

3. The gun sounds.⁶⁴ The trembling partridge and the beautiful pheasant flutter, bleeding, in the air, and fall dead at the sportsman's feet.

4. Who is he that shakes the nuts from the tree, and throws a mantle of frost over the decaying herbage? Youths and maidens, tell me, if you know. Who is he, and what is his name?

The melancholy days are⁶⁵ come,
The saddest of the year,
Of wailing winds, and naked woods,
And meadows brown and sere.
Heaped in the hollows of the grove,
The Autumn leaves lie dead;
They rustle to the eddying gust,
And to the rabbits' tread.

 XI.

WINTER.

1. Who is he that cometh from the north, clothed in furs and warm wool? He wraps his cloak close about⁶⁶ him. His head is bald: his beard is made of sharp icicles.

2. He loves the blazing fire, high piled⁶⁷ upon the

⁶⁴ *The gun sounds*, literalmente suena la escopeta, esto es: Se oye un fusilazo.

⁶⁵ *Are come*; esta forma expresa mejor la idea de estado que la otra de *have come*, que solo representa una accion.

⁶⁶ *To wrap one's cloak about one*,

envolverse en la capa, embozarse con el capote.

⁶⁷ *High piled*, esta es mas bien una inversion poética, que rara vez cabe en prosa, y nunca en la conversacion familiar. La construccion usual es *piled high*.

hearth, and a good warm dinner upon his table. He binds skates to his feet, and skims over the frozen lakes.

3. His breath is piercing and cold, and no little flower dares to show itself when he is by. He covers the ground with whiteness; whatever he touches turns to ice.

4. If he were to⁶⁸ strike you with his cold hand, you would be⁶⁹ quite stiff and dead, like a piece of marble. Youths and maidens, do you see him? He is coming fast upon us, and soon⁷⁰ he will be here. Tell me, if you know, who he is, and what is his name?

The bleak wind whistles—snow-showers, far and near,
Drift, without echo, to the whitening ground;
Autumn hath passed away, and, cold and drear,
Winter stalks in, with frozen mantle bound.

MRS. NORTON.

 XII.

USE PLAIN LANGUAGE.

1. What do you say? What? I really⁷¹ do not understand you. Be so good as⁷² to explain yourself

⁶⁸ *If he were to strike*, es como si en español se dijese: *si te tocase*, debiéndose advertir que tambien en inglés puede emplearse la forma simple del verbo: *if he struck you*. La construccion del texto es, sin embargo, mas enérgica, y equivale á: *if he should strike you*, si por casualidad te hieriese.

⁶⁹ *You would be stiff*, por: *you would become stiff*, te volverias rígido.

⁷⁰ *Soon*, pronto. Este adverbio

es igual que se coloque ántes ó despues del verbo, ó aun entre el pronombre sugeto: *he will soon come*, *he soon will come*, ó *he will come soon*.

⁷¹ *Really*, de veras. Es indiferente que este adverbio vaya delante ó despues del verbo, cabiendo todas las construccionnes que siguen: *really I do not*, etc.; *I do really not*, etc.; *I do not really*, etc.; ó *I do not understand you really*.

⁷² *Be so good as to explain your-*

EAGLE DE MED. U. A. B. L.

again. Upon my word, I do not!⁷³ Oh! now I know: "you mean⁷⁴ to tell me it is⁷⁵ a cold day. Why did you not say at once," "It is cold to-day?" If you wish to inform me⁷⁶ it rains or snows, pray say, "It rains," "It snows;" or, if you think I look well, and you choose to compliment me, say, "I think you look well." "But," you answer, "that is so common and so plain, and what everybody can say."⁷⁷ "Well, and what⁸⁰ if everybody can? Is it so great⁸¹ a misfortune to be understood when one speaks, and to speak like the rest of the world?"

2. "I will tell you what, my friend—you do not suspect it, and I shall astonish you—but you, and those like you,⁸² want⁸³ common sense! Nay, this is not all; it is not only in the direction of your wants that you are in fault, but of your superfluities; you have too much conceit; you are of opinion that you have more sense than others. That is the source of all your pompous nothings, your cloudy sentences, and your big words without any meaning. Before you accost a person, or enter a room, let me pull you by the sleeve and

self, quiere decir literalmente: Sea V. tan bueno como explicarse, esto es sírvase V. repetir lo que ha dicho.

⁷³ *Do not* aquí se refiere al verbo *understand* en una frase anterior. Véase el "Preceptor," regla 149, pág. 60.

⁷⁴ *Oh! now I know*, ya caigo en cuenta, ya entiendo.

⁷⁵ *You mean to tell me*, V. quiere decirme. *To mean*, en el sentido recto, desear, proponerse.

⁷⁶ Se ha suprimido aquí la conjunción *that*, que, antes de *it is*. Véase en el "Preceptor," la nota al pie de la pág. 75.

⁷⁷ *At once*, de una vez.

⁷⁸ *Sobrentiéndose that*, que, antes de *it rains*. Véase la nota 76.

⁷⁹ *To say*, sinónimo de *to tell*, se emplea para expresar la idea de decir algo, mientras que el segundo quiere decir mas bien informar.

⁸⁰ *Sobrentiéndose aquí la palabra matter*, esto es ¿qué importa?

⁸¹ Véase el "Preceptor," regla 4, pág. 4.

⁸² Y otros como V. (que se le parecen).

⁸³ *Want* tiene dos significados: necesitar, y faltar, siendo este último el del texto.

whisper in your ear, 'Do not try to show off⁸⁴ your wit: have none at all; that is your cue.⁸⁵ Use plain language, if you can; just such as you find others use, who, in your idea, have no talent; and then, perhaps, you will get credit⁸⁶ for having some.'

LA BRUYÈRE.

XIII.

EFFECTS OF RASHNESS.

1. A certain Persian of distinction had, for years,⁸⁷ been extremely anxious that he might⁸⁸ have a son, to inherit his estate. His wishes were at length gratified. A son was born, and the fond father was so anxious for⁸⁹ the health and safety of the little stranger,⁹⁰ that he would scarcely suffer it⁹¹ to be taken out of his sight, and was never so much delighted as when he was employed holding it.

2. One day his wife, on going to the bath, committed the infant to her husband's care, earnestly entreating

⁸⁴ *To show*, mostrar; *to show off*, hacer ver, hacer alarde de.

⁸⁵ Es lo mejor que puede V. hacer.

⁸⁶ *They will give you credit for having some*, literalmente: te darán crédito por tener alguno, lo que vale: creerán que tienes un poco.

⁸⁷ *For years*, quiere decir *for many years*, por muchos años.

⁸⁸ *Anxious that he might have a son*, ardia en ansia de que tuviese un hijo, cuya construcción no es

muy correcta, debiéndose preferir esta otra, que es mas directa: *anxious to have a son*.

⁸⁹ *Anxious*, rige los sustantivos con la preposición *for*.

⁹⁰ *Little stranger*, el pequeño extranjero, esto es, el deseado hijo.

⁹¹ *Suffer it to be taken out of his sight*, sufrirlo ser tomado fuera de su vista, quiere decir, permitir que lo llevaran donde él no pudiese verlo: no quería perderlo de vista.

him not⁹² to quit the cradle, until she came⁹³ back. Scarcely, however, had she quitted the house, when the king sent for her husband. To refuse, or to delay obeying⁹⁴ the royal summons, was impossible; he, therefore, went immediately to the palace, intrusting⁹⁵ the child to the care of a favorite dog, which had been bred in the family.

3. No sooner was the father out of sight, than⁹⁶ a large snake made its appearance, and was crawling toward the cradle. When the dog saw the child's life in danger, he instantly seized the snake by the back of the head, and destroyed it.

4. Soon after, the father returned from court, and the dog, as if conscious of the service he had performed, ran out to meet him. The man saw the dog stained with blood, and imagined that he had killed the child. Without making any further reflection or inquiry, he struck the faithful little animal such⁹⁷ a blow with his stick, that he instantly expired.

5. When the father came into the house, and saw the child safe, and the snake lying dead by the side of the cradle, he smote⁹⁸ his breast with grief, accusing himself of rashness and ingratitude toward the dog. While

⁹² Obsérvese que el negativo se pone delante del signo del infinitivo.

⁹³ *Came*, imperfecto de *to come*, venir; *back*, detrás; *came back*, pues, vale por, volviere al punto de donde salió, esto es: volviere.

⁹⁴ *To delay obeying*, tardar en obedecer. También pudo haberse dicho: *delay in obeying*. Téngase presente que las preposiciones

solo pueden regir el participio presente de los verbos ingleses.

⁹⁵ *Intrust* ó *entrust*; son igualmente corrientes ámbas maneras de escribir este verbo.

⁹⁶ *No sooner . . . than*, no bien cuando.

⁹⁷ Véase el "Preceptor," regla 3, pág. 10.

⁹⁸ *To smite*, golpear, verbo irregular anticuado, ó que al ménos no se usa en el día sino en la Biblia y en poesía.

he was uttering these woeful lamentations, his wife came in, who, having learned the cause of his distress, blamed him severely for his want of reflection. He confessed his indiscretion, but begged her not to add reproaches to his distress, as reproof could now avail⁹⁹ nothing.

6. "True," said she, "advice can be of no service in the present instance; but I wish to rouse your mind to reflection, that you may reap instruction from your misfortunes. Shame and repentance are the sure consequences of precipitation and want of reflection."

7. The king of Persia once had a favorite hawk. Being one day on a hunting-party, with his hawk on his hand, a deer started up before him. He let the hawk fly,¹⁰⁰ and followed the deer with great eagerness, till, at length,¹⁰¹ it was taken. The courtiers were all left behind in the chase.

8. The king, being thirsty, rode about in search of water. Reaching at length the foot of a mountain, he discovered a little water trickling in drops from the rock. He accordingly took a little cup out of his quiver, and held it to catch the water.

9. Just when the cup was filled, and the king was going to drink, the hawk, which had followed his master, alighted, shook his pinions, and upset the cup. The king was vexed at the accident, and again applied the vessel to the hole in the rock. When the cup was replenished, and he was lifting it to his

⁹⁹ Téngase presente que con la palabra *nothing*, ú otra cualquiera negativa, se omite la negacion *not* delante del verbo.

¹⁰⁰ *He let the hawk fly*, literal-

mente: dejó el azor volar, esto es: soltó el azor.

¹⁰¹ *At length*, palabra por palabra: á largo, y quiere decir, por fin.

mouth, the hawk clapped his wings, and again threw it down. At this the king was so enraged, that he flung the bird with such force against the ground, that it immediately expired.

10. At this time one of the king's officers came up. He took a napkin out of his budget, wiped the cup, and was going to give the king some water to drink. The king said he had a great inclination¹⁰² to taste the pure water that distilled through the rock, but, not having patience to wait for its being collected in drops, he ordered the officer to¹⁰³ go to the top of the mountain, and fill the cup at the fountain head.

11. The officer, having reached the top of the mountain, saw a large serpent lying dead at the spring, and perceived that the poisonous foam had mixed with the water, which fell in drops through the rock. He descended, related the fact to the king, and presented him with a cup of cold water out of his flagon.

12. When the king lifted the cup to his lips, the tears gushed from his eyes. He then related to the officer the adventure of the hawk, and made many reflections upon the destructive consequences of precipitancy and thoughtlessness:¹⁰⁴ and during his whole life, his breast rankled with sorrow and regret that he had been guilty of such rashness.

ANONYMOUS.

¹⁰² *He had a great inclination*, bra, y en las siguientes, que se tenia grandes ganas.

¹⁰³ *Order*, ordenar, mandar, lo mismo que *to tell*, decir, *to wish*, desear, y otros verbos análogos, rige al verbo que le sigue en el infinitivo, y no en el subjuntivo, como sucede en español.

¹⁰⁴ La *gh* es muda en esta pala-

bra, y en las siguientes, que se pronuncian del modo que se va á referir: *thought*, zot; *though*, 'dɔ; *plough*, pláu; *dough*, do, y sus derivados.

Para la pronunciaci3n de todas las palabras inglesas con *gh*, véase "El Maestro Inglés Completo," página 00.

XIV.

THE CONSEQUENCES OF IDLENESS.

1. Many young persons seem to think it of not much consequence if they do not improve¹⁰⁵ their time well in youth, vainly expecting that they can make it up by diligence when they are older. They also think it is disgraceful¹⁰⁶ for men and women to be idle, but that there can be no harm for persons who are young to spend their time in any manner they please.

2. George Jones thought so.¹⁰⁷ When he was twelve years old,¹⁰⁸ he went to an academy to prepare to enter college. His father was at great expense¹⁰⁹ in obtaining books for him, clothing him, and paying his tuition. But George was idle. The preceptor of the academy would¹¹⁰ often tell him, that if he did not study diligently when young, he would¹¹¹ never succeed well.

3. But George thought of nothing but present pleasure. He would¹¹¹ often go to school without having made any preparation for his morning lesson; and, when called to recite with his class, he would¹¹¹ stammer

¹⁰⁵ *Improve*, mejorar, quiere decir en el caso presente, emplear.

¹⁰⁶ Muchas veces se sobrentiende el verbo *to be*, ser, en frases parecidas á esta, como: *they also think it disgraceful*. Esta omisi3n del verbo *to be* es comunísima en la lengua inglesa.

¹⁰⁷ *Thought so*, lo pensaba así.

¹⁰⁸ *Twelve years old*, palabra por palabra, doce años viejo. Los ingleses, al hablar de la edad de

alguno, usan siempre el verbo *to be*, ser, y no *to have*, tener.

¹⁰⁹ *Was at great expense*, literalmente: estuvo á grandes gastos; esto es, hizo grandes gastos.

¹¹⁰ *Would*, aquí pinta el hábito, la costumbre que tenia el preceptor, y corresponde al *solet* español. *Would often tell him*, solia decirle, ó le decia con frecuencia.

¹¹¹ *Would* en este lugar es signo del condicional; *he would never succeed well*, jamas prosperaria.

and make such blunders, that the rest of the class could not help¹¹² laughing at him. He was one of the poorest scholars in the school, because he was one of the most idle.

4. When recess came, and all the boys ran out of the academy upon the play-ground, idle George would come moping along. Instead of studying diligently while in school, he was indolent and half asleep. When the proper time for play came, he had no relish for it. I recollect very well, that, when tossing up for a game of ball, we used to choose everybody on the play-ground before we chose George. And if there were enough without him, we used to leave him out. Thus was he unhappy in school and out of school.

5. There is nothing which makes a person enjoy play so well as to study hard. When recess was over, and the rest of the boys returned, fresh and vigorous, to their studies, George might be seen lagging and moping along to his seat. Sometimes he would be asleep in school; sometimes he would pass his time in catching flies, and penning them up in little holes, which he cut in his seat. And sometimes, when the preceptor's back was turned, he would throw a paper ball across the room.

6. When the class was called up to recite, George would come drowsily along, looking as mean and ashamed as though he were going to be whipped. The rest of the class stepped up to the recitation with alacrity, and appeared happy and contented. When it came George's turn to recite, he would be so long in

¹¹² *Could not help*, no podían ménos de. *To help*, en el sentido recto, quiere decir ayudar.

doing it, and make such blunders, that all, most heartily, wished him out of the class.

7. At last George went with his class to enter college. Though he passed a very poor examination, he was admitted with the rest; for those who examined him thought it was possible, that the reason why he did not answer questions better, was because he was frightened. Now came hard times for poor George. In college there is not much mercy shown to bad scholars; and George had neglected his studies so long, that he could not now keep up with¹¹³ his class, let him try¹¹⁴ ever so hard.

8. He could, without much difficulty, get along in the academy, where there were only two or three boys of his own class to laugh at him. But now he had to go into a large recitation room, filled with students from all parts of the country. In the presence of all these, he must rise and recite to a professor. Poor fellow!¹¹⁵ He paid dearly for his idleness.

9. You would have pitied him, if you could have seen him trembling in his seat, every moment expecting to be called upon to recite. And when he was called upon, he would stand up, and take what the class called a dead set;¹¹⁶ that is, he could not recite at all. Sometimes he would make such ludicrous blunders, that the whole class would burst into a laugh. Such are the

¹¹³ Ya no pudo seguir á su clase.

¹¹⁴ Donoso giro inglés, que da mucha energía á la expresion. *Let him try ever so hard*, literalmente: que él ensayara jamas tan duro, es decir: por mas que se esforzó.

¹¹⁵ *Fellow*, en su primera acep-

cion, es compañero, camarada; mas, generalmente se toma en el trato familiar por muchacho, chico. De ahí, *poor fellow*, pobrecito; *a good fellow*, un buen chico. ¹¹⁶ *A dead set*, al pié de la letra quiere decir, una puesta muerta; esto es: se cortó.

applauses an idler gets. He was wretched, of course. He had been idle so long, that he hardly knew how to apply his mind to study. All the good scholars avoided him; they were ashamed to be seen in his company. He became discouraged, and gradually grew dissipated.

10. The officers of the college were soon compelled to suspend him. He returned in a few months, but did no better; and his father was then advised to take him from college. He left college, despised by every one. A few months ago I met him, a poor wanderer, without money and without friends. Such are the wages of idleness. I hope every reader will, from this history, take warning, and "stamp improvement on the wings of time."

11. This story of George Jones, which is a true one, shows how sinful and ruinous it is to be idle. Every child, who would be a Christian, and have a home in heaven, must guard against this sin. But as I have given you one story, which shows the sad effects of indolence, I will now present you with another, more pleasing, which shows the reward of industry.

ABBOTT.

XV.

ADVANTAGES OF INDUSTRY.

1. I gave you the history of George Jones, an idle boy, and showed¹¹⁷ you the consequences of his idle-

¹¹⁷ Antiguamente este verbo se o, y no deja de haber quien en el escribía *to shew* (con *e* en vez de *o*), y no deja de haber quien en el día lo escriba así. Léanse con

ness. I shall now give you the history of Charles Bullard, a classmate of George. Charles was about the same age with¹¹⁸ George, and did not possess superior talents. Indeed, I doubt whether he was equal to him in natural powers of mind.

2. But Charles was a hard student. When quite young, he was always careful and diligent in school. Sometimes, when there was a very hard lesson, instead of going out to play during recess, he would stay in to study. He had resolved that his first object should be to get his lessons well, and then he could play with a good conscience. He loved¹¹⁹ play as well as anybody, and was one of the best players on the ground. I hardly ever saw a boy catch a ball better than he could. When playing any game, every one was glad to get Charles on his side.

3. I have said that Charles would sometimes stay in, at recess. This, however, was very seldom; it was only when the lessons were very hard indeed. Generally, he was among the first on the play-ground, and he was also among the first to go into¹²⁰ school, when called. Hard study gave him a relish for play, and play again gave him a relish for hard study, so he was happy both in school and out. The preceptor could

mucha atención las reglas 144, 145, 146, 147 y 148, como también la conjugación del verbo regular *to touch*, en el "Preceptor," páginas 57 y 58, y sobre todo la nota de esta última, con lo que el estudiante podrá enterarse de todo lo concerniente á la ortografía y pronunciación de los verbos regulares ingleses.

¹¹⁸ *Same age with*, por un capricho de la gramática inglesa, pue-

de substituirse á la conjunción *as* (que es lo corriente) la preposición *with*, en el segundo término de las comparaciones de igualdad. ¹¹⁹ *To love* tiene dos acepciones: amar, y gustar de, siendo, en este último sentido, sinónimo de *to like*.

¹²⁰ El lector notará que en inglés se calla el artículo definido delante de las palabras *school*, *church*, *college*, y alguna otra.

not help liking him, for he always had his lessons well committed, and never gave him any trouble.

4. When he went to enter college, the preceptor gave him a good recommendation. He was able to answer all the questions, which were put to him when he was examined. He had studied so well, when he was in the academy, and was so thoroughly prepared for college, that he found it very easy to keep up with his class, and had much time for reading interesting books.

5. But he would always get his lesson well, before he did anything else, and would review it just before recitation. When called upon to recite, he rose tranquil and happy, and very seldom made mistakes. The officers of the college had a high opinion of him, and he was respected by all the students.

6. There was in the college a society made up of all the best scholars. Charles was chosen a member of that society. It was the custom to choose some one of the society to deliver a public address every year. This honor was conferred on Charles; and he had studied so diligently, and read so much, that he delivered an address which was very interesting to all who heard it.

7. At last he graduated, as it is called; that is, he finished his collegiate course, and received his degree. It was known by all that he was a good scholar, and by all that he was respected. His father and mother, brothers and sisters came, on the commencement¹²¹ day, to hear him speak.

¹²¹ Por una anomalía casi inexplicable, los profesores emplean la palabra *commencement*, principio, para designar la fin del año escolar, esto es el día en que, pasados los exámenes, se procede á la distribución de los premios.

8. They all felt gratified, and loved Charles more than ever. Many situations of usefulness and profit were opened to him, for Charles was now an intelligent man, and universally respected. He is still a¹²² useful and a happy man. He has a cheerful home, and is esteemed by all who know him.

9. Such are the rewards of industry. How strange it is that any person should be willing to live in idleness! The idle boy is almost invariably poor and miserable; the industrious boy is happy and prosperous.

10. But perhaps some child who reads this asks: "Does God notice little children in school?" He certainly does. And if you are not diligent in the improvement of your time, it is one of the surest evidences that your heart is not right with God. You are placed in this world to improve your time. In youth you must be preparing for future usefulness. And if you do not improve the advantages you enjoy, you sin against your Maker.

"With books, or work, or healthful play,
Let your first years be past,
That you may give, for every day,
Some good account at last."

ABBOTT.

¹²² En la página 10 del "Preceptor" van sentadas unas reglas importantes sobre el uso del artículo indefinido inglés. Léase asimismo la nota del pie de dicha página.

XVI.

ALEXANDER THE GREAT.

1. Macedon was, for a long time, a small state in Greece, not celebrated for anything, except that its kings always governed according to the laws of the country, and that their children were well educated.

2. At length, after many kings had reigned over Macedon, one named Philip came to the throne, who determined to render his kingdom as illustrious as other kingdoms. He raised a large army, subdued many people, and contrived to make the other states of Greece quarrel among themselves.

3. When they were quite tired of fighting against each other, he induced them all to submit to him; which they were the more ready to do, because¹²³ he gave them hopes that he would lead them on to conquer Persia. But before he set out on his expedition to Persia, he was killed by one of his own subjects.

4. Philip was succeeded by his son Alexander, called in history "Alexander the Great." On Philip's death, the Greeks thought themselves at liberty, and resolved that Macedon should no longer hold them in subjection; but Alexander quickly showed them that he was as wise as his father, and still bolder than he.

5. Alexander caused his father's murderers to be put to death; and then collecting his army, in an assembly of the Grecian states he delivered a speech, which con-

¹²³ *The more . . . because, tanto mas . . . cuanto que.*

vinced them of his wisdom and valor. After this, they agreed to make him, as his father had been, chief commander of Greece. He then returned to Macedon, and in a short time afterward began his conquests, and gained surprising victories; obliging all who fought against him to submit.

6. As soon as Alexander had settled the Grecian states to his wishes, he crossed the Hellespont (now called the Dardanelles) with his army, in order to subdue Persia. The Persians, hearing of this, assembled their forces, and waited for¹²⁴ him on the banks of the river called the Granicus. When the Grecians arrived on the opposite side, one of the generals advised Alexander to let his soldiers rest a little; but he was so eager for conquest, that he gave command instantly to march through the Granicus.

7. His troops, having found a shallow place, obeyed; the trumpets sounded, and loud shouts of joy were heard throughout the army. As soon as the Persians saw them advancing, they let fly showers of arrows at them, and when they were going to land, strove to push them back into the water, but in vain. Alexander and his army landed, and a dreadful battle was fought, in which he proved victorious. He then, advancing from city to city, obliged them to own him for their king instead of Darius.

8. Darius, being informed of Alexander's progress, resolved to meet him with a great army. As soon as Alexander heard of his approach, he prepared to encounter him at Issus, where he obliged him to fly,

¹²⁴ *To wait for, es esperar ó aguardar; to wait on ó upon, es servir.*

leaving behind him his queen and family, and immense treasure, all of which Alexander seized.

9. Some time afterward, Darius fought another battle at Arbela, in which he was again defeated. Soon after this, he was killed; and thus ended the Persian Empire.

10. Not contented with the conquest of Persia, Alexander resolved to subdue the kings of India; and he obliged many of them to submit. One of them, named Porus, resisted him with great courage, but Alexander overcame him at last. He treated him, however, with much respect, gave him his liberty, and restored him to his kingdom; and Porus proved a faithful friend to him ever afterward.

11. Between the battles which Alexander fought with Darius, he subdued many states and kingdoms, and among others, Egypt and Babylon; and, after the death of Darius, he made still further conquests, besides those of the Indian princes, by which means the Grecian empire was raised to a great height.

12. When Alexander rested from fighting, he took up his residence at Babylon, and lived there in the utmost splendor. But his glory was of short duration, for he had one very great fault, that of being excessively fond of eating and drinking. He wanted to make the world believe that he was a god, and could do whatever he chose. When he was at a banquet, he would try to drink more wine than any other man in the company.

13. At length he engaged to empty a cup, called Hercules' cup, which held six bottles of wine: and it is said he actually did so; but it proved the cause of his death, the wine heating his blood to such a degree, that it brought on a violent fever, which soon put an

end to his life. He died three hundred and twenty-three years before the Christian era, at the age of thirty-two.

14. How shocking it is to think, that a man who had subdued so many nations, should suffer¹²⁵ himself to be conquered by the sin of intemperance! It is a lamentable truth that intemperance kills more than the sword.

15. The glory of the Grecian empire was terminated by the death of Alexander; for as he had no son fit to reign after him, and did not determine who should be his successor, the principal commanders of his army divided his conquests among themselves, and, after many quarrels and battles, that which was one empire under Alexander became four separate kingdoms.

ANONYMOUS.

XVII.

A CONTEST WITH TIGERS.

I. On leaving the Indian village, we continued to wind around Chimborazo's wide base. A dense fog was now gathering around it, and its snow-covered¹²⁶ head was hid from our view. Our guides looked anxiously about, and announced their apprehension of a violent storm.

¹²⁵ *Should suffer himself*, se dejase; también hubiera podido decirse: *Should allow himself*, *should let himself*, ó *should permit himself*.

¹²⁶ *Snow-covered*, cubierto de nieve, palabra compuesta de *snow*, rieve, y *covered*, participio pasado

del verbo regular *to cover*, cubrir.

La índole de la lengua inglesa permite la formación de una infinidad de voces compuestas, en cuya circunstancia, consite una de las principales riquezas de dicho idioma.