants; but if I overcome and kill him, then you Israelites shall be our servants."

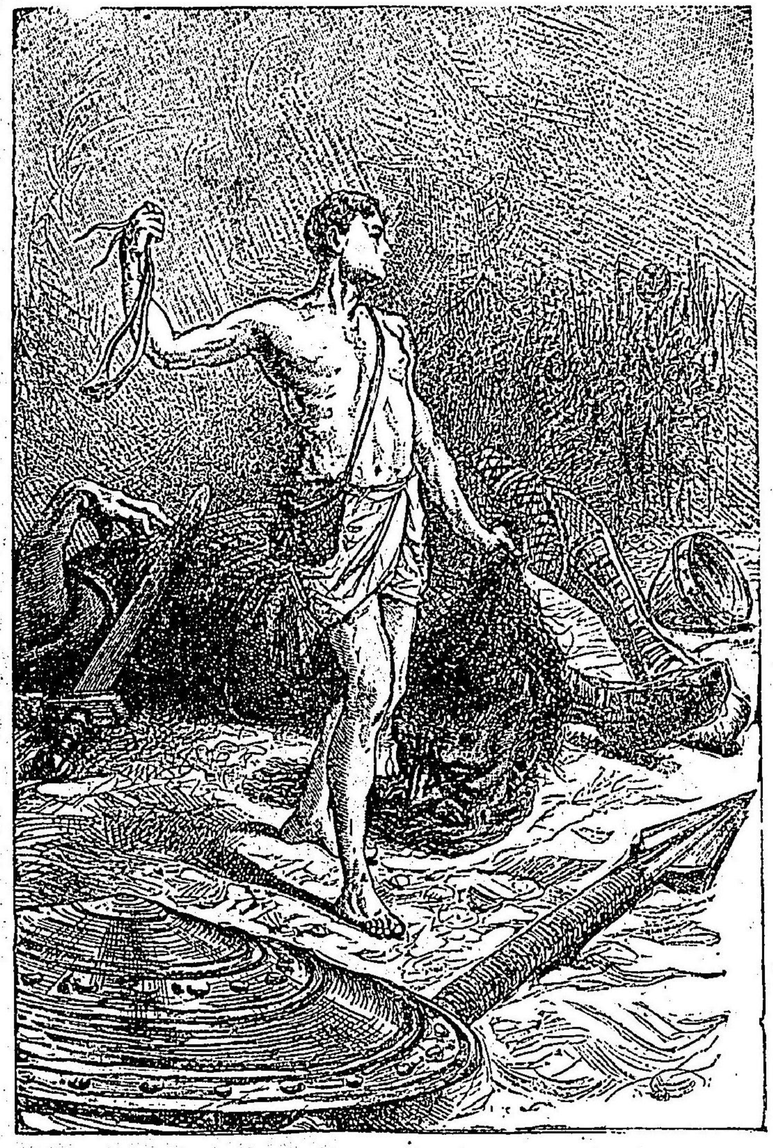
6. This champion of the Philistines was "six cubits and a span" (that is, about nine feet ten inches) in height. He had a helmet of brass on his head, and was armed with

a coat of mail; while in his hand he held a huge brass-headed spear that was like a weaver's beam.

7. Every day for forty days Goliath came out to the front of the army, and repeated his challenge to the Israelites. But no one would accept it. Even King Saul, who was a head taller than any of his soldiers, was afraid to venture a trial with the mighty giant.

8. Three of David's brothers had gone to join the army; but David himself stayed at home tending his flocks, for he was thought too young to go to war. One day, however, his father wanted to send some provisions to his sons, and so he told David to take them.

9. It happened that just as David got to the camp, the mighty champion of the Philistines was thundering out for the fortieth time his challenge to the Israelites. When David saw that all the men ran away from this giant, he was angry, and said, "Who is



this fellow that is defying you?"

10. David then went to the king, and asked to be allowed to go and fight Goliath.

At first Saul would not listen to David. "Why, you are only a youth," said he, "and Goliath is a mighty warrior." But David told Saul that when less than fifteen years old he had killed a lion and a bear: so the king at last agreed.

11. Saul wanted to put his own armor on David; but the youth, after he had tried on the helmet and the coat of mail, laid them aside. Picking up his staff, he chose five smooth stones out of the brook, and put them into his shepherd's bag; then, with his sling in his hand, he drew near to the champion of the Philistines.

12. When Goliath saw the stripling, he said, "Am I a dog, that you come to me with a staff? Come on, and I'll give your flesh to the fowls of the air and to the beasts of the field!"

13. "*You* come to me," answered David, "with a sword, and with a spear, and with a shield; but *I* come to you in the name of

the God of the armies of Israel. And I shall smite you, and cut off your head, and give *your* flesh to the fowls of the air and to the beasts of the field!"

14. Goliath and David now ran towards each other. David took one of the smooth pebbles from his bag, and put it into his sling, and at the right moment let fly at Goliath. The stone struck the giant in the forehead, and went deep into his brain, so that Goliath fell to the ground.

15. David now rushed up to the fallen giant, placed his foot on his breast, and, having no sword of his own, he drew Goliath's sword, and killed him by cutting off his head.

16. When the Philistines saw that their champion was dead, they fled. Saul's soldiers then chased them, and defeated them with great slaughter. And David took the head of Goliath, and brought it to Jerusalem.

LESSON LIX.

Gīl bō′a pō′et rў Jŏn′a than gĕn′er ɒŭs lў
out′la͟w gīrd′le͟ la mĕnt′ ob tā͟ne͟d′
hä͟unts wĕa͟p′ons ĭn′çi dent hŏs′tĭle͟
trĕa͟ch′er ɒŭs jĕa͟l ɒŭs′ў be hāv′ior(-yur)

THE YOUTH OF DAVID.

PART II.

1. As Saul and David were returning from the slaughter of their foes, the women came out to meet them, singing and dancing with joy. One band would chant,—

"Saul has slain his thousands;"

And the other band would reply,—

"And David has slain his tens of thousands."

2. That more praise should be given to David than to himself made the king very angry. And though at first Saul had rewarded David by setting him over the "men of war," and by giving him his daughter to be his wife, his jealousy grew day by day.

3. This bad feeling was increased even by the good behavior of David. For we are told that "David behaved himself wisely in all his ways," and that "all the people loved him."

4. Still the king was his enemy. In one of his fits Saul tried to kill David by throwing a lance at him; at another time he laid a plot to have him killed by the Philistines.

5. But while David was thus hated by the king, he had found a very dear friend in the king's son, Jonathan; and the story of the friendship of these two young men is perhaps the most beautiful example ever given of love between men.

6. This friendship began immediately after the young hero's return from the slaying of Goliath. Jonathan, as we are told, "loved David as his own soul." Think what strong love that was!

7. Then we are told that he—the king's son—"stripped himself of the robe that was upon him, and gave it to David, and his garments, even to his sword, and to his bow, and to his girdle." This was what two

persons used sometimes to do in old times, when they meant to be fast friends for life.

8. Jonathan soon saw that his father was David's enemy. Indeed, Saul was so wicked as to tell Jonathan to join with his servants in killing David.

9. This dreadful thing Jonathan told his friend for the love he bore him; and he advised David to go and hide himself in a secret place. There Jonathan went to meet David; and it is said that "they kissed one another, and wept one with the other."

10. After this, David, who had been joined by six hundred friends, had to move from one place to another to escape from Saul. Sometimes they hid themselves in caves, and at other times in woods in the wilderness. Jonathan visited him in his haunts, and told him not to be afraid, for Saul would not find him.

11. It was at the time when he was thus hunted from place to place that a beautiful incident took place. David with his followers

was in hiding not far from Bethlehem; and one night as he lay down faint and weary, he happened to think of the well where he used to drink when he was a boy.

12. It seemed to him that no water was so pure and sweet as that; and once he said with a sigh, "O that one would give me drink of the water of the well of Bethlehem that is at the gate!"

13. Three of the brave men who were with David heard the wish. They said to one another, "How pleased he would be if we could get him the water he longs for!" But between their hiding place and that well was the camp of a hostile army. Could they steal through the lines of the enemy without being seen? They decided to venture, though they knew they were risking their lives.

14. Swiftly they crept past the guard. No one heard them, and soon they were hurrying away to "the well of Bethlehem that is at the gate." The water was quickly drawn, and they made their way back over the same dangerous path.

15. David's heart was deeply touched when he learned how they had risked their lives to gratify his idle wish. Hunted outlaw though he was, he still had faithful, loving friends.

16. But he could not drink of the water that had been obtained at such a cost. He said it would seem like drinking the blood of his friends. So he poured it out as an offering before the Lord.

17. I am sure you must have read in the Bible how generously David, at this time, behaved to Saul. He had two good chances to kill the king, who fell into his hands, but each time spared his life. For this, Saul pretended to be very grateful, and promised that he would never again try to harm David.

18. But David knew how treacherous the king was: so he thought it best to take refuge among the Philistines. In that country he was chief of a powerful band; and there he stayed till the death of Saul and Jonathan at the battle of Gilboa.

19. You remember how dearly David loved Jonathan. Think, then, how he must have grieved when he heard that his bosom-friend was slain!

20. Here are the beautiful and tender words in which he poured forth his lament:—

"How are the mighty fallen in the midst of the battle! O Jonathan, thou wast slain in thine high places!

"I am distressed for thee, my brother Jonathan. Very pleasant hast thou been unto me: thy love to me was wonderful—passing the love of women!

"How are the mighty fallen, and the weapons of war perished!"

21. Are not these grand words? Are they not very noble poetry? Yes, indeed, they are. And many other beautiful thoughts did David clothe in strong or tender words. David was made king of Israel after the death of Saul; but we think of him less as David the king than as David the "sweet singer of Israel."