

ask the cook for a plate of bones for poor Scrubby.

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.

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.

LANGUAGE LESSON.—*Copy the following.*

Tommy **threw** his books on the grass.  
They saw the tiger **through** the trees.

The worm was creeping toward its **hole**.  
The pigs thought the **whole** world was for them.

The wind **blew** so hard that it shook the mill.  
We looked up into the **blue** sky.

You have **two** hands to work with.  
Do you have **too** much for **two** hands to do?

He made a **bow** to his friend.  
The crow was on the **bough** of a tree.

*Let pupils write six statements, using correctly the following words: their, there; son, sun; meet, meat.*

## LESSON XIII.

## HOW THE WIND BLOWS!

pānè hūr'ry tǎn'glè yēl'low àt'tūmh



High and low

The summer winds blow!

They dance and play with the garden flowers,  
And bend the grasses and yellow grain;  
They rock the bird in her hanging nest,  
And dash the rain on the windowpane.

High and low

The autumn winds blow!

They frighten the bees and blossoms away,  
And whirl the dry leaves over the ground;  
They shake the branches of all the trees,  
And scatter ripe nuts and apples around.

High and low

The winter winds blow!

They fill the hollows with drifts of snow,  
And sweep on the hills a pathway clear;  
They hurry the children along to school,  
And whistle a song for the happy New Year.

LANGUAGE LESSON.—Let pupils write five statements, using in each, one of the following words: **pretty, round, square, short, long.**

MAXIM FOR MEMORIZING.

“Beautiful hands are they that do  
Deeds that are noble, good, and true.”

LESSON XIV.

stare	re ply'	sin' gle	mō' ment
mirada fija	replicar	solo	momento
signs	braced	ab' sence	to geth' er
señales	aseguro	ausencia	juntes
chirp	striped	tap' ping	de light' ed
chirido	hilo	tocando	divertido
shoot	firm' ly	pock' ets	chip' munks
matar	firmemente	bolillo	ardillita

THE BOY AND THE CHIPMUNK.

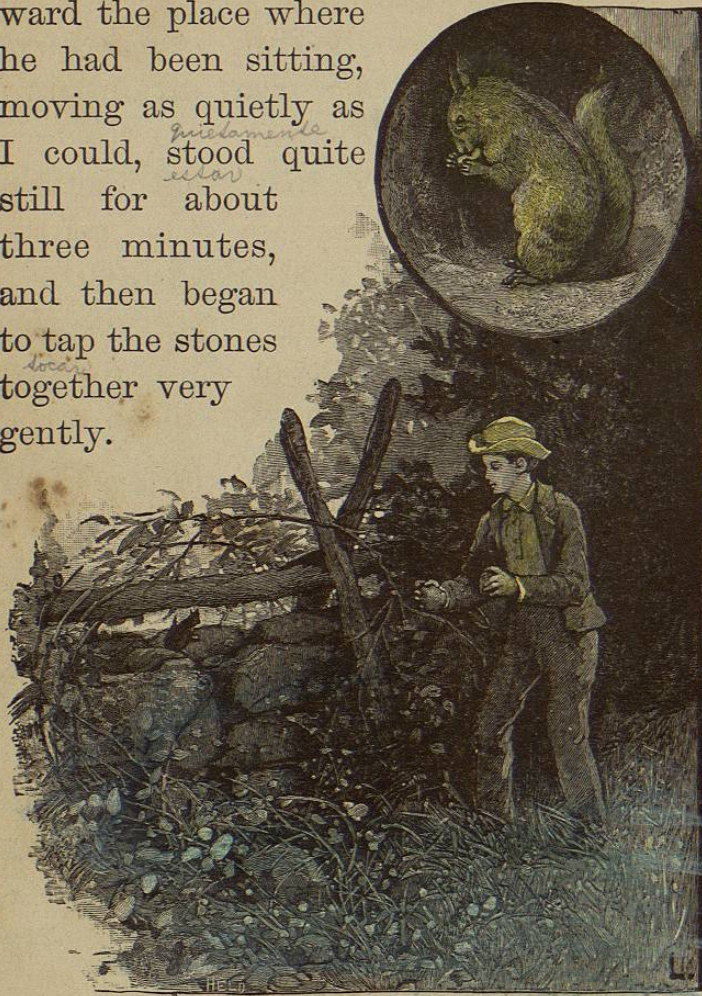
One day when I was coming from the fields, I saw a small, striped squirrel on the fence.

I had been told some things about these little animals—that they would pop their heads out of their hiding places at the slightest noise, and that one might come quite near them by gently tapping on a fence or a wall with a stone.

Here was a good chance to try it. I picked up two small stones, and then very carefully walked toward the squirrel, who seemed to be waiting to see what I would do.

When I had taken a few steps he darted down into the wall with a chirp, as if to say, “No, you can't catch me.”

I took two or three steps more toward the place where he had been sitting, moving as quietly as I could, <sup>gradualmente</sup> stood quite still for about three minutes, and then began to tap the stones together very <sup>lento</sup> gently.



In a short time, up came the little head out of the wall. I stopped tapping, and very carefully took a step or

two more toward the little fellow, as before.

I had now got within six feet of him, when down he went again into the wall and out of sight.

After a while I took one of the stones and gave three or four gentle taps upon the wall. No reply.

In a moment or two I repeated the noise. Presently I heard a scratching in the wall, and soon the little head came up not two feet from me.

I wanted to scream with delight, but I did not dare to move. There we were—the squirrel and myself—looking into each other's faces for at least half a minute.

Once he gave a single chirp, and braced his feet firmly on the rock, as if ready to jump back into his hole if I came any nearer.

But I kept very still, and, after another long stare, the squirrel picked up the corn I had put down, gave another chirp, and ran into the wall.

Of course I was delighted. The next

day I tried it again, and the squirrel came out sooner than before. Within a week I could plainly see that he was growing tame.

I always fed him at the same place, and about the same time of day, taking good care that the dog was not near, and no one about but myself.

In a few weeks, Tommy, as I called my squirrel, would take corn from my hand. But now and then I gave him other things to eat.

Before the autumn leaves fell, the little creature would go all over me for his food, and even down into the great pockets of my coat.

One day, about a year after I first saw Tommy, I missed my little friend as I came home from the field.

I thought little of his absence then; but, as day after day went by and still there were no signs of my squirrel, I began to feel troubled about him.

I had not seen him for more than two weeks, and wondered what had become of my pet. One day a boy

passed along the lane with a gun. I asked him if he had found any game.

"Well, no," was his answer. "The squirrels are very scarce now. I was up this way a few days ago, and shot a few chipmunks."

I knew what had become of my squirrel at once. The boy little knew how much pain his answer gave me.

He soon went on toward home, and I sat down upon the ground and had a hearty cry.

Since then I've never felt that I could shoot a squirrel, and I am sure that all little boys and girls who read this story will feel so, too.

#### LANGUAGE LESSON.—

I took a few steps toward him.

I stood quite still for two or three minutes.

Uniting these two statements by the use of **and**—

I took a few steps toward him and stood quite still for two or three minutes.

Let pupils select and write six short statements from the lesson, and then unite them by using **and**, omitting unnecessary words, as in the model given above.

## LESSON XV.

plow

arado

nook

anegulo

mate

earth

compañero  
Sierra

burst

romper

rob'in

pedroso

no'ble

throat

sublime  
garganta

stretch

estirando

dūr'ing

durante

re tūrn'

volver

chēr'ries

cerejas

lis'tened

escuchado

grāte ful

gratioso

cheer ful

alegre

dis tūrbēd'

estorbado

## THE ROBIN REDBREAST.

Who has seen Robin Redbreast, on a bright morning, early in the spring, when the frost was yet on the ground, and heard him sing a pretty song, as if grateful for the return of spring and warm sunshine?

I have seen Robin Redbreast, on a bright morning, in early spring, when the ground was yet covered with snow, and heard him sing his sweet song, as if grateful that the winter was over and gone.

Who has seen Robin Redbreast with his mate, flying from tree to tree, peeping into every nook and corner, to find a place where they might build their nest?

I have seen Robin Redbreast with his mate, flying from bush to bush, and

tree to tree, peeping into every nook and corner, as if seeking a good place



to build their nest, where they might not be disturbed by cruel boys.

Who has seen Robin Redbreast with

his mate, hopping along the ground, and picking up sticks, and moss, and wool, and hair, to make their <sup>mujgo</sup> snug little nest soft and warm? <sup>abrigado</sup>

I have seen Robin Redbreast with his mate, hopping along the ground, and picking up sticks, and moss, and wool, and hair, to make their snug little nest soft and warm; and, after it was done, I have seen four blue eggs in it, too.

Who has seen Robin Redbreast hop along behind the farmer's plow, to pick up the little worms, and then fly quickly back to feed the young robins in the nest?

I have seen Robin Redbreast hop along behind the farmer's plow, to pick up the little worms, and then fly quickly back to the nest to feed the young robins. And I have seen the young birds stretch up their necks, and open their mouths, when the old bird came to feed them.

Who has seen Robin Redbreast when the cherries were ripe, fly with his mate

and young ones to the old cherry tree to get some of the fruit?

I have seen Robin Redbreast, with his mate and young ones, fly to the old cherry tree when the cherries were ripe, to get some of the fruit.

Who has seen Robin Redbreast at the close of a long summer's day, just at sunset, perch himself upon the highest bough of some tall tree, and heard him sing his evening song before he folded his head under his wing and went to sleep?

I have seen Robin Redbreast at the close of a long summer's day, alight on the highest branch of a tall tree, and heard him sing his evening song before he folded his head under his wing and went to sleep.

Who, during the summer time, when sitting in the shade of some noble tree, has heard Robin Redbreast singing as though he would burst his little throat? and who has not moved till his song was ended, and he flew away a cheerful and happy bird?

I, while seated in the pleasant shade of some noble tree, have listened to Robin Redbreast singing as though he would burst his little throat, and I have not moved until his song was ended, and he flew away a happy bird.

Who has seen Robin Redbreast when the summer was over, singing gaily with his mate, as if before leaving his friends he must say a cheerful good-by?

I have seen Robin Redbreast when the summer was over and he was about to go to his winter home, singing gaily with his mate, as if to say good-by. And when I saw how happy he was, I said, "Surely the earth is full of the goodness of God!"

Where, O where do the birdies go  
 When the night comes on,  
 When the night comes on?  
 Where, O where do the birdies go  
 When the night comes on and play is done?  
 Some of them go to the trees to rest;  
 Some of them swing in a downy nest;  
 But they all find the place that they love the best  
 When the night comes on,  
 When the night comes on.

LANGUAGE LESSON.—Let pupils unite the first two of the following statements, using the word *and*.

In winter there are many cold days.  
 We must then wear warm clothes.  
 Be careful not to fall down on the hard ground.

Let pupils fill blanks in the statements given below, using in each, one of the following words: *soft, warm, cool*.

We like the warm summer days.  
 Then we can sit down on the soft grass.  
 Under the trees we can find a cool place.

Let pupils unite the last two statements, using *and*, and omitting such words as are unnecessary.

## LESSON XVI.

hăd'n't = hăd nôt      pûr'plə      plēas'urə  
 wəʒ'n't = wəʒ nôt      drēar'y      mēad'owz

## SUPPOSE.

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!

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

And what would all the beauty be,

And what the song that cheers,

Suppose we hadn't any eyes, *alegradora*

And suppose we hadn't ears?

For though the grass were gay and green,

And song birds filled the glen, *hoyas*

And the air were purple with butterflies, *heno*

What good would they do us then?

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.

LANGUAGE LESSON.—*Let the teacher ask four questions about the lesson, and have pupils write out the answers in complete statements.*

#### ARTICULATION EXERCISE.

*Drill pupils carefully in pronouncing th in the following words.*

this	bath	think	cloth	fifth
thin	with	truths	clothes	sixth

#### MAXIM FOR MEMORIZING.

“He who buys what he does not need, will often need what he can not buy.”

#### LESSON XVII.

Soup	+ trained	bōb'bing	+ plāin'tive
+ ūt'tēr	<i>entrenado</i> par'ents	<i>colgando</i> eū ri ōus	<i>lamentoso</i> ēl'e phant
<i>hojlas</i> vāl'ūe	<i>padres</i> tim'bērs	<i>curiosas</i> + bām bōō	<i>elefante</i> be'longed'
<i>puco</i> stream	<i>vegar</i> ea'gēr lŷ	<i>bambú</i> mis'chief	<i>perjuicio</i> dif'fer ent
<i>coriente</i>	<i>amicoramente</i>	<i>perjuicio</i>	<i>distinta</i>

#### OLD SOUP, THE ELEPHANT.

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. *docil*

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

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. *modos*

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

“Old Soup” was the name of an elephant that belonged to a gentleman in *placir*



India. It is said that he lived to be a hundred years old.

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.

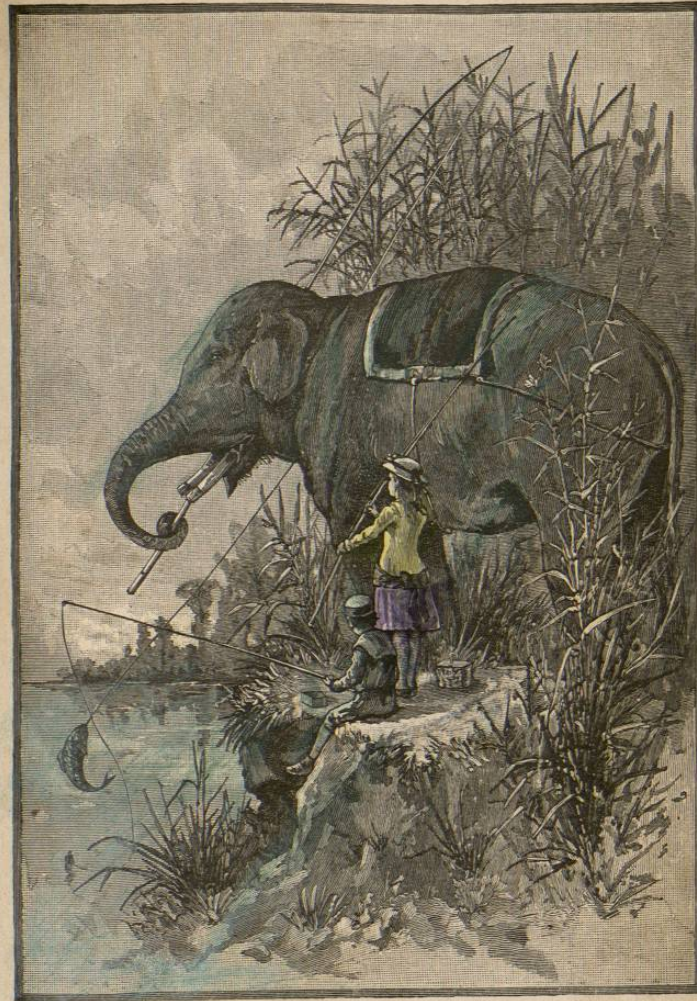
The gentleman's children were placed in his care, and so long as Soup was near them, their parents had no fear for their safety.

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

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.

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.

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 goldfish which are so plentiful in the rivers of India.

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.

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.

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.

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.

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

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

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.

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.

Obedying 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 eagerly watched the cork as it floated in the stream.

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

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

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.

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.

## LANGUAGE LESSON.—

## MODEL.

John is **tall**.

James is **taller** than John.

Frank is **taller** than James or John; he is the **tallest** of the three.

Of all the boys I know, Frank is the **tallest**.

*Let pupils add er and est to each of the following words, and use each set of three words thus formed, in place of tall, taller, tallest, in the statements given above.*

old	kind	short	young
neat	light	small	strong

## MAXIM FOR MEMORIZING.

“An idler is a watch that wants both hands;  
As useless if it goes, as if it stands.”

## LESSON XVIII.

jōb <i>trabajo</i>	+ shōp <i>carpintería</i>	wid'ow <i>viuda</i>	ēr'rands <i>mandados</i>
eōrd <i>cuernada</i>	prāyer <i>oración</i>	+ slid'ing <i>resaca</i>	+ shāw'ings <i>resaca de madera</i>
X split <i>partir</i>	+ shōw'el <i>hacha</i>	re plied' <i>contestaron</i>	eār'pen tēr <i>carpintero</i>

## HAVING SOME FUN.

“Now, boys, I will tell you how we can have some fun,” said Frank to his playmates, who had come together one bright moonlight evening for sliding and snowballing.

“What is it?” asked several at once.

“You shall see,” said Frank. “Who has a wood saw?”

“I have.” “So have I,” replied three of the boys.

“Get them, then, and you and Fred and Tom each get an ax, and I will get a shovel. Let's be back in ten minutes.”

The boys all started to go on their several errands, each wondering of what use wood saws and axes and shovels could be in play. But Frank was much liked by all the boys, and they fully