

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>	+ shāv'ings <i>reschilladuras</i>
X split <i>partir</i>	+ shōw'el <i>hala</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

believed in what he said and were soon together again.

"Now," said he, "Widow Brown, who lives in that little house over there, has gone to sit up all night with a sick child.

"A man brought her some wood to-day, and I heard her tell him that, unless she got some one to saw it to-night, she would not have anything to make a fire with in the morning.

"Now we could saw and split that pile of wood just as easily as we could make a snow man on her doorstep, and when she comes home she will be greatly surprised."

One or two of the boys said they did not care to go, but most of them thought it would be fine fun.

It was not a long and tiresome job for seven strong and healthy boys to saw, split, and pile up the widow's half cord of wood, and to shovel a good path.

When they had done this, so great was their pleasure that one of them, who had at first said he would not go,

proposed that they should go to a carpenter shop near by, where plenty of shavings could be had, and that each should bring an armful.

They all agreed to do this, and when they had brought the shavings, they went to their several homes, more than pleased with the fun of the evening.

The next morning, when the tired widow returned from watching by the sick bed and saw what was done, she was indeed surprised, and wondered who could have been so kind.

Afterward, when a friend told her how it was done, her earnest prayer, "God bless the boys!" was enough of itself to make them happy.

LANGUAGE LESSON.—*Let pupils unite each two of the following statements, using **but** or **and**, and omitting unnecessary words.* *Conjunctions*

The boys came together one evening.
Frank told them that they would have some fun.

The boys did not ask questions about it.
They went after saws, axes, and shovels.

They did not stop when the wood was sawed.
They split it and piled it up.

LESSON XIX.

deal <i>mucha</i>	elōsed <i>cerrado</i>	à sleep' <i>dormido</i>	chām'bēr <i>dormitorio</i>
shrill <i>agudo</i>	elōs'ēt <i>gabinete</i>	si'lēnce <i>silencio</i>	mōurn'ful <i>triste</i>
ereāk <i>crujir</i>	pip'ing <i>chirir</i>	eriek'ēt <i>grillo</i>	house'hōld <i>casa</i>

MAUDE AND THE CRICKET.

"Good night, dear Maudie," I softly said,
And tucked her in her little bed.
"Good night, mamma," she said to me,
"I am just as sleepy as I can be."

But scarcely closed was the chamber door,
When her eager voice called out once
more:

"Mamma," she said, "what is it I hear—
That strange little noise, so sharp and
queer?"

I listened,—then told her all was still,
Save a merry cricket, piping shrill;
"He is hidden in the closet here,
To sing you to sleep, my Maudie dear."

Then Maude sat up in her nightdress
white,
And her eyes grew big and round and
bright.

"Now, dear mamma, please move my bed
Close up to the closet door," she said.

"Poor little fellow! He wants to speak,
And all he can say is 'Creak, creak, creak!'
I wish to tell him I hear his song,
And ask him to sing it all night long."

"I'll leave the door open," I said, "part
way,
So the cricket can hear whatever you say;
Now, while I go to your baby brother,
You little crickets may sing to each other."

When soon again I crept up the stair,
And stood for a moment listening there,
—Over the household was silence deep—
Maude and the cricket were both asleep.

When "sleepy time" came for Maude next
night,
She rushed around like a fairy white;
Peeped into the closet and over the floor,
To find the little cricket once more.

He was not to be seen in any place,
So Maude lay down with a mournful face;
When, under her crib, a voice piped clear—
"Creak, creakety, creak! I'm here, I'm
here!"

Then Maudie screamed with surprised delight;
 And she always believed, from that very night,
 That crickets can hear when little girls speak,
 And mean a great deal by their "Creak, creak, creak!"

LANGUAGE LESSON.—*Let pupils fill blanks in the statements given below, using in each, one of the following words: shrill, loud, quiet.*

The cricket's chirp is shrill.
 It sounds quite quiet in the night.
 Then the house is loud.

Let pupils unite these three statements, using the words for and and, omitting unnecessary words.

ARTICULATION EXERCISE.

Drill pupils carefully in pronouncing ess in the following words.

restless	hopeless	fondness	trackless
fairness	gladness	goodness	homeless

MAXIM FOR MEMORIZING.

"If wisdom's ways you'd wisely seek,
 Five things observe with care:
 Of whom you speak, to whom you speak,
 And how, and when, and where."

LESSON XX.

al'so	söl'id	tóngue	nō'tice
<i>ambien</i>	<i>solida</i>	<i>lengua</i>	<i>mira</i>
X a'ble	bārbs	X weight	X in'seets
<i>hablar</i>	<i>lingueta</i>	<i>peso</i>	<i>insector</i>
shôrt	ā'eörn	inch'ēs	X strik'ing
<i>corral</i>	<i>bellita</i>	<i>huigadar</i>	<i>golpeando</i>
spēār	wood'pēek ēr	ā'gainst'	X eling'ing
<i>lanza</i>	<i>carpintero</i>	<i>contra</i>	<i>colgandose.</i>
		(genst)	

THE WOODPECKER.

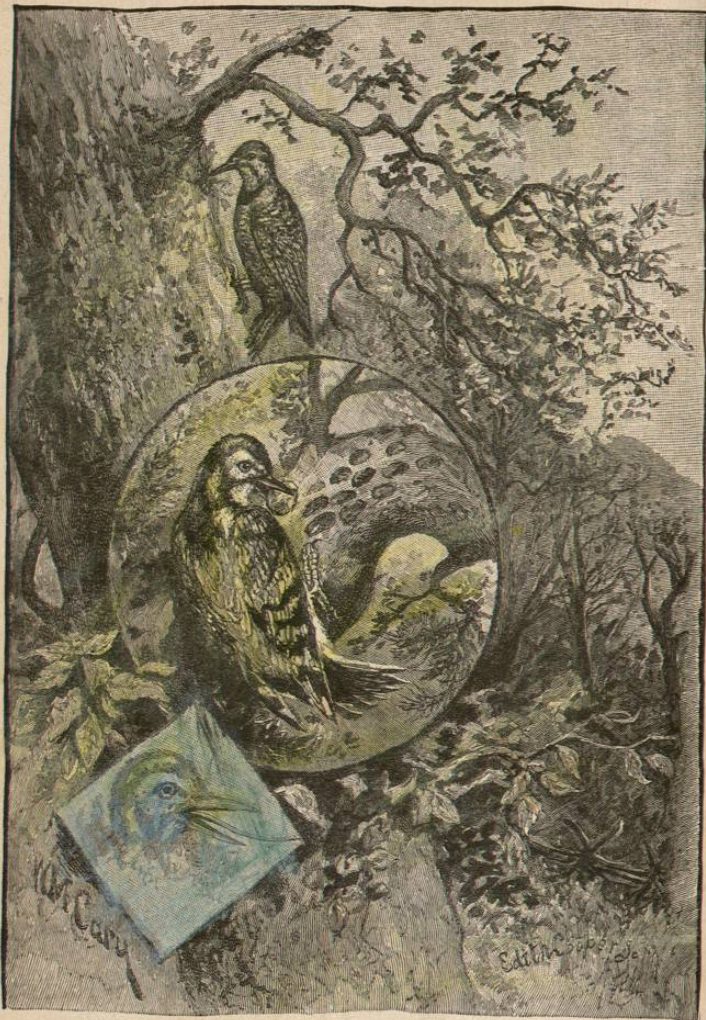
Stop! Look at the trunk of that tree! Do you see that bird clinging to the bark? Let us watch him for a few minutes, and see what he is about.

Listen! Do you hear a noise—peck, peck, peck? Can you tell where the noise comes from, and how it is made?

Yes, the noise is made by the bird. He is striking his bill against the tree. Tap, tap, tap—the sounds come quickly one after another.

Do you know why he pecks the tree in that way? Can it be in play? Look! He seems to be trying to make a hole in the tree.

That bird is a woodpecker. Notice his straight bill, and how he cuts away the bark and the wood with it.



Now look at his feet! He has two pairs of toes on each foot—one pair before, and one pair behind.

noticia
Notice, also, his tail. How short and stiff it is, and how he puts it against the tree, and seems to sit on it while he works.

The bill of this bird is a neat little bone pickax, sharp at the end, and at the sides, too, and hard enough to make a hole in solid wood.

The woodpecker feeds on insects and small worms, and the kinds he likes best, live in trees. Sometimes they are in the bark, and sometimes in the hard wood. These insects do great harm to the trees.

The woodpecker seems to know in just what kind of trees the insects and grubs live, and just where they are to be found, for he never makes a hole in any other trees or in any other places.

Sometimes many holes are made in the same tree, but that is because there are many insects in it.

The woodpecker not only carries a pickax, which he knows how to use better than we do; but he also carries a spear, and in his mouth, too.

It is a long spear for such a little bird; and though one end of it is fastened, so that it can not get away, he can throw the other end out more than two inches beyond the point of his bill.

The end that he throws out is slightly bent and sharp, and has little hooks, or barbs, on its edges, like a fishhook, only a fishhook has but one barb on it.

Notice the picture of a woodpecker's head, showing the bill like a pickax, and the spearlike tongue run a long way out.

This tongue saves the bird much hard work. As soon as an opening is made to the insect's home, the tongue darts in and spears the insect, as a man spears a fish.

The tongue is then drawn back into the mouth, bringing the insect with it, for the barbs will not let it get off.

The woodpecker can run up and down and hop about the trunks of trees, as easily as other birds can on the branches.

How can he do this? Birds hold on to the trees by their feet. What is there about this bird's feet, that he should be able to hold on better than other birds? Are they not like other birds' feet?

Not quite. Most birds have three toes in front and one behind. This bird has two toes in front and two behind, and they are large and strong, and the claws are sharp and hooked like a cat's. This helps him to hold firmly to the trees while pecking for grubs.

Again, notice once more the tail. It is not long, but the ends of the feathers are short and stiff, and sharp enough to fasten into the tree.

When the bird rests the end of his tail against a tree, it serves as a prop, and he can bear his weight on it, while he clings to the tree with his feet, and gives hard blows with his bill.

The woodpecker does not make a nest like other birds. He burrows in trees. With his little bone pick he digs a

hole in a tree, which serves him for a nest.

In some parts of this country there is a kind of woodpecker that makes little holes in the trunks and branches of trees just large enough to hold acorns.

When several holes are ready, he flies off to some place where acorns are plenty, and taking one in his bill, he returns to the tree, and firmly fixes it in one of the holes.

He keeps doing this until, sometimes, two or three hundred holes, each having an acorn in it, are on a single branch of a tree. When winter comes, the woodpecker uses these acorns for his food.

Woodpeckers, and all other birds having the same kind of feet that they have, are called climbers, or climbing birds.

LANGUAGE LESSON.—*Let pupils write six statements each containing one of the following words: long, longer, longest; happy, happier, happiest.*

LESSON XXI.

X sīrē	hēav'ən	ōr'an gēs	wēl'eomē
<i>padre</i>	<i>cielo</i>	<i>noronjal</i>	<i>men uerido</i>
grānt	wōr'thŷ	min'ēr al	Frēd'ēr iek
<i>conceder</i>	<i>digno</i>	<i>mineral</i>	
X vil'lagē	Prūs'sia	king'dòm	vēg'e tā blē
<i>aldeia</i>	<i>Russia</i>	<i>reinado</i>	<i>vegetal</i>



A KING AND THREE KINGDOMS.

King Frederick of Prussia was once traveling through his kingdom, and came to a pretty village, where he was to stay an hour or two.

The people of the village were greatly pleased to have a visit from their king, and had done many things to make his stay pleasant and agreeable.

The school children sang songs of welcome, and threw flowers in his pathway.

The king visited the school and was pleased to see how well the children knew their lessons.

After a time he turned to the teacher, and said he would like to ask the children a few questions.

On a table near by, stood a large dish of oranges.

The king took up one of the oranges, and said, "To what kingdom does this belong, children?"

"To the vegetable kingdom," replied one of the little girls.

"And to what kingdom does this belong?" said he, as he took from his pocket a piece of gold money.

"To the mineral kingdom," she answered.

"And to what kingdom, then, do I

belong, my child?" he asked, thinking, of course, she would answer "To the animal kingdom."

The little girl did not know what answer to make. She feared it would not seem just right to say to a king that he belonged to the animal kingdom, and she was puzzled how to reply.

"Well," said the good king, "can you not answer that question, my little lady?"

The kind words and gentle look of the king, gave the little girl courage to speak the thoughts that were in her mind, and looking up into his face, she replied, "To the kingdom of Heaven, sire."

The king placed his hand upon her head. A tear stood in his eye. He was deeply moved by her childish words, and said, "God grant that I may be found worthy of that kingdom!"

LANGUAGE LESSON.—Let pupils write six statements, using in each, one of the following forms: *eager, more eager, most eager; gentle, more gentle (or gentler), most gentle (or gentlest).*

LESSON XXII.

heat gown in vit' ed choic' est
 tend pār' don pār haps' side' walk
 vines wrapped be neath' eät' er pil lar

hardonde entra el
abaja
guardar
vivas
guala
hardon
envolvio abajo
convidado
guiso
abaja
escogidos
acera
aruga

WHO WAS SHE?

I was going down the walk,
 So pleasant, cool, and shady;
 Right in the middle of the path
 I met a little lady.

I made to her my sweetest bow;
 She only walked on faster.
 I smiled, and said "Good morning, ma'am!"
 The moment that I passed her.

She never noticed me at all;
 I really felt quite slighted.
 I thought, "I'll follow you, I will,
 Altho' I'm not invited."

Perhaps you think me very rude;
 But then, she looked so funny—
 From head to foot all dressed in fur,
 This summer day so sunny.

She didn't mind the heat at all,
 But wrapped the fur around her,
 And hurried on, as if to say,
 "I'll tend to my own gown, sir!"

bata

"and I've taken a long drive in a sledge drawn by a reindeer."

"Where?" inquired Frank.

"In the far north, in a country called Lapland, where the people live in curious little huts, and dress mostly in the skins of reindeer," replied Uncle George.

"O do tell me about your visit there," said Frank, earnestly.

"Well," said Uncle George, "when I first reached Lapland, I visited some of the people, and learned much about them.

"They are smaller than the people of this country. They make the skins of reindeer into hats, coats, boots, beds, and many other things.

"They use the reindeer to draw them about from place to place on their sledges, and they also eat his flesh.

"It is always very cold and dreary in that country, and snow covers the ground for nearly all the year.

"The people I visited were very kind. They set out a dinner of black-looking bread and reindeer meat, both

of which I found very good, and enjoyed eating.

"After dinner I made ready for a reindeer drive. I put on a heavy coat of reindeer skin and my fur-lined boots.

"The sledges are shaped very much like boats. They are about five feet long, one foot deep, and one and a half feet wide.

"In riding, you sit upright against the backboard, with your legs stretched out on the bottom.

"The only harness a reindeer has, is a collar of reindeer skin and a rope. The rope passes under the body of the deer, between the legs, and is fastened to the front of the sledge.

"He is driven by a single rein, fixed to the left horn, and passing over the back to the right hand of the driver.

"When all was ready, I seated myself, took proper hold of the rein, and started.

"The deer gave a leap, dashed around the corner of the hut, and ran down the hill.

"I tried to catch my breath and to

keep my place, as the sledge, bounding from side to side, went flying over the snow; but I could not do it.

"In a moment I found myself rolling in the loose snow, with the sledge, bottom upward, beside me.

"The deer was standing still, with a look of stupid surprise on his face.

"I got up, shook myself, turned the sledge over, and began again.

"Off we went like the wind, down the hill, the snow flying in my face and nearly blinding me.

"My sledge made great leaps, bounding from side to side, until I suddenly found myself off the road, out of the sledge, and deep in the snow.

"I was choked and nearly blinded, and had small snowdrifts in my sleeves and pockets.

"But I brushed the snow off and took a fresh start.

"I came near being thrown out again as I flew down the hill below the hut; but, I found that I could keep my place, and began to enjoy it.

"My deer now dashed away much faster than before. I was alone on the track.

^{campes} "In the gray Arctic twilight, my sledge was gliding swiftly over the snow, with the low huts I had left behind me scarcely seen in the distance. ^{apenas}

"I drove on, mile after mile, enjoying very much my first reindeer drive in Lapland." ^{condicin}

LANGUAGE LESSON.—*Let pupils give answers, whether oral or written, in complete statements.*

- Where does the reindeer live?
 For what do the Laplanders use him?
 What does a sledge look like?
 What kind of harness do they use?
 What use do they make of the reindeer's flesh?
 What do they make from his skin?

Let pupils unite the answers to the first two and the last two statements.

MAXIM FOR MEMORIZING.

"A good name is rather to be chosen than great riches."

LESSON XXIV.

eoil	för' est	se eüre'	in elösed'
^{enredas} edge	^{monte} eör ral'	^{seguro} bláz' ing	^{cerrado} strüg' gles
^{origen} eö' eöa	^{corral} pris' on	^{brillando} fü' ri öüs	^{luchas} sür round'
^{coco} flämes	^{prision} en tice'	^{furioso} träm' ples	^{rodaban} thém sélves'
^{flamar}	^{indicia}	^{puñadas fuertes}	^{ellos mismos}

CATCHING WILD ELEPHANTS.

In India, when the people wish to catch wild elephants, they choose a place at the edge of the forest, ^{escogen} and make a fence round it, each post in the fence being the trunk of a tree.

Sometimes the space inclosed is so great that the fence ^{espacio} reaches for several miles. The space ^{extendiendo} inside the fence is called a corral. ^{interior}

There are openings left in the fence, through which the elephants may rush ^{aberturas} when driven toward them. ^{arrojarse}

When the corral has been made ready, the hunters surround the elephants and make blazing lights to frighten them. ^{rodaban}

The flames seem a long way off at first; but they come nearer and nearer, until the poor elephants see fires on all sides of them but one. ^{auslan} ^{luzes}