FIRST LESSONS
IN
NATURAL
HISTORY
AND
LANGUAGE.

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FIRST LESSONS

IN

NATURAL HISTORY AND LANGUAGE

PATTY
*ENTERTAINING AND INSTRUCTIVE
LESSONS IN NATURAL HISTORY AND LANGUAGE
FOR PRIMARY AND GRAMMAR SCHOOLS*

BY

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PREFACE.

THE subject-matter of these lessons is intended to furnish an elementary course in natural history. Pictures of the most common birds, quadrupeds, etc., are given, and attention called to their characteristic differences in form, habits, and adaptation to certain modes of life.

In all cases where it is possible, the study of the pictures should be supplemented by an examination of the animal or of its characteristic parts. Thus pupils may be required to examine the feet and teeth of the cat and dog; and the feet and bills of ducks, hens, geese, and turkeys may be brought to the school-room for examination.

These lessons, however, do not profess to teach the science of natural history; but it is hoped that a basis of facts may be obtained which will enable pupils, at a proper time, to understand the classifications of science.

The exercises are so arranged that every teacher may use her discretion in determining how much to require of pupils. The aid given by direct questions is intended to guide the pupils in their study of the pictures, by calling attention to the points of resemblance and difference, on which all knowledge depends.

These lessons are in no sense connected with grammar, except so far as they increase the vocabulary of the pupil,

and accustom him to tell what he knows. It is intended to follow out the method by which the pupil has acquired his present use of language, and enable him, as soon as he is able, to express his thoughts in writing. This, of course, will make the exercise a lesson in spelling, the use of capitals, punctuation, and the construction of sentences.

No rules are given—the object being to train the pupil, by abundant systematic practice, to correct expression.

In the oral exercises, it is recommended that errors in construction be submitted to the class for correction, by what has been happily called the “vernacular instinct.”

The intention is to accustom pupils to correct expression, by placing before them objects of interest; and then, in a series of questions, to cultivate habits of observation and discrimination. The words used by the pupils will thus be the representatives of ideas already acquired, and the sentences will be constructed under the guidance, and subject to the friendly criticism of the teacher.

The lessons in Part I. may be oral or written, or both. In the oral lessons, let answers to the questions be given in complete sentences, and as soon as pupils are able, they should be required to *write* what they have said in the oral lesson—attention being given to legible writing, correct spelling, and use of capitals, and the proper punctuation mark at the end of the sentence.

The first steps in composition here presented are essential to a regular and systematic course; requiring, indeed, little in the matter of expression, but enough to give the pupil facility in the ordinary forms of simple sentences.

The second step—that of combining the simple sentences by the use of proper connectives, and thus forming com-

pound and complex sentences—will greatly increase the powers of expression, and lead, under proper guidance and criticism, to more exact and graceful forms.

In Part II., the writing out of what has been read, by the aid of suggestive words, leaves still more freedom to the pupil in the choice of different forms of expression.

It will be observed that, in all these exercises, the pupil is furnished with the material of thought, and guided in the arrangement. This, however, by no means detracts from the merits of the performance as a composition. Indeed, what has made the school exercise of composition so irksome to pupils, and so unsatisfactory to teachers, is that there has been no division of the difficulties—the pupils being required to take a subject, furnish the thought, arrange it, and express it in the same exercise.

It cannot be too deeply impressed on the mind of the teacher that pupils should be thoroughly acquainted with a subject before they are required to write upon it. Any lack of knowledge will be sure to reveal itself in confused and obscure expression, defeating the very purpose for which the exercise is intended. Pupils should not be encouraged to speak or write about what they know little or nothing. Talking and writing should be to express ideas; and this can be done clearly and systematically only when the ideas of the speaker or writer are clear and well-defined. Every exercise in writing, therefore, should be preceded by an oral exercise.

In accordance with the plan of instruction, the “Lessons” are bound separately for the use of pupils, and the “Manual and Lessons” are bound together for use by teachers. Teachers will thus have, in convenient form, all that is

given to the pupils, accompanied by a key, enabling them to compare and correct exercises with facility.

The illustrative anecdotes given in the Manual are intended to show the different degrees of intelligence of different animals, and their peculiar instincts. It will be observed that, though the imagination is appealed to in these anecdotes and stories—by assigning to animals human motives, and giving them the power of speech—they are yet strictly what they profess to be, illustrative of the instincts and habits of the various classes of animals.

In using the stories in the Manual as material for composition, it is recommended that they be, first, slowly and distinctly *read* by the teacher. Then it would be well for the teacher to *tell* the story, varying the language, so that the pupil's attention may be directed rather to the *ideas* than to the expression. After this, let one or two of the pupils tell the story in the hearing of the class.

By this time, the pupils will have become so familiar with the story which they have heard read and repeated several times, but in different language, that the writing will become simply an exercise in expression.

It may be well, when pupils have acquired some facility in writing, occasionally to give the picture alone, and thus cultivate their imagination by requiring them to write such a description as it suggests. This will throw pupils almost wholly on their own resources, and it will not be surprising if some of them read the pictures with considerable skill. Their success is not to be judged by the accuracy with which they follow the stories in the Manual. Their conception of a picture may differ entirely from that which it was made to illustrate. No two persons will read the same

picture alike, and it should be regarded as a success when the pupil expresses *his* idea of it with clearness.

The above are some of the methods in which these stories and pictures may be used. It is, however, by no means supposed that these are the only methods; and we shall be glad to learn that ingenious teachers have made use of the material we have furnished, so as to obtain results beyond what is contemplated in our suggestions.

THE FARM-YARD.

LESSONS

IN

NATURAL HISTORY AND LANGUAGE.

PART I.

LESSON I.

THE BIRDS IN THE POULTRY-YARD.

1. What kinds of birds do you see in the picture?
2. What are all birds covered with?
3. What kind of an animal is a bird?
4. Is any other animal except a bird covered with feathers?
5. Of what use are the feathers to the bird?

LESSON II.

WHERE BIRDS LIVE.

1. How many wings has each bird in the picture?
2. Which birds in the picture can fly best?
3. Where do birds that can fly well live a good deal of the time?
4. Which birds in the picture can swim best?
5. Where do they spend a good deal of their time?
6. What do the hens, the turkeys, and the guinea-fowl hardly ever do?
7. Then where do these birds live most of the time?

LESSON III.

THE VOICES OF BIRDS.

1. What does the hen do after she has laid an egg?
 2. What does the hen do to call her chickens?
 3. What does the rooster do very early in the morning?
 4. What does he do with his wings when he crows?
 5. What does the duck do when he talks?
 6. What does the turkey do when he talks?
 7. When the goose is angry, what does he do?
 8. What does the dove do when he calls his mate?
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LESSON IV.

THE POULTRY-YARD.

1. What do you see on the roof of the stable in the picture?
2. How many doves are on the ground?
3. What do those on the ground seem to be doing?
4. What is the place called where the doves sleep and have their nests?
5. What do you see on the duck-pond?
6. How many ducks are there on the shore?
7. How many ducks on the pond have their heads under water?
8. What do you think they are trying to do?
9. How many geese are standing near the shore?
10. What do you think the one with his neck stretched out is doing?
11. What do you think the turkey that has his feathers puffed out is doing?
12. How many hens and chickens are there in the yard?
13. What do you see near one of the hens?
14. What is there on the top of one of the hen-coops?

LESSON V.

THE HEN.

THE HEN.

1. What is this a picture of? 2. How do we know that the hen is a bird? 3. What does the hen do to the ground with her toes or claws, and what does she pick up?
4. What does she lay, and what does she hatch from them?
5. When the chickens are young, do they keep close to the old hen, or go far away from her? 6. If they wander away, what does the old hen do to call them back?
7. When the old hen scratches the ground, what do the

little chickens do? 8. Does she take her chickens to the water? 9. Why not? 10. Are her toes joined together so that she can swim well? 11. When she pushes her foot against the water, why does the water run through between her toes? 12. When the old hen sits down, what do the little chickens do? 13. What do they do this for?

LESSON VI.

THE HEN'S FOOT.

1. What is this a picture of? 2. How many toes has

HEN'S FOOT.

the hen on each foot. 3. Where are three of them? 4. Where is the fourth one? 5. Which is the higher up on the leg, the hind toe or the front ones? 6. Which is the shortest toe of the four? 7. When the hen walks, what part of the hind toe touches

the ground? 8. When the hen places her foot on the ground, what do the front toes do? 9. When she lifts her

foot, what do the toes do, and how do they lie? 10. What is on the bottom of her foot? 11. What are there also on the under side of each toe? 12. Is the skin on these pads thin and smooth, or thick and rough? 13. When the hen roosts on the limb of a tree, what do these pads do? 14. What do we sometimes call the hen's toes? 15. Which one of the front toes is longer than any one of the others?

LESSON VII.

THE STRUCTURE AND USES OF THE HEN'S TOES.

1. What are there in the hen's toes like our fingers and toes? 2. We can bend our fingers and toes at the joints. What can the hen do with her toes? 3. What is there at the end of each toe? 4. Is the nail thickest in that part which is joined to the toe, or near the end? 5. Our nails are rounded on the upper side. How is it with the hen's nails? 6. How does the hen's nail curve from the thickest part? 7. The under side of our nails is hollowed out. How is it with the hen's nails? 8. What does the hen use her nails for? 9. Are the hen's nails as thick and hard as our nails? 10. If they were not thicker and harder, what would happen? 11. Our nails grow. How is it with the hen's nails? 12. Our nails keep the ends of the fingers from getting bruised. How is it with the hen's nails? 13. When the hen goes to roost on the limb of a tree, or on a small pole, what does she do with her toes?

LESSON VIII.

THE DUCK.

THE DUCK.

1. What have we here? 2. How do we know that the duck, the goose, and the hen are birds? 3. Where was the hen made to live, on the water or on the land? 4. How do we know this? 5. What kind of feet do birds have that live on the water? 6. What are such feet called? 7. What is the only bird in the poultry-yard that has feet like the duck's feet? 8. How are the front toes of both these birds joined together, and what does this show they were made to do? 9. What does the hen do with her feet to find worms? 10. Then what can we call hens? 11. Can the duck and the goose scratch the ground well, and, if not, what can they do well? 12. Then what can we call them? 13. Are the duck's feathers thicker or thinner than the hen's? 14. Why should the duck's feathers be thicker than the hen's? 15. Why does not the water wet the duck's feathers? 16. If we take a young duck near the water, what will he do? 17. What does that show he was made to do? 18. What are very young ducks covered with? 19. What does the down do for the young duck?

LESSON IX.

THE DUCK'S BILL, THE HEN'S BILL, AND THE GOOSE'S BILL.

1. What pictures have we here? 2. Which is the longer, wider, and flatter, the duck's bill or the hen's bill? 3. Where does the hen find worms and insects? 4. Where does the duck find them? 5. Are the edges of the hen's bill smooth or rough? 6. How is it with the edges of the duck's bill? 7. What do the small, pointed knobs on the duck's bill look like? 8. Which is the wider, the goose's bill, the

DUCK'S BILL.

HEN'S BILL.

hen's bill, or the duck's bill? 9. Is the tongue of the duck thick or thin? 10. When the duck's bill gets hold of a worm, what does the tongue do? 11. Then what runs off, and what does the duck do to the worm? 12. Where does the duck very often push his bill? 13. What would happen if there was not something hard and horny at the end? 14. What does the end of the upper part of the duck's bill do to the lower? 15. Is the end

of the duck's bill sharp and pointed, or blunt? 16. How is it with the end of the hen's bill? 17. What does the duck's bill look like? 18. Are the knobs on the goose's bill larger or smaller than those on the duck's bill? 19. What does the goose eat a good deal of? 20. Then of what use may these knobs be to the goose?

GOOSE'S BILL.

LESSON X.

THE DUCK'S FOOT.

1. What is this a picture of? 2. Has the duck the same number of toes that the hen has? 3. How are the front toes of the duck joined? 4. What does the web-foot show? 5. When the duck wishes to swim on the water, what does he do with his toes and feet?

DUCK'S FOOT.

6. When the duck walks on the ground, how are his toes placed? 7. What does the foot of the duck act like in swimming? 8. When the duck lifts his foot in walking, how are his toes placed? 9. How are they placed when he brings them forward in swimming? 10. Which can walk better, the hen or the duck? 11. What can the duck do better than the hen?

LESSON XI.

THE GOOSE.

1. What have we a picture of here? 2. Which is the larger bird, the goose or the duck? 3. What kind of bodies, and what kind of feet, have both these birds? 4. What kind of birds do we know the duck and the goose to be by the shape of their bodies and the form of their feet? 5. Tell which walks better, the hen or the goose. 6. Tell which walks better, the goose or the duck. 7. How does the duck walk? 8. How do we

GOOSE.

know which of these birds spends most of the time on the water, and which on the land? 9. Tell how the hen walks, and where she spends most of her time. 10. Tell how the goose walks, and what that shows. 11. Tell how the duck walks, and what that shows. 12. Tell how and where the hen gets a part of her food. 13. Tell how and where the goose gets a part of his food. 14. Tell how and where the duck gets a part of his food.

LESSON XII.

THE TURKEY.

TURKEY.

1. What is this a picture of? 2. By what other name is he called? 3. How large is the turkey compared with the

other birds in the poultry-yard? 4. Are there any feathers on his head and on the upper part of his neck? 5. What is the head and the upper part of his neck covered with, and what is on it? 6. Where is the longest wattle? 7. Is it longer or shorter than the bill? 8. When the turkey is angry, what happens to this wattle? 9. What is there on the breast of the turkey? 10. What do they look like? 11. What does the turkey's tail look like when it is spread out? 12. How many toes has the turkey? 13. What kind of nails has the turkey? 14. How does the turkey look sometimes? 15. When the turkey feels proud what does he do, and how do his wattles look? 16. What else does he do? 17. Then what more does he do?

LESSON XIII.

THE OWL.

1. What kind of a bird is this a picture of? 2. Does he look like other birds that you have seen, or is he a very odd-looking bird? 3. How do his eyes look? 4. Where are they placed? 5. What animal's eyes do they look like? 6. Are the owl's eyes made to see best in the daytime or in the night? 7. What has the owl in the picture on the top of his head?

HORNED-OWL.

8. What part of an ox do they look like? 9. Then what may the owl in the picture be called? 10. What are there on the cat's head that look like these tufts of feathers on the owl's head? 11. Can the owl move these feathers back and forth as the cat moves her ears? 12. What noise does the horned-owl make in the woods at night? 13. Are the wings of the horned-owl in the picture large or small? 14. The owl's feathers are soft and downy. Does he make much noise in flying?

LESSON XIV.

WHAT A BIRD HAS.

HEAD OF A BIRD.

1. What is this a picture of? 2. What are the different parts of a bird? 3. On what part of the head do most birds have their eyes? 4. Near what part of the sides of the head are they placed? 5. What then can a bird do that we cannot do? 6. Tell where the ears of most birds are. 7. What are the openings of the ears almost always covered with? 8. Our nostrils are the holes in the nose. Tell where the bird's nostrils are. 9. What are the upper and lower parts of the bill of the bird? 10. Which of our jaws can we move up and down? 11. Which jaw can the bird move up and down?

LESSON XV.

HEN-HAWK.

1. What is this a picture of? 2. What is the hawk's bill sometimes called? 3. What are the hawk's beak and claws shaped like? 4. Where are the hawk's eyes placed? 5. How does the hawk catch his prey? 6. Are the hawk's eyes staring, like the owl's eyes? 7. Does the owl fly high up in the air, or near the ground? 8. How does the hawk almost always fly when he is not pursuing his game? 9. When does the owl catch his game? 10. When does the hawk catch his game? 11. What do the hen-hawk and the owl steal from farmers? 12. When the hen-hawk is flying high up in the air, what noise does he make? 13. When this noise is heard, what do the guinea-fowl do? 14. What do the hens do to their chickens, and what do the chickens do? 15. What does the hen-hawk do to the poultry-yard by day? 16. What does the owl do at night? 17. What kind of birds are the owl and the hawk? 18. How do we know that the owl and the hawk are birds of prey?

HEN-HAWK.

LESSON XVI.

THE HAWK'S BILL AND THE OWL'S BILL.

HAWK'S BILL.

OWL'S BILL.

1. How do we pick up things? 2. How does the bird pick them up? 3. Does the bird have lips and teeth? 4. Then for what three things does the bird use its bill? 5. Are the hen's bill and the duck's bill almost straight, or curved? 6. Where are the hawk's bill and the owl's bill curved and hooked? 7. How does the cat catch birds and small animals? 8. What do we sometimes call these claws? 9. How does the cat hold its game when caught, and how does it tear the flesh? 10. How do the owl and the hawk catch their game? 11. When caught, how do they hold it, and what do they do with their beaks? 12. If I look on one side of an American silver half-dollar, of what bird do I see a picture? 13. Where is the eagle's bill curved and hooked? 14. What kind of bills do hawks, owls, eagles, and other birds of prey have?

LESSON XVII.

THE HAWK'S FOOT AND THE OWL'S FOOT.

1. What are these pictures of? 2. Are the nails at the

HAWK'S FOOT.

OWL'S FOOT.

ends of the toes shaped like the hen's nails? 3. Are the hawk's nails and the owl's nails much curved, and are they sharp at the ends? 4. How sharp are these claws? 5. What are the hawk's claws and the owl's claws shaped like? 6. Are the hawk's claws and the owl's claws larger and longer than the cat's claws, or smaller and shorter? 7. What do the hawk, the cat, and some kinds of owls catch with their claws? 8. On what does a hawk sit a good deal of the time? 9. Why does he choose a dead tree to perch on? 10. When sitting in this way, what is he watching for? 11. What are there under the hawk's toes? 12. Are they rough or smooth? 13. What are these rough pads for?

LESSON XVIII.

A MAN'S EYE.

MAN'S EYE.

1. What is this a picture of? 2. What kind of a spot is in the centre of the eye? 3. What is it called? 4. What does it seem to be? 5. When we go out into the sunlight, what happens to this black spot? 6. How large is it then, compared with the head of a pin? 7. When we go into a dark room, what happens to this black spot, or pupil? 8. What is the shape of it all the time? 9. What does a good deal of light do to the pupil? 10. What does a very little light do? 11. In a dark day, is the pupil larger or smaller than on a bright day?

LESSON XIX.

THE CAT'S EYES.

1. What have we here? 2. Is the pupil, or black part of these eyes, shaped as it is in our eyes? 3. What is the shape of the pupil in our eyes? 4. In the first of these pictures, how large is the pupil, and what does it cover? 5. What is its shape? 6. When do the pupils of a cat's eyes look like this? 7. Why can the cat see better than we can in the dark? 8. In the second picture, what does the pupil look like? 9. Where is it widest, and how does

it taper? 10. When do the cat's eyes look like this? 11. When the cat's pupils are of this shape, how much

EYE OF CAT.

EYE OF CAT.

light comes into her eyes? 12. Does the bright sunshine seem to trouble the cat much? 13. What does a good deal of light do to our pupils and to the cat's pupils? 14. What does a very little light do? 15. If you go into a dark room where there is a cat, how will her eyes look? 16. How do an owl's eyes look in a dark night?

LESSON XX.

OUR EYES, THE CAT'S EYES, AND THE OWL'S EYES.

1. Can we see well in the night? 2. Why can we not see well? 3. When does the cat catch most of her prey? 4. Then what kind of eyes does she need? 5. Why can the cat see better in the night than we can? 6. How are the pupils of the owl's eyes like our pupils, and what is their size? 7. When does the owl catch his prey, and what kind

of pupils does he need? 8. How do our pupils and the cat's pupils appear in the daytime? 9. In most kinds of owls what happens to the pupil in the sunshine? 10. When much light goes into the owl's eyes in the daytime, what does it do to him? 11. Because of this, where does the owl spend most of his time in the daylight? 12. What does too much light seem to do to him?

LESSON XXI.

THE CAT'S CLAWS.

1. What is there at the end of each toe in a cat's foot?

CAT'S FOOT—CLAWS OUT.

2. What part of the claws can generally be seen?

3. Where is most of the claw when the cat is at rest, and when she is walking? 4. When the cat wishes to scratch, or to seize her prey, what can she do with her claws? 5. How do they

look then? 6. How strong, how much curved, and how sharp are the cat's claws? 7. What birds have claws that look like the cat's claws? 8. What can the cat catch with her claws? 9. What can some kinds of owls catch? 10. In what way can the owls use their sharp talons? 11. Can the cat climb a tree? 12. How does she climb a tree?

LESSON XXII.

THE CAT'S FEET.

1. How many feet has the cat? 2. How many toes are

CAT'S FORE FOOT.

CAT'S HIND FOOT.

there on each of the hind feet? 3. How many toes are there on each of the fore feet? 4. Do all the toes on each of the fore feet touch the ground when the cat walks? 5. On what part of the leg is this toe placed? 6. What is this toe like? 7. What is there on the underside of each of the cat's toes, and on the bottom of her foot? 8. When the cat walks, why does she make very little noise? 9. When she goes toward her prey, how does she put her cushioned feet upon the ground? 10. Why does the cat walk slowly and carefully when she is after her prey? 11. What does the owl catch? 12. Are the owl's feathers rough and coarse, or soft and downy? 13. Does the owl make more noise in flying than the cat makes in walking? 14. What has the owl to help him move silently upon his prey? 15. Why can the cat move so silently upon her prey?

LESSON XXIII.

THE CAT'S VOICE.

1. What sounds can a cat make with her voice? 2. When a cat wants you to open the door, what does she do? 3. What does she seem to say? 4. When she feels pleased, what does she do? 5. What does she seem to say then? 6. When she calls her kittens, what sort of a noise does she make, and what does it sound like? 7. If they do not come, what will she do to them? 8. If any one treads on a cat's tail, or on her toes, what does she do?

LESSON XXIV.

THE TEETH AND THE TONGUE OF A CAT.

1. When a bird has a sharp beak, very much curved,

what do we feel pretty sure of?

2. Is it a *sure* sign? 3. What

sort of a beak has the parrot? 4.

Does the parrot eat the flesh of birds and other animals? 5. What

JAWS AND TONGUE OF CAT.

does the parrot use his curved beak for? 6. If we see an animal with sharp teeth, like the cat's, what do we feel

pretty sure of? 7. How many teeth of the cat are longer and sharper than the others? 8. Where are they placed? 9. When a cat licks your hand with her tongue, how does it feel? 10. Tell what is on the tongue that pricks and hurts a little. 11. Tell about the small horny claws, or teeth, that cover the upper side of the tongue. 12. What kind of animals are the lion and the tiger? 13. Would it be dangerous to have your hand licked by them? 14. What would their tongues do to the flesh? 15. What are the sharp curved beaks of the owl and the hawk used for? 16. Instead of a sharp curved beak, what has the cat to tear the flesh of her prey? 17. What does the cat use her horny tongue for? 18. How can we tell that an animal is made to prey on other animals? 19. How can we tell that a bird is made to prey on other birds?

PART II.

LESSON I.

THE LITTLE DUCKS AND THE WORM.

LITTLE DUCKS AND WORM.

1. One day—duck—worm—running off—fast. 2. The worm—large—fat. 3. Another duck—this—running—worm—mouth. 4. The second—wanted—piece—worm—ran—first duck. 5. Long chase—second—came—first duck—caught hold—end—worm. 6. Picture, both—pulling—tugging—worm. 7. “Let—my half,” said—second—. 8. This—duck—lazy fellow—not like—find worms—himself. 9. “I found—worm—mine,” said—first—. 10. Just then—worm broke—both—little—tumbled—backward. 11. Second—cried as—gobbled—piece—worm, because—not get—half.

LESSON II.

THE FAMILY HOMESTEAD.

THE HOMESTEAD.

1. Picture—barrel—turned—side. 2. Head—taken out—slats—nailed—opening. 3. Wood—sides—keep it—rolling—under—end—tipping. 4. Stands firm—good—coop. 5. Good home—hen—ten children. 6. Hen—outside—coop. 7. Chickens—small—between—slats—hen—not. 8. Middle slat—not nailed—barrel—sharpened—pushed—ground. 9. Upper end—above—barrel—whittled—handle. 10. Little girl—Margaret—chickens—arms.

11. Daughter—owner—poultry-yard. 12. Old hen—Hen-Pen—chicken—arms—Chicken-Little. 13. Other—Biddy. 14. Hen—ruffled—feathers—walking—coop. 15. Afraid—girl—hurt—chickens. 16. Girl—shut up—hen—chickens—coop.

LESSON III.

THE LITTLE BOY AND THE ANGRY GEESE.

LITTLE BOY AND ANGRY GESE.

1. Boy—running—because—frightened. 2. Birds—running after—geese. 3. Not ducks—larger—longer necks. 4. Geese—come up—him—not hurt. 5. Teeth. 6. Have nails—toes—no claws—cat's. 7. Geese—strike—pretty—blows—wings, but—timid birds. 8. Geese—hissing—little boy. 9. Hat—off—running—so fast. 10. If he—turn—

run after—geese—run away. 11. Afraid—geese—not dare—run after. 12. They—after him—as long—think—afraid.

LESSON IV.

THE MOTHER AND HER CHILDREN.

MOTHER AND CHILDREN.

1. Old Mother Hen—Pen—scratcher—takes—care—children. 2. Of course—hard. 3. Mother—work—feed—bring up ten. 4. Every—chickens—appetite—but—seems—know—where—find—worms. 5. Not scratch—dry

dirt. 6. Knows better—that. 7. Always—damp ground. 8. Knows—worms—large—lively. 9. Picture—giving—chickens—lesson—dirt-scratching—worm-digging. 10. Old hen—knows—by-and-by—children—scratch—themselves. 11. Two—chickens—pulled out—ground—long—fat—. 12. Old hen—hold—end—worm. 13. Telling—I suppose, not—jerk—but—pull steadily. 14. Old hen—well that—long pull—steady—that gets—worms—world.

LESSON V.

THE GRASSHOPPER.

1. While — Mother Hen - Pen — busy — angle - worms,

Chicken - Little — grasshopper — started — run after —. 2. When

—grasshopper— Chicken - Little — flew—air. 3.

Chicken - Little — often seen—mother catch—felt—that—catch this one without—help. 4. Becoming —proud—see. 5.

Thought—nice—

CHICKEN-LITTLE AND GRASSHOPPER.

catch—large grasshopper and—home—show—poultry-yard.
6. So—little feet fly—trying—keep up—grasshopper.
7. End—was that—flew—currant-bush—hid. 8. Noise
that sounded—“Chicker-ee-ee-ee.” 9. Thought—grasshop-
per—“Chicken.” 10. Made—very angry, because—felt—
longer—chicken. 11. Begun—part—feathers—top—head
—middle. 12. Made up—mind—punish—grasshopper.
13. While—about—find him—feet—at once pulled—un-
der—.

LESSON VI.

CHICKEN-LITTLE'S MISHAP.

CHICKEN-LITTLE'S MISHAP.

1. Picture shows — Chicken - Little — trouble — great.

2. Leg — caught — thread. 3. Mouth — open — peeping.
 4. Pulling—hard—trying—break—string. 5. Two—three
 — standing by — and — mouths — wide —. 6. Cackling —
 might, but who—knew—string—broken—cackling? 7. Oth-
 er—running this—that—everything—right thing. 8. Old
 rooster—hen-coop—not—all excited. 9. Hen went up—
 asked—not help—. 10. Said—might all—hold—chicken—
 pull—something—give way. 11. Shows—old hen—along
 —outspread—nine chickens running—fast—can. 12. Old
 —Mother Hen - Pen — take care — child. 13. Not stop —
 cackle, but — big foot — thread — broke — sensible hen.
 14. Old—clucked sharply—. 15. Limped—close—mother
 —walked away—fast—something—happen by-and-by.

LESSON VII.

FAMILY TROUBLES.

BILL TEST.

1. Owner — poultry-yard — wanted — ducks, so — duck's
 eggs—old hen—hatch. 2. Days after—hatched—began—
 feel—something wrong—chickens. 3. Found—went by—
 puddle — water — chickens — jump — seem — much pleased.
 4. Brought—ten—rooster—asked—see—tell—ducks—chick-
 ens. 5. Told—rooster—not going—worry—cluck—hoarse
 —other folks' children, not—know—thought—did. 6. Only
 —other day—eating—polliwigs—mud-puddle! 7. Rooster
 — told — best — calm. 8. "Excited," he said, "— meant —
 tadpoles—*polliwigs*." 9. Called—little fellows—told—open

BILL TEST.

—mouth. 10. Picture—little duck—mouth open—rooster
—looking—carefully—bill. 11. Number—hens—standing
—near—rooster—say. 12. Much puzzled—not sure.
13. “Bills look—think—like—clam-shells—very small—sea-
shore. 14. If—new kind—chickens,—ought—called Clam-
Bills.”

LESSON VIII.

THE WATER TEST.

1. Hens—not satisfied;—felt sure—some way—telling
whether—ducks—chickens. 2. Told—rooster—mother—
very bad—something—done. 3. Do all—could, but—

• WATER TEST.

thought—best way—kill—whole lot—begin again. 4. Hen—tossed—another hen—“just like—rooster? 5. Suppose—things—turn out—chickens—how—mother feel—dead?” 6. Sighed—looked—rooster—each other. 7. “Heigh-ho!—rooster—things—not—used—be—when—young. 8. Then—rooster—hen—chickens—not—have—shovel! 9. Rooster—tail”—looked behind—long feathers—own tail. 10. Hen—good plan—little fellows—water-pan—yard. 11. “True,” said—, “look—feet, and if—toes joined—young things want—water, that—settle—.” 12. Picture—whole company—pan—water. 13. On being told—good-natured—fellows turned over—back—up—feet;—webbed. 14. Others—water. 15. “Told—so,” said the hen, “—proves;—ducks.”

LESSON IX.

THE WADDLE TEST.

1. Most—hens—thought—proved—little fellows—ducks. 2. Old Mother Kedarcut said—knew—great deal—chickens, because—none—own—spent—time—telling mothers—

WADDLE TEST.

manage—chickens. 3. True way—tell—duck—chicken—if—waddled—walked. 4. None—hens—thought—knew much—willing—please. 5. Long, straight line—poultry-yard—middle claw. 6. Mother Feather-Top—one end—another hen—middle—own place—other end. 7. Mother Kedarcut—ten little ducks—ten chickens—same age—bunch near—Mother Feather-Top. 8. Mother Feather-Top—pass along—one by one,—middle toe—line—came—middle hen—“Which!” 9. Mother Kedarcut—answer—*duck*—*chicken*—thought—waddle. 10. Old hen—one end—everything—ready. 11. Called—Feather-Top,—“say *chicken*—every one—try—put—out—can;—sure—right—time.” 12. End—*duck* nineteen—*chicken*—ended—saying—“so;—all chickens.”

LESSON X.

CHICKEN-LITTLE PUTS IN AN APPEARANCE.

1. Felt—great discovery. 2. Then—began—flap—acted

—though—going

—crow. 3. One—

young roosters—

out, “Hear!” 4.

Time—head—

much muddled. 5.

Began—up—down

—line, calling—

which, duck, chick-

en,—happened—no

matter—end—mid-

dle. 6. While—

squatted down—

middle—began—say—*which, which, which*—could. 7. When

written—words—this—WHICH, WHICH, WHICH, WHICH,

WHICH, WHICH, WHICH—end—whisper. 8. Poor—crazy—

through. 9. Turned—side, stretched—drew—legs—dou-

bled—toes—gone! 10. Plan—telling ducks—chickens—

waddling—walked—too much. 11. Hens—long ago—left

—gone—work. 12. Scattered here—there—very busy.

13. Chicken-Little—top—hen-coop. 14. Older—larger—

leg entangled—not think—wiser. 15. Grows large—proud.

16. Ashamed—close—mother—time. 17. Long steps—

rooster—hold—head—high—important. 18. Likes—hear—

crow,—crow himself.

CHICKEN-LITTLE.

LESSON XI.

THE DANGER AND THE RESCUE.

1. After—up—hen-coop—thought—practise—crowing.
 2. Stretched out—rooster do—flapped—queer—noise. 3. Not sound much—crowing. 4. Loud—Chicken-Little.
 5. Jumped down—heap—straw—eel-grass—corner—yard. 6. Scratched—while—pile—few worms—seeds—ate. 7. Hold—long piece—eel-grass—tried—swallow. 8. Grows—strips—long—narrow. 9. Not see—strip—double—loop—end. 10. Almost down—loop—slipped below—under-side—bill—could not—up—down. 11. Finding—choking—ran out—yard. 12. Hens—up—help—rest—mother. 13. Saw—trouble was—hold—loop—bill—pulled out. 14. Right again. 15. Mother—sternly—moment—punished—. 16. Seven—eight—pecks—hard—top—head. 17. Right. 18. Picture—Chicken-Little—head down—meek. 19. Tears—rolling—cheeks. 20. One—hens—heard—try—crow—said—thought—tarry somewhere—feathers—grown. 21. Too sorry—angry—insult. 22. To—punished—mother—laughed at—old hen,—too much.

DANGER AND RESCUE.

LESSON XII.

SOMETHING VERY STRANGE.

SOMETHING STRANGE—HEN IN A FIT.

1. All—time—Mother Kedarcut—lying—claws—curled up. 2. Somebody—poultry—old hen—dead. 3. All—up—stood round—looking—sorry. 4. “Pip,” said one. 5. “*Blind staggers*,”—another. 6. “Poor old—studied—waddle question—hard—dead,”—third. 7. This picture—one leg—out—claws—that leg—straight. 8. While—hens—looking—little ducks—near—began—poke round—hen. 9. Thought—dead;—at once—out—one foot—over—duck. 10. Out—other—another duck. 11. Began—kick—fast—hardly see; seemed—fly. 12. “Why,”—rooster, “hen—dead—kicking!” 13. Pretty soon—sat up—strange, buz-

zing, clicking—heard. 14. Shortly—out—mouth—words:
WHICH, WHICH, WHICH, WHICH, WHICH, WHICH, WHICH, first
—whisper—very loud. 15. “Strange things to-day,”—
rooster—sternly—hens. 16. “Know now—happens—hen
—no chickens—own, when—meddles—other—chickens!”

LESSON XIII.

THE GREAT SHIPWRECK ON THE DUCK-POND.

SHIPWRECK ON DUCK-POND.

1. One—chicken—make—deal—trouble—poultry-yard;
two—kind—chickens—same brood—make—four—much

trouble as—. 2. Picture—chickens—board—side—pond.
 3. Wind—howling—waves roaring. 4. Chickens—wrecked,
 and—danger. 5. Trouble—about—way. 6. Old Mother
 Hen—Pen—and—ten children—near—pond—food. 7. End
 —board—rested—shore—other end—floating—water.
 8. Miss Biddy—kernel—corn—lying—board—ran—get it.
 9. Kernel—large—Biddy's—small. 10. While—trying—
 swallow—corn, Chicken—Little—her and ran—get—away—
 Biddy. 11. They—first—side—and then—other. 12. Shore
 end—loosened, and—slid—water. 13. Chickens—now—
 raging—duck-pond. 14. Old hen—seen—danger—rushing
 —outspread—away—pond. 15. After help—save—child-
 dren—drowning. 16. Thought—go—rooster first.

LESSON XIV.

COME AND HELP!

1. Picture—hen—talking—rooster. 2. Hens—chickens—
 together—hear—Mother Hen—Pen—story. 3. When—near
 —rooster—standing—hen-coop—crowing—busily,—stopped
 politely—hear—hen—say. 4. Screamed out—children—
 drowning—asked—if—heart not—help save—children—
 watery grave—bottom—pond. 5. Rooster—lazily—pond—
 and—most likely—if—drowned—float. 6. No—alarm.
 7. No doubt—everything—come—right—wind—drive—
 corpses ashore. 8. All the hens—“Shame”—one—hen—
 “All alike. 9. Spurs—bird's—and—long feathers—tail—
 and—what—get! 10. Crow and—big, but—heard—

THE HEN'S APPEAL.

rooster—cared—chickens? 11. I wish *I*—ten pounds.
 12. Hens looked—if—hustle—peck—. 13. If—had—hen-
 pecked all over. 14. Rooster—loftily—hen, and said—think
 —matter over,—see—best—done. 15. Time—gobbler—
 gander, and—rest—poultry—near—hear—going on.

LESSON XV.

THEY FORM A PLAN.

1. Picture—old gobbler—old gander—all—poultry—
 going—pond. 2. Old Mother Hen—Pen—way. 3. Much
 excited, and—feathers—ruffled—. 4. Walking—single
 file. 5. Next—old hen—old gobbler—duck,—gander.

6. Rooster—behind—. 7. Behind—
 rooster—hens—chickens. 8. Wrecked
 —saved! 9. Little while—confu-
 sion, and everybody—somebody—
 something. 10. Now—plan! 11.
 Old gobbler,—gander, and
 —duck—plan apiece, and—
 going—save—chickens.
 12. Old gobbler—
 long — and —
 wade —

THEY FORM A PLAN.

deep water. 13.
 Old gander—duck
 —old sailors, and
 —course know—
 people — drowning.
 14. Way down—wa-
 ter—young hen—an-
 other, “See—turkey—
 feet—three-tined hay-
 forks!” 15. “Yes,”—
 other,—look — “red
 legs—gander. 16. Feet—soup-ladles!” 17. Then both—

hens—looked—delicate—and then—each other. 18. That—always—way. 19. When birds—great plans—heads, great duties—perform,—feet—expect some—talk. 20. Will delicate—save chickens—drowning?

LESSON XVI.

THE TRIAL OF THE PLANS.

THE GANDER'S ADVICE.

1. Wrecked—now—middle—pond. 2. Wind—still howling—waves—roaring. 3. One—wave—rolled up—board and wet—bottoms—chickens'—. 4. That—great—dan-

ger—. 5. Old gander—gobbler—duck—shore—near—water. 6. If—chickens—Europe, or—other—off place,—looks—come down—see—off. 7. Now—one—say, “Nonsense,—cannot—Europe—duck-pond.” 8. Person—not—things. 9. Can go—Europe—enough—pond. 10. Way—pond—larger. 11. Other—bring Europe—pond. 12. Gander tried—plan—save—. 13. Screamed out, “Spread——wings——and——shore.” 14. See standing—foot—other—pushed forward. 15. Wind—blowing—hard. 16. Thought—make—trumpet—foot, and—voice go—that. 17. Wanted—sure—making—hear, but—leg—not long—reach—mouth. 18. Chickens—not flap—and rise up—water, as—thought—would.

LESSON XVII.

STICK TO THE BOARD!

1. Course—trouble—not hear. 2. Wind—strong—speaking - trumpet—not work. 3. Then—gobbler—plan. 4. “Jump——ship——wade——shore.” 5. Voice—hoarse—sounded—water—jug—turn—bottom side up. 6. Thought—way—sea-captains—storm;—chickens—not jump. 7. Duck—plan. 8. “Dive——water——swim——land!”—not dive—swim. 9. Hen—crazy. 10. Knew—such plans—not save—watery grave—because—no wings—fly—legs—short—not swim. 11. So—sensible—shouted—top—“Stick—if—jump—I—.” 12. Rest—said—not heard, for—wind—hard—then. 13. Moment—ship—loud crash—shore—rocks. 14. Thrown—almost—feet—shock.

STICK TO THE BOARD!

15. Every timber—trembled. 16. Picture—gobbler—gander—duck—old hen. 17. Disgusted—spoiled—plans. 18. “Saved—enough—,” grumbled—gobbler, “if—fussy—hen.”

LESSON XVIII.

THE ESCAPE FROM THE WATERS.

1. Chickens—landed—wreck—not—Europe. 2. Ship—not—hurt—striking—rocks, and—declare—wretches—fighting again! 3. Lowered—heads—ruffled up—feathers—necks,—fighting—suppose, because—love—fight. 4. Glad

—say—kernel—lies—mud—bottom—pond,—not fight—more—that. 5. Dropped—way across—pond. 6. Hen—rushing—outspread—chickens—along—shore. 7. Now, some—say, “Why—man—made—show—what—hen—when—came—chickens?” 8. Course—kissed—. 9. Saved—watery grave—know. 10. Perhaps—man—made—picture—

ESCAPE FROM THE WATERS.

afraid—show—hen—kissing—chickens. 11. Perhaps—knew—would kiss—loud smack,—might wake—owner—poultry-yard, if—nap. 12. Any rate,—put—hen where—and all chickens—learn three lessons—story. 13. First lesson,—quarrel—kernel—corn. 14. Second—quarrel—water. 15. Third—not go near—water, if—not fly—swim—wade.

LESSON XIX.

THE MEMBERS OF THE FAMILY.

THE FAMILY GROUP.

1. Here—whole family. 2. Father—sitting—piazza—reading. 3. Owner—poultry-yard. 4. Mother—sitting near—sewing. 5. Bose—sitting—haunches. 6. Belongs—John. 7. John—oldest—family—talking—Bose. 8. Margaret—oldest daughter. 9. James—other son,—younger—

Margaret. 10. Bessie — youngest — family. 11. Always know James — picture, because — always — hands behind — back. 12. Tom — cat — fast asleep near — feet — mother. 13. Belongs — Bessie. 14. Trying — Tom out — romp — grass. 15. Just rolled — ball and — called Tom — run after. 16. Tom — opened one eye, but — not wish — move. 17. Kitten days — over. 18. Margaret — brought — Hen-Pen — ten chickens — lawn — front — house — show — father — mother. 19. Chicken-Little — Miss Biddy — standing — each other. 20. Older than — when — wrecked — dark waters — duck-pond, — hoped — wiser. 21. Other chickens — family — no names — best part — perhaps. 22. James — no pets. 23. Keeps near — mother. 24. Hear more — family by-and-by.

LESSON XX.

PIN-FEATHERS.

1. Picture — toad. 2. Number — chickens — standing round—. 3. Sizes — ages. 4. None — seen — toad. 5. Younger — seem — think — new kind — bird, but none — seen — bird — four legs. 6. Fly lighted — stick near—. 7. Toad's tongue — out — fly — no longer — stick. 8. One — chickens looked — through — thought — piece — lightning — come out — mouth, and — struck — fly. 9. "Oh, my!" — another, — "see — mouth?" 10. When — swallowed, — shut — eyes. 11. All chickens shut — and swallowed—. 12. Fly — tickle — throat as — went — toad — up — fore — and rubbed — stomach. 13. Every one — chickens — foot apiece — rubbed—. 14. Old

WHAT IS IT?

hen—saw—chickens—through—antics. 15. Striding—ring
—big feet—down—backs—that—not—way.

LESSON XXI.

WICKED DICK.

1. After—hen—inside—ring—lowered—head—toad—one
—eye. 2. Toad—jump. 3. So—leap. 4. Moment—raised
—head—little—toad—against—tumbled—back. 5. Hen—
curiously—instant—then—spread—flapped—. 6. “Go—,”
called out, “—nothing—toad.” 7. Scattered. 8. Picture—
toad—back—feet wriggling—air. 9. Old hen—flapping

WICKED DICK AND TOAD.

— chickens — all directions. 10. One — picture — standing apart — rest. 11. Mouth open — leg — pushed — behind — wing — that side — stretched — with — leg. 12. Gaping — “Ho, hum !” 13. That — way — saying — not care — toad. 14. Sorry — say that — worst — poultry-yard. 15. Children — Wicked Dick. 16. Not care — anything — good. 17. Come — pin-feather age, and — for chickens — best age — worst —.

LESSON XXII.

THE PERSEVERING HEN.

1. Pin-feather age — age when, if — chicken — good, — goodness — itself — time — feathers — come out. 2. If — going — bad, — evil — come out — feathers. 3. No doubt — Dick — ill-looking —. 4. Rowdy. 5. If — wore hats, Wicked Dick —

wear—side—head. 6. As—comb lops—side. 7. If—fighting—on, Wicked Dick—sure—run—see. 8. Road—ruin—fellow—. 9. Curious thing—when—young. 10. John—hen—wanted—sit—eggs. 11. Away—eggs,—that—no good. 12. Hen stuck—nest. 13. John—bricks, one—other,

PERSEVERING HEN.

—foot high—nest—left—hole—rows—bricks. 14. Old hen—
—not beaten—that way. 15. Climbed—pile—sat—hole.
16. Picture shows—hen—nest—bricks. 17. After—another
—hatched—brood—chickens,—John's—went—new brood
—began—cluck. 18. Mother hen drove—away—times—

came back—time—kept on—clucking. 19. Wicked Dick—
not—bright,—went sometimes—one—sometimes—other.

LESSON XXIII.

A PORTRAIT.

WICKED DICK.

1. Course—way—no training, poor—. 2. Not know
which—hens—mother. 3. Even know—whether—any
mother. 4. By-and-by neither—hens—own. 5. Worse—
worse. 6. Great loafer—poultry-yard,—does—manner—
evil things. 7. Evidently belongs—Shanghai,—nobody

thinks well—. 8. Here—large—Wicked Dick running—something—somebody. 9. Man—made—wanted—show—Dick looked when—doing—mean. 10. Looks—though—stealing,—afraid—somebody—after—. 11. Can see—wild eye—. 12. Feathers—not—smooth. 13. Stick out—over—. 14. Dick—never been—sand-bath. 15. Anybody—see—never prinked—feathers. 16. Always—dirty. 17. Chickens—did such things,—would—clay pipe—mouth—ago,—chewed tobacco. 18. Here—mean tricks. 19. Very often—hen-coop,—when—chicken smaller—goes by,—run out—peck—.

LESSON XXIV.

HE GOES DOWN INTO THE DARK WATERS OF THE DUCK-POND.

1. Dick's legs—long,—seems—proud—. 2. Perhaps—because—help—run away—fast after—done—trick. 3. John says—chickens—trousers, Dick would—made—small—leg,—wide—bottom. 4. One day—gander—standing—shore—duck-pond—head stretched out—water,—screaming—loudly. 5. Down—Dick—shore,—stretched—neck just as—seen—gander—. 6. Then—made—strange—indeed. 7. Suppose—meant—crow. 8. When—gander—noise,—turned savagely—. 9. Dick looked—gander—though—asking—if—not think—good crowing—young—. 10. Gander—nothing, but—nape—put—dark waters—pond. 11. Not dark—deep. 12. Struggled, but—no use,—down—went. 13. After—came—choking badly,—scrambled—shore, looking—fowl—rained on—black water. 14. Picture—

WICKED DICK'S BATH.

Dick — mouth — gander, — just before — explored — pond.
 15. All — learn — two lessons — story. 16. First — always
 — mother. 17. Second — not — Shanghai —.

LESSON XXV.

THE STORY OF THE BLUE MOUNTAINS.

1. Large picture — page 51 shows — country — poultry-yard
 — around. 2. Left — house — where — owner — yard lives.
 3. High hills — far away. 4. Blue Mountains — called — peo-
 ple — near — live — yard. 5. Rocks — foot — mountains — fox
 — sly — old — hole. 6. Right — yard — field — covered — partly
 — trees. 7. Field — small hill — picture — not show. 8. Small

THE POULTRY-YARD AND THE NEIGHBORING COUNTRY.

THE STORY OF THE BLUE MOUNTAINS.

picture—page 52—half-grown—standing—top—hill, looking—mountains—distance. 9. Name—Biddy. 10. Sister—Chicken-Little,—daughter—Hen-Pen. 11. Not far—creeping slyly—chicken. 12. Out all night—way—home. 13. Fox—lives—Blue Mountains. 14. Saw—standing—little hill—made up—mind—breakfast. 15. Bose—running—might—fox. 16. Thinking so much—chicken—not see Bose. 17. Picture—not large—show Bose—run—race.

LESSON XXVI.

LONGINGS.

1. All—see—picture took—about—time Chicken-Little—trying—hard—learn—crow. 2. Miss Biddy,—like Chicken-

Little,—tired—round—mother. 3. Able—take care—her-
self. 4. Dresses—white—blue spots. 5. Feathers—neck—
down very prettily,—look—ribbons. 6. Feathers—fore-
head—wears *banged*.

7. Many—day lately
—looked—knot-hole
—poultry—fence—
thought how happy—
should—could—reach
—Blue—over yonder.

8. There,—thinks,—
bugs—golden—worms
—long—fat,—seeds—
large—luscious. 9.

Poultry-yard—noth-
ing—scratch, scratch,
—work, work,—long,
—after all,—get—liv-

ing. 10. Blue Mountains she—only have—open—mouth,
—grasshoppers—come flying,—ask—eaten. 11. Morning—
left—wicket-gate—side—poultry-yard,—out—Biddy.

LONGINGS.

LESSON XXVII.

“NOW I AM FREE!”

1. Out went Biddy—wide, wide—. 2. “Now—free!”—
said—herself. 3. Sauntered along—side—fence—came—

knot-hole. 4. Here—stopped a moment—take—last look—dirty—poultry-yard. 5. Picture—looking through—one eye. 6. Saw—mother busy—domestic duties—usual. 7. Old Mother Hen-Pen—scratching—pile—straw—dirt. 8. Evidently—old hen—made—mind—get out—bug, worm, and seed—pile—that very day. 9. Family—fed. 10. First, out—right foot,—dirt flew. 11. Then out—left foot,—flew again. 12. Red comb—head swayed—side, keeping time—feet. 13. “Ah,” said—“mother always—drudge! 14. Never—Blue Mountains!” 15. Then—sauntered—reached—little hill. 16. Blue Mountains seemed—far off—ever. 17. This—always the way—young chickens. 18. Get something—very easily—not want—. 19. When far away,—want—much. 20. Seemed—Biddy—grasshoppers—found—way—hill—larger—fatter than any—seen—mother catch. 21. Flapped—little wings—joy—think—going—Blue Mountains.

“NOW I AM FREE!”

LESSON XXVIII.

HOW THE RACE BEGAN.

1. Way Bose began — race — fox. 2. After breakfast — went out — poultry-yard — lie down — sunshine — nap. 3. Often did —. 4. Every one — yard liked — except — gander — gobbler. 5. Very often, — Bose — along quietly — yard, — gander stretches out — long neck — hisses —. 6. If Bose

HOW THE RACE BEGAN.

stops, — gander — turn round — waddle away — fast — legs — carry —. 7. Hens like Bose, because — strange cats — chickens. 8. Chickens — so friendly — often climb — back — side — asleep. 9. Bose likes — chickens about, because — keep off — flies. 10. Picture Bose — lying down — forepaws stretched

out,—head resting—them. 11. Quite a number—chickens running about him. 12. One—back,—stretching—wings. 13. Bose—half asleep. 14. Eye—partly open. 15. Happened—look—wicket-gate—caught—glimpse—fox. 16. In an instant up jumped Bose,—ran pell-mell—gate.

LESSON XXIX.

WHAT HAPPENED IN THE POULTRY-YARD.

WHAT HAPPENED IN THE POULTRY-YARD.

1. First leap—knocked over—gobbler,—left—feet—air.
2. Old gander—, usual, walking—shore—pond. 3. Way out,

—hit—and tumbled—headlong—. 4. Excitement—poultry-yard. 5. But—Hen-Pen scratched—pile—dirt. 6. Cared nothing—gobbler. 7. Strutting up—down—yard—half—time,—showing off—fine feathers. 8. Thinking—little work,—fuss—feathers. 9. So,—on feet—on back,—cared little. 10. Not noticed—one—own children—left—yard. 11. If—,—would have—troubled. 12. Course—not spend half—counting—. 13. Too busy—. 14. Old hen—seen Biddy—knot-hole,—thought how idle—child—,—clucked—come away. 15. Not know how—notions—head—. 16. Picture—exactly—things looked—Bose left—yard.

LESSON XXX.

THE RESULT OF THE CHASE.

1. Bose—very fast,—felt sure—catch—fox. 2. Pretty soon—fox saw—stopped, then sprang—feet—started—den. 3. The fox—not—very fast, because—not much afraid—. 4. Raced—before,—knew well enough—fast Bose—run. 5. Turned—head now—then—see—getting along. 6. Worked hard,—not gain—fox. 7. Barked—whined,—not make—feet—faster. 8. Fact—,—little conceited. 9. Thought—run faster—,—mistaken. 10. Tried—race—more—twenty—,—beaten every time. 11. Another kind—catch—fox,—not know this. 12. Bose could see—inch by inch—losing ground. 13. Provoking. 14. Faster—went—faster—went. 15. At last—fox—high stone wall,—flying leap—,—never

RESULT OF THE CHASE.

touched—top stone. 16. Knew—not do that,—stopped.
 17. Climbed up—wall—get—last look. 18. Picture—Bose
 —top—wall—taking—look—fox—distance. 19. Usual,—
 lost—race.

LESSON XXXI.

BACK TO THE OLD POULTRY-YARD.

1. Bose—home—trotted slowly. 2. Felt sorry—not
 caught—fox. 3. Pretty soon—sight—hillock. 4. There—
 silly little chicken—still. 5. As—came up,—stuck out—
 stubby wings—flapped. 6. Notions—running away—still
 full. 7. Bose—soon put—end—nonsense—Blue Mountains.

8. Barked furiously—chicken. 9. Frightened—poultry-yard
—Miss Biddy—ran—all her might. 10. Half flying,—half

running—picture shows. 11. Biddy's
Mother—Bose bark,—saw—running
12. Gone wrong—something—knew.
13. Frightened chicken—rushing—lit-
tle wicket-gate, screaming—mother.
14. Back—dirty—yard—glad enough
—there. 15. So this was—end—fine
notions—Blue Mountains. 16. Grass-
hoppers—fat,—worms—large—lively
—those mountains,—but—eating—
Miss Biddy's—not. 17. As—Biddy
—near,—looked sternly—old hen—
child. 18. Not know—else happen-
ed, but they say—silly chicken's eyes
—redder—next morning—usual.

BACK TO OLD POULTRY-YARD.

CHICKEN-LITTLE.

PART III.

LESSON I.

HOW CHICKEN-LITTLE BECAME A HERO.

1. Picture—Chicken-Little—another. 2. Time—passed—swallowed—eel-grass. 3. Then—chicken, green—gawky; now—rooster—large—handsome. 4. Red comb—head,—upper part—neck—wattles—very red. 5. Farther down—green, crimson—golden—color—plumage—over—tail—graceful curve—hung—feathers—two long, shining. 6. Legs—spurs—two—curved—long—very sharp. 7. No doubt—bird—very fine looking. 8. Chicken-Little—busy—very—keeps. 9. Crows—night—number—times—one or two o'clock,—again—daylight—crows. 10. Morning—left—perch—crowed loudly. 11. Voice—weak no longer,—loud—clear—heard. 12. Crows—hens—chickens—heads—wings—pull out—gape—stretch—legs—wings. 13. One—one—jump down—roost—get ready—work—day.

LESSON II.

HIS GENEROSITY.

1. Chicken-Little—left—old pride. 2. More slowly—walks—used to—head higher. 3. Generous. 4. Finds—worm—tender—juicy insect,—not eat. 5. Takes—up—bill,—puts—down—again—again. 6. Doing this—calls

HIS GENEROSITY.

softly—hen—chicken—come—get—. 7. Runs up—hen—drops worm—looks—happy—swallow—. 8. Picture—found—worm—polite offer—hen. 9. Not quarrelsome. 10. Younger—now—sham battles—brothers. 11. Chicken-Little—Miss Biddy—quarrelled—little. 12. Remember—kernel. 13. Long ago. 14. Now—sees—fighting—two—steps up—looks sternly—. 15. If—keep on—peck—one—then—other. 16. End—battle.

LESSON III.

DANGER IS NEAR.

1. Picture—Chicken-Little—middle—yard—eye—sky.
2. Nine o'clock—bright day—summer—poultry—busy.
3. Some—sand-bath. 4. Old hen—sitting—ground,—two—

chickens—back, while others—family—seeds—near—. 5. Ducks—big—little—paddling—water—pond. 6. Old gobbler—handsome feathers—talking loudly—nothing—old gander—waddling—nibbling—blade—grass here—there. 7. Both—brave enough—any enemy—face. 8. Chicken-Little—eye fixed—hawks—air—sailing. 9. Wants—sure

DANGER IS NEAR.

—watching—poultry-yard. 10. Long way—hawk—see—so—sails—air—high up. 11. So keen—sharp—eyes—see plainly—below—going on. 12. Chicken-Little—wide circles—saw—hawks—air—every time—went round—nearer—ground—nearer. 13. Hear—plainly—“Kai, kai, kai.” 14. Felt sure—try—chicken,—loud cry—warning—gave.

LESSON IV.

THE CRY OF WARNING, AND WHAT CAME OF IT.

RESULT OF THE WARNING CRY.

1. What happened—shows—picture—poultry-yard—when—cry—warning—heard. 2. Mother's wings—running—chickens—little. 3. Hens—old—chickens—half-grown—safe place—rushing along. 4. Hens tumbling—chickens—hens. 5. Gobbler ran so fast—tripped—fell flat. 6. Lies. 7. Courage—out. 8. Look—eyes—head—out—coming. 9. Hawk—dreaded—coming. 10. Gander—not run—so flying away—fast enough—fast—can. 11. See—one way—long legs—stretched out—long neck—other. 12. Bottom—pond—diving—little ducks. 13. Webbed foot—here—

there—see—sticking out—water. 14. Old duck—frantic efforts—making—water—under—get down,—not deep enough. 15. Leg—body—part—water—above—no farther. 16. Head—mud. 17. Ducks—other—flying—away. 18. Chicken-Little—only—not afraid. 19. Every one—running—get out—way—while—eye fixed—hawks. 20. Bold bird—hawk—attack—dares.

LESSON V.

THE CAUSE OF THE TROUBLE.

CAUSE OF THE TROUBLE.

1. Picture—chickens—two—not heard—Chicken-Little—warning cry. 2. One—worm—picked up. 3. Worm—see—wriggling—mouth. 4. Other chicken—piece—worm—after—running. 5. No cry—heard—not see—hawk—dreaded. 6. Yard—clear—poultry—chickens—too—Chicken-Little—except. 7. Young chickens—just like. 8. Dan-

ger—never see—too late—avoid. 9. If—worm—quarrelled—come near—no hawk—yard. 10. One—saw—chickens—mind—made up—one—breakfast—spite—Chicken-Little. 11. Chicken-Little—not watch—hawk—drive off—chickens—same time. 12. As—looked up—see—fierce eyes—hawk—bent down—head—see—chickens. 13. Now for it—coming—thought. 14. Balanced—hawk—himself—moment—wings—swooped—down.

LESSON VI.

THE BATTLE.

THE BATTLE.

1. Chicken-Little—little way—flew up—meet—came down—hawk. 2. How—looked—met—when—shows—

picture. 3. Sharp bill—spurs—sharp—Chicken-Little. 4. Hawk—sharp beak—talons—sharp. 5. Struck—hawk—hard—spurs—Chicken-Little—feathers fly. 6. Grasp—tried—Chicken-Little—neck—hawk—sharp talons. 7. Both—ground—fighting. 8. Time—two chickens—saw—going on. 9. Worm—dropped—ran. 10. Chickens—little—trouble—get—themselves—others—danger comes—manage—way—get out—almost always—when. 11. Older heads—not make—trouble—blows—take—have to. 12. Got away—Chicken-Little—hawk—another dash—make—going to—hawk—no chance—that morning—chicken—and—not care—Chicken-Little—fight—any more. 13. Broad wings—off—spread. 14. Great victory—Bird of Prey—dreaded hen-hawk—won—Chicken-Little. 15. Owner—when—poultry—heard—warning cry—Chicken-Little—went out—matter—two boys—went out—John—James.

LESSON VII.

THE REFEREE.

1. Girls, Maggie—Bessie—out. 2. Dog—kennel—rushed—see—going on—cat—safe distance—looked on. 3. Fight—over—house—father—went. 4. Too bad—rooster—so brave—John—call—Chicken-Little. 5. Remember—Maggie—name—gave—very small. 6. “Now, Margaret,—see—done,” said—, “big rooster—call—Chicken-Little! 7. Just like—silly names—give;”—hat—pulled off—threw.

1*

—ground—force—great deal. 8. Margaret—warm day—very. 9. New name—wanted—but—not think—any. 10. Matter over—went—father—after talking—asked—give—new name—Chicken-Little. 11. Reading—chair—father—sitting. 12. Shows—picture—children stood. 13. Looked up—father—might call—Chanticleer. 14. Maggie—

THE REFEREE.

too long. 15. Either—didn't mean—anything—John. 16. "Well"—'Him of the clarion voice'—call—father. 17. Puzzled. 18. Laughed—father—not good—names—giving. 19. "Well,"—John—"thing—sure—gander—coward—perfect." 20. Father—"yes—show—white feather." 21. John—course—hasn't—white feathers—show. 22. Smiled—no more—father—but.

LESSON VIII.

THE THREE-CORNERED DUEL.

THE THREE-CORNERED DUEL.

1. Looks—though—would be—fierce fight. 2. Lowered—head—ruffled up—feathers—neck. 3. Fierce—threatening—eyes. 4. Ready—sharp spurs—anything—opposes. 5. Tom—hunched up—back,—puffed up—tail. 6. Turned—head—one side—glaring—Bose—Chicken-Little. 7. Ready—fly at—sharp teeth—sharper claws. 8. Crouching down—ready—spring—enemy. 9. Roughed up—back—along—eyes—dangerous—look. 10. Upper lip—lifted—

teeth—low growl—giving. 11. Each one—fiercer—little—both—others. 12. Morning—happened—meet—poultry-yard. 13. Hearts—anger—full—fight—going—three-cornered duel. 14. Why—fight—wish? 15. Chicken-Little—Tom, or Tom—Bose, or Bose—Chicken-Little? 16. If—Chicken-Little—Tom, why—Tom—hunch up—Bose? 17. If Tom—Bose, why—teeth—Chicken-Little? 18. If Bose—Chicken-Little, why—feathers—Tom? 19. Fight—puzzling—badly mixed.

LESSON IX.

HOW CHICKEN-LITTLE BECAME READY TO FIGHT A DUEL.

1. Morning—waked up—Chicken-Little—loud crow—gave. 2. Then—perch—came down—breakfast—yard—went out. 3. Noisier—poultry-yard—usual. 4. Old gander—loud enough—half a mile—screaming. 5. Hens—cackling—Guinea-fowl—sky—looking up—pretending—hawks—saw. 6. Uttering—screams—dreadful—know how—make. 7. Course—hens—chickens—frightened—running hither—thither—to—fro. 8. Head—noise—ache—Chicken-Little's—all. 9. Pile—straw—dirt—went—began—scratch. 10. After—found—long while—worm—one—poor—little—half starved. 11. Pleasant note—hen—called—come—eat—. 12. Came—looked sharply—hen—one eye—worm—walked away—coolly—without touching. 13. No wonder—ready—Chicken-Little—duel—fight! 14. Like fighting—felt, but—fight with? 15. Rooster—no other—yard. 16. Course—hen—rooster—no decent—would fight!

REJECTED OFFER.

17. Moment—head down—Tom—was passing,—walking slowly—yard. 18. Chance—fight—here. 19. So—head—down went—Chicken-Little's—feathers—up went—.

LESSON X.

WHAT MADE TOM, THE CAT, READY FOR A DUEL.

1. All night — out — Tom, but — not caught — mouse.
 2. Fields — go out — thought — where — see — bird — get — breakfast. 3. Birds — busy — very — singing gayly, but — way

—keep out—saw—Tom. 4. Grass—slyly
 —crept, but—could catch—not—bird. 5.
 Little cat-bird—faces—made. 6. Charm
 —then—eat—was going. 7. Instead of—
 cat-bird—being charmed—impudence—
 tail—flirt—right—face—then—tree—flew
 up—imitation—pretty good—mocked
 Tom—*miau*. 8. Course—very angry—
 Tom—made. 9. Tree—cat-bird—quick-
 ly up—went—when—where—came—
 was—cat-bird—not there. 10. While—
 climbing—Tom—tree—cat-bird—another
 tree—had flown—again—another *miau*.

TOM AND THE BIRD.

—mocking. 11. No. use—found—Tom—try—catch—birds, so—home—slowly walked. 12. Fence—crept—poultry-yard—himself—found. 13. Anger—heart—full—also ready—duel—fight. 14. Slowly along—head—down—holding—going. 15. Look up—happened—feathers *up*—saw—Chicken-Little's. 16. Tom—ready—back—*up*.

LESSON XI.

WHAT MADE BOSE READY FOR A DUEL.

BOSE AND RABBIT.

1. Two things—world—trouble—Bose. 2. Wretched fox—one—Blue Mountains—lives—other—rabbit—little—miserable—bob-tailed—down—road—lives; where—never could—Bose—find out. 3. Road—down—trotting—morn-

ing—air—fresh—enjoy—happy—felt. 4. Tail—held—little higher—usual—looked—more—ever—letter O—like. 5. Various things—thinking—when—whish!—rabbit—road—across—quicker than—“muslin”—could say. 6. Course—wall—Bose—pell-mell—went—rabbit—after. 7. Long chase—clump—bushes—disappeared—usual—rabbit. 8. Chased—Bose—rabbit—hundred times—already—lost—always. 9. Tired—vexed—angry. 10. Provoking. 11. Home—sauntered—lie down—went—poultry-yard. 12. Anything—busy thinking—hardly saw—walked along. 13. Tom—Chicken-Little—very near—happened—go. 14. Looked up—passed them—feathers—back—fur—up. 15. Something—somebody—fight—wanted. 16. Up—hair. 17. So—way—seen—came together—three—first picture.

LESSON XII.

TROUBLE IN FIGHTING THE DUEL.

1. Trouble—duel—fighting. 2. Suppose—rooster—attack Tom—drive his spurs—try—Tom's flesh. 3. Chicken-Little—thought “most likely—doing this—while—big jaws—fellow, Bose—feather—strip—body!” 4. Suppose—Tom—Chicken-Little—attack—flesh—try—tear—body. 5. “Most likely”—Tom—“Bose—fellow—big teeth—crush—bone.” 6. Suppose—Bose—Chicken-Little—attack. 7. Bose—thought—“while—mince-meat—busy—making—most likely—cat, Tom—sharp claws—skin—warm.” 8. Three-cornered duel—trouble—fighting—always. 9. Pict-

ure—man—made—Chicken-Little—Tom—Bose—row—
 put. 10. Tails—up. 11. Chicken-Little—middle. 12. Be-
 gun—feel friendly—man—look friendly—wanted. 13. Bose
 —Tom—looking—both—Chicken-Little. 14. Chicken-Lit-
 tle—one—eye—friendly—Bose—other—Tom. 15. Only

TROUBLE IN FIGHTING THE DUEL.

one—three—look two ways—once. 16. Wanted—man—
 Tom—middle—because—shorter—either—others—but—
 look odd—thought—one—Tom's eyes—loving look—giving
 —Chicken-Little—other—Bose—time—same. 17. "Hum!"
 —Bose—himself, "Tom—bad fellow—not—cat; only fault
 —will steal." 18. "Well,"—Tom, "Bose—tail—proud—
 saucy, upward curl, but—dog—only."

LESSON XIII.

BETTER THOUGHTS PREVAIL.

BETTER THOUGHTS PREVAIL.

1. Way — began — three — think. 2. Chicken-Little — thought — “fight — Tom — Bose — why?” 3. Worm — not refuse — offered them!” 4. “Chicken-Little — Bose — why — fight,” thought Tom. 5. “Because — cat-bird — tail — flirted — face — be blamed not — then insulted — *miawing* —!” 6. “Chicken-Little — Tom — why — fight — I,” thought Bose. 7. “Not in fault — got away — rabbit!” 8. End — neck-feath-

ers—Chicken-Little's—smooth. 9. Coat—Tom's bright—glossy—as before. 10. Hair—went down—back—Bose's—went up—tail. 11. Hen-coop—Chicken-Little—mounted—crow—began. 12. Short yelp—gate—jumped—gave—Bose. 13. Haunches—Tom—sat down—rooster—watched—neck—strain—crowing. 14. Ended—quarrel—most quarrels—leaving everything—beginning. 15. Satisfied—everybody—hurt—nobody. 16. Sensible—roosters, cats—dogs.

LESSON XIV.

HOW BOSE DID NOT BECOME A HERO.

BOSE IN THE DOG-CART.

1. Dog-cart—picture—harnessed—Bose. 2. Children—owner—poultry-yard—two boys—two girls—see—picture. 3. One hand—reins—whip—other—wagon—older boy—John. 4. Beside—seat—brother—Margaret—older sister.

5. John—older—place—be driver. 6. Besides,—Margaret—girl—says—John—not know—horse—manage. 7. “Now, Margaret,”—John, “—steed—harnessed,—carriage—ready. 8. If—happen—not scream—girl—hope.” 9. “Well,”—Margaret, “if—girl—not be—first—help—shout. 10. Do wish—call—Maggie.” 11. When—remembers—John—year older—sister—than—Margaret—calls. 12. Brotherly—kind—feels—calls—Maggie. 13. Mag—vex—wishes—calls. 14. Strange—John—call—not like—Margaret. 15. Why—not know. 16. Seated—James—behind—wagon—bottom—another seat—not room. 17. James—Jemmy—calls—John. 18. Shorter—name—sounds better.

LESSON XV.

THE START.

1. There—at first—trouble—Bose—harness—putting—little. 2. Not seem—wanted—understand—him. 3. Head—toward—wagon—wanted—put—tail—front—have—Bose. 4. Never do—John said. 5. Trot well—way—told Bose—not—John—besides—not look. 6. While—after—seemed—Bose—understand—wanted—stood still—good horse—like. 7. Head—tail—very high—holding—picture. 8. Proud—suppose—because—using him—horse—have harnessed—carriage. 9. Left behind—younger sister—not room—Bessie—wagon—because. 10. Next time—take—promised. 11. Started—just—carriage. 12. Know that—because—running—old gander—hen—their might—way—

THE START.

get—out of. 13. Happy—Bose—very—feels—along—road
—trotting—horses go—seen—just as.

LESSON XVI.

THE CHASE.

1. Horse — kind — well-trained — Bose — was trotting.
2. Difference was—only—looked—first—one side—then—
other—road. 3. Do—horses—never. 4. Going on—see—
wished. 5. Part—road—picture—seen—no fences. 6. Both
sides — open pasture — have — there — covered — stones —
stumps—trees—bushes—clumps. 7. Never *jump*—while
moving—carriage—John—Jemmy—told—never would—

said—Jemmy. 8. Was telling—John—Margaret—touch—never—reins—driver's—case—trouble, when, chut!—went across—rabbit—road—light—flash—like! 9. Rabbit—Bose—himself—forgot—ran—full speed—after. 10. *Bumpety-bump*—rocks—stumps of trees—went—wagon. 11. Struck

THE CHASE.

—head first—large stone—pretty soon—Jemmy—out went. 12. Not—out—jump. 13. Not to—John—promised. 14. All—might—reins—tugged—John—“Whoa!” “Pull, Maggie, pull”—shouted. 15. Not—this time—Margaret—say. 16. Pulled—pulled—John—Maggie—no use—faster

—only—went—Bose. 17. End—was—bushes—wheels—
 caught—stopped—Bose. 18. Not catch—rabbit!

LESSON XVII.

THE RETURN FROM THE HUNT.

RETURN FROM THE HUNT.

1. Poor Bose!—over—chase. 2. Behind—saw—made—
 looked—wreck. 3. Shouted—shook—clinchd fist—John
 —Bose—“See—damage—done—rascal!” 4. Not under-
 stand—word—*damage*—Bose—but—clinchd fist—angry
 voice—did understand. 5. Weighed down—tail—sorrow—
 head—weighed down. 6. Nose—end—from—tail—tip—
 to—sorrow—full. 7. *Up*—nothing—went—Bose—but—
 sorrow—great waves—eyes—pair—pleading. 8. Looked—
 eyes—Bose’s—Maggie. 9. Voice—rang—loud—clear—out.
 10. Sound—full—old pasture. 11. “At all—not—Bose; rab-

bit." 12. Went out—heart—Bose's—Maggie—went out—Bose—Maggie's. 13. Little nearer—Bose came—Maggie—little nearer—Maggie—Bose. 14. Forever—friends. 15. Dog—Bose—pitying look—voice—kind—understands—but. 16. Soft hand—curly head—Bose's—put—Maggie—humbly—Bose—looked up—wagged—tail—twice—slowly.

LESSON XVIII.

WHO IS THE HERO?

THE RETURN HOME.

1. Condition—wagon—sad. 2. In front—rear—gone—end. 3. Rim—large piece—wheels—one—broken out. 4. Spokes—left—but—hardly anything. 5. Went back—picked up—Jemmy—children—Bose. 6. Hurt—screaming

loudly—but—not much. 7. “Jump out”—said—“did—for”—John? 8. Said—“*didn’t*”—Jemmy—“jump out—*bumped* out.” 9. Large bruise—quite—forehead. 10. Handkerchief—head—children—wound—around—cut—long cane—John. 11. Home—then—started. 12. Party—way—whole—shows—picture. 13. Ahead—walking—John. 14. Angry—Bose. 15. Wagon—walking—side—Jemmy—cane—helping himself—along. 16. Walking—side—Bose—Maggie. 17. Hanging—Bose’s—head—tail—very low—very slowly—walking. 18. Trotting—like—not feel—now. 19. Hero? 20. Conquers—one—hero—who—something. 21. Not—John—temper—lost—angry—became. 22. Not—Jemmy—orders—only—obeyed—wagon—*bumped* out. 23. Not—Bose—for—rabbit—not catch. 24. Hero—this time—spell—H-E-R-O-I-N-E;—heart—somebody.

LESSON XIX.

HOW BOSE LOST HIS DINNER, AND WAS TURNED OUT OF HIS OWN HOME.

1. Picture—dog-kennel. 2. Bose—home. 3. Large—roomy—kennel. 4. Small window—upper part—front—so that—not only—inside—room—plenty of, but—well lighted—house. 5. Kennel—haunches—seated—Bose—front of—thinking—seems. 6. Road—thinking—perhaps—lives—down—that rabbit. 7. Know where—dinner—give—Bose. 8. Back and forth—front of—Bose—Tom—cat—walking—and—tail—air—high. 9. Every time—Bose—passes—soft

fur—rubs—Bose's legs. 10. Nose—Bose's—now and then—touches—tail—Tom's. 11. Nose—of course—tickles—paw—rub—puts up. 12. Sometimes—Tom's tail—end—eyes—Bose's—gets. 13. Winks hard—one side—head—a little—turns—then. 14. Thinking—busy—Tom—hardly

THE TWO FRIENDS.

sees—but—odd ways—one of—Tom's—most likely—only—thinks—showing—feels friendly. 15. Why—never understand—Bose—tail—Tom—carry—straight up—strange way. 16. Bose himself—worn hair—carried tail—*curled*. 17. True way—thinks—wear tails. 18. Very proud—Bose

—tail—I think ; at any rate—wags—great deal. 19. Believes
—of course—Tom—straight tails—always—way—carried.

LESSON XX.

THE BASEST INGRATITUDE.

BASE INGRATITUDE.

1. Haunches—Bose—Tom—both seated—picture. 2. Dog-
house—plate—meat—in front—piece—quite large. 3. Din-
ner—people—house—Bose's—brought—out. 4. Tom
—nearer—Bose. 5. *On*—tail—Tom's—ground—lies—neat-
ly—curls—round—feet—Tom's—end. 6. When—sits down

—way—often places—tail—Tom—this. 7. At other times
 —behind—straight out—lets—lie. 8. Such times—way—
 always—stepped on—day—dozen times. 9. As Bose—can
 see—sits down—tail—end—curls up—ground—*from*.
 10. Not thinking—dinner—Bose—far away—looking at.
 11. Perhaps—fox—Blue Mountains—thinking of—so much
 —worried. 12. Sprang—plate—all at once—Tom—meat
 —tree—nearest—seized—rushed for. 13. So quickly—hard-
 ly see—go—tree—went up. 14. Astonished—grieved.
 15. Many and many—shared—time—dinner—cat. 16. Many
 and—Bose's house—that cat—mewing round—cold night—
 come—winter. 17. Many—come in—warm bed—allowed
 —given—lie on—Bose. 18. Thought—these things—all—
 indignant. 19. Tree—rushed for—sprang to—feet.

LESSON XXI.

BOSE TRIES TO CLIMB A TREE, AND FAILS.

1. Tree—Tom—meat—mouth—piece—still has. 2. Foot
 of tree—Bose—hind legs—standing—forepaws—reaching—
 high up. 3. Could climb—tree—how—wishes! 4. Wishes
 —nails—claws! 5. Then—quick—how—tree—would go!
 6. How quick—come down—Tom! 7. Yelped—whined—
 howled—barked. 8. Tail—wagged—sometimes—seemed—
 tail—wag him. 9. Ground—away from—now and then—
 went—tree—crouched down. 10. Then—tree—spring up
 —rush for. 11. Eyes—fierce—Tom—fixed on—watched—
 every movement—Bose—kept—green. 12. At last—no

BOSE AT THE FOOT OF THE TREE.

use—found—Bose—barking—not get down—Tom. 13. New plan—try—thought. 14. Tree—went out—branches—under—crouched down. 15. Forepaws—in front—put—rested—head—asleep—pretended. 16. Tom thought—Bose hoped—when—asleep—come down. 17. “Dinner—then—get back”—thought—. 18. Tired—asleep and dreaming—soon. 19. No more—thought—Tom—stolen dinner. 20. *His* plans—Tom. 21. Bose—comes near—tail—high up—looks down—Tom—as though—“only—cat!” 22. Vexes—Tom—mind—made up—Bose’s pride—take down. 23. “Fellow—show—other animals—,” said—himself,—“world—dogs—curly tails.” 24. Thinking over—matter—puzzled—understand—all at once—stopped barking.

LESSON XXII.

BOSE DREAMS A DREAM.

1. Horrible creatures
— some — saw — dream. 2.
Thought—far off place—seen
—never. 3. Rabbit. 4. Not—
bob-tailed rabbit—worried —
down—road—lived. 5. Rab-

BOSE'S DREAM.

bit—long tail—curled *up*. 6. Fox—saw. 7. Blue Mountains—fox—not—lived. 8. Fox—tail—very long—curled *up* too. 9. Fox—rabbit—hind-legs—danced—stood up—faces—Bose. 10. Dream—saw—big as saucers—cat—eyes—horrible looking. 11. Long tail—curled *up* too. 12. Terrible teeth—terrible claws. 13. Whiskers—long—Bose's tail—curled *up* too. 14. Leaves—tree—*curled up*. 15. Place—seemed—Bose—strange animals—full. 16. Shouted voice—"wig-wag—Simon!" 17. Creatures—then—all tails—long, curling—reached—wagged—clouds. 18. Thundered—again—voice—"down—Simon!" 19. Sky—whole—rain down—wriggling tails—wound—body—poor Bose's. 20. "Oh!"—Bose—"sky—carried up—moon—bark?" 21. Awoke—sprang—feet. 22. All over—cried out—trembling—"no more—sleep."

LESSON XXIII.

WHERE IS TOM?

1. Looked around. 2. Minute—where—not remember. 3. Paw—rubbed—forehead—put up. 4. Not far—piece—meat;—not feel—now eating. 5. Sick. 6. Looked up—tree. 7. No Tom. 8. Go home—lie down—kennel—thought. 9. Truth is—tired—tree—piece—meat—mouth—Tom—staying. 10. Let fall—hit—fairly—head. 11. That—waked—what—dreadful dream. 12. Ran for—as soon as—dropped—meat—sprang from—home. 13. Come—Bose—picture—kennel. 14. See Tom—door-way. 15. Stopped—astonished. 16. Dream—cat—at first—thought—looked again—

TOM, THE USURPER.

Tom. 17. Tail—up—several inches. 18. When—kennel—
 tried—Bose—claws *out*—paw—put up—Tom. 19. Needed
 no one—tell—that meant. 20. Dinner—stolen—own home
 —keep out. 21. Not sick. 22. Put out—fellow—bag—
 baggage—mind—not easy. 23. Behind—ran—kennel—
 furiously—barked—not start. 24. Frightened out—not—
 that way. 25. New plan—thought of—stopped—.

LESSON XXIV.

THE SALLY.

1. Dog-house—picture—top of. 2. Up and down—
 tramping—great noise—making—roof—all—time—bark-
 ing. 3. Plan is—Tom think—coming down—roof. 4. Ken-
 nel—front of—another dog. 5. Watch. 6. Now and then

—some distance—goes—Watch—away from—house—rushes up—then—furiously. 7. Looks—rush in—seize Tom. 8. Careful—not come—too near—claws. 9. Plan—make—believe—take hold. 10. Picture—great leap—clean over—head—Watch's. 11. Bose—not get out—alone—when—

THE SALLY.

road—down—found Watch—friend—. 12. Round there—thought—knew better—dogs—how—manage—troublesome cat—than any—Watch. 13. Bose told—his troubles—asked—help. 14. Said—would. 15. Reason—two dogs—picture. 16. Bose—Watch—so astonished—big leap—not move—out—sight. 17. As Tom—Watch's head—pass—

ing—sound—voice saying—“two curly tails—manage—straight tail!” 18. Bose—Watch—Watch—Bose. 19. “After him,” said Watch. 20. “Let—go”—Bose—“let—eat—dinner.”

LESSON XXV.

A JUDICIAL INVESTIGATION.

THE CRIME.

1. Chicken—mouth,—Tom—running off—can—as fast.
2. Dark place—means—carry off—eat. 3. So fast—hen—running—mother—chicken's—Tom. 4. Peeping feebly—chicken. 5. Neck—soon choked—death—Tom—of course. 6. Going into—coming out of—habit—Tom—yard—pleased

—whenever. 7. When—kitten—used to go—yard—straws—run after—about—wind—tossed. 8. Played—chickens—sometimes—no harm. 9. Never thought—so—hens—mean enough—cruel enough—Tom—steal chickens. 10. Since—grown up—softly—walked—so—seemed—quiet—gentle—liked—almost as well—hens—Bose. 11. Yard—Bose—at the time—caught—chicken—Tom. 12. So quick—done—not time—Bose—think. 13. See—astonished—looking—Bose. 14. Time—think—Tom—stopped—of course.

LESSON XXVI.

THE CONSULTATION.

COURT-MARTIAL.

1. Actually—carry off—seen—Tom—none—chicken—children. 2. Seen—Bose—mouth—talk—could not—tell.

3. Ears—eyes—tail—could talk—only. 4. Owned—Bessie—Tom—Maggie—chicken. 5. Felt sure—killed—missed—Tom—Maggie. 6. Sure—so good—so cruel—cat—Tom—Bessie—not do—thing—felt. 7. True way—court—hold—John said—chicken-stealing—murder—Tom—try. 8. Truth—that way—sure—find out. 9. Big brother—ought—know. 10. So—agreed—children. 11. John—judge—hold court—right off—poultry-yard. 12. “Court—if—have—prisoner”—said John. 13. “Catch—somebody—Tom. 14. Mean—arrest—officer.” 15. Tried—officer—Jemmy. 16. Jemmy said—*bumped*—rock—head—Bose—scratch—if—tried—hands—Tom—catch. 17. So—refused. 18. Felt sure—innocent—Bessie—Tom—offered—court—before.

LESSON XXVII.

THE TRIAL.

1. Together—court. 2. Hen-coop—seated—John—judge. 3. Stick—hand—hen-coop—keep order—rap. 4. Haunches—one side—hen-coop—seated—Bose—policeman. 5. Other side—Chicken-Little—dignified. 6. Little behind—standing—John—old gobbler—red—face. 7. Board—ground—in front—arms—Bessie—Tom—hen-coop—seated. 8. Maggie—prisoner—accuse—near by—defend—Bessie—can—as well as. 9. In front—Jemmy—John—hands behind—back—standing—one side—Bessie. 10. Hens—chickens—outside—going on—see—gathered round. 11. Old gander—looking—farther off—Tom. 12. Said—

THE TRIAL.

“open—court. 13. Try Tom—chicken-stealing—murder—and—.” 14. Moment—ground—wings—old turkey—feathers—gobbled—loudly—puffed up—scraped. 15. “Court—silence”—said—. 16. “Proved—things—three. 17. First, lost—chicken? 18. Second,—killed? 19. Third—kill it. 20. Prisoner—up!”

LESSON XXVIII.

THE SENTENCE.

1. “Stands up,” said Bessie—“run away.” 2. “*Custody*—keep—then—very well—” said John. 3. “Arms—lap—

—keep in—hasn't got any—hasn't anything—” said Jemmy. 4. Laughed—Maggie—. 5. “Court—no *levity*—Margaret”—John—great—severity. 6. “Case—state—stand up; chicken—lost?” 7. “Have”—Maggie. 8. “Know—how?”—John. 9. “Ten yesterday—nine to-day.” 10. “Settled—case—that part; lost—chicken”—John. 11. “Killed

THE SENTENCE.

—know—how?” 12. “Outside—feathers—poultry-yard”—Maggie. 13. “Settles—;—killed—chicken. 14. Question—Tom—kill—next? 15. Know—Jemmy—stand up—tell.” 16. “*Am*—.” 17. “Know—then—tell.” 18. “Licking—feathers—chops—saw”—Jemmy. 19. “Settles—; chicken-thief—murderer. 20. Decides—Court—prisoner—

bag—put—delivered—tender mercies—mothers—offspring—foully murdered!” 21. Judge—symbol—office—laid aside—judgment-seat—left. 22. Put down—stick—means—got up—hen-coop—John. 23. Struggle—picture shows—carrying out—sentence—first part. 24. Shows, too—spectators—poultry—not so many—picture—trial—as in. 25. Howling—scatter.

LESSON XXIX.

THE CRIMINAL PUNISHED.

THE CRIMINAL PUNISHED.

1. Horrible caterwauling—putting him—bag—while.
2. Whole poultry-yard—tumult. 3. Hands—badly scratch-

ed—John—Maggie—safely bagged—at last—only—head
 out—leaving. 4. *Foul* sentence—must think—Court—gave
 —Maggie said. 5. “Maggie—stop making—do wish—mis-
 erable puns.” 6. Made up—minds—poultry-yard—tied up
 —bag—place Tom—hens peck—children. 7. Not danger—
 Maggie asked—Tom’s eyes. 8. Agreed—no real harm—
 John—Maggie—stand by—Tom. 9. All—time—softer—
 softer—Bessie’s heart. 10. Picture—ground—bag—Tom.
 11. Ear—hold—hen—pulling—very hard. 12. Pecking—
 bag—two or three—Tom’s body. 13. Fearful rage—Tom
 —not use—claws—because—bag. 14. Fair play—hardly.
 15. Handkerchief—begging—Bessie—holding—John—
 Maggie—let go. 16. Country places—way—cure—chicken-
 stealing.

LESSON XXX.

TOM AND THE TWO OLD RATS.

A TRAGEDY.—THE PROLOGUE.

1. Somebody—killed—tragedy—something—happens—
 dreadful. 2. Haunches—one paw up. 3. Somebody—seen
 —pass before—say—grasshopper—butterfly—paw up—
 catch. 4. Cannot be—not out—because—claws. 5. Some
 one—nose—lighted—think—fly—paw—raised—brush—off.
 6. Cannot be—picture—man—made—any fly there. 7. Oth-
 ers—washing face—Tom—think—paw—putting—beside
 the other. 8. If so—sleepy—happy—Tom. 9. Instead—
 much excited. 10. Truth is—tragedy—; tragedies—talk—

lofty way—gestures—make. 11. Speech—making—only—
paw—put up—gesture. 12. Here—speech—Tom.

13. “My name is Tom : some birds to seize I tried—
Some chickens killed ; the hens my ears did pull.
Now good I mean to be, and rats will catch ;
My peace they vex, my comfort take away,
No sleep, no rest I get, by night or day.
A place, a room, I know—a good one too—
'Tis there I'll patient wait a deed to do.”

TOM SPEAKING THE PROLOGUE.

14. Anybody—see—means—hero—so—people—tragedies—
talks. 15. Soon see—stage—play hero—tragedy.

LESSON XXXI.

ACT I.

THE TRAGEDY OPENS.

SCENE 1.

THE RUBBISH-ROOM.

1. Lumber-room. 2. All sorts—here. 3. One part—barrels—empty—filled—rubbish. 4. One—bottles—tomato-cans—I see—empty. 5. Flour—another—empty—flour—bottom—sides—left. 6. One—top—straw—sticking out—; suppose—grain—some kind. 7. Place—boots—see. 8. Lying—sides—most—upright—left standing—one—two. 9. Shelf—one side—bottles—cans. 10. Parts—different—room—holes—through which—number—come in—go out. 11. Plans—catch—rat—laid. 12. To-day—sat down—watch—scrambled up. 13. Not wait—long. 14. Picture—both going—speed—running after. 15. Think—Tom's looks—

catching—feels sure. 16. Here—said. 17. *Tom*: “Ah!—fellow—have.” 18. *Old Rat*: “Catch—first. 19. Call—cat—; overgrown—only!” 20. Desperate spring—whisked—lost. 21. “Late!”—growled—.

LESSON XXXII.

ACT II.

ENTER TOM.

SCENE 1.

EXPECTANCY.

1. Rat-hole—here—front of—crouching down. 2. Go down—hole—by-and-by—expects—come up. 3. Watch—means—hole—shows himself—then—catch. 4. Other side—two rat-holes—front of—rat. 5. Both—Tom. 6. Not hear—so softly—came up. 7. One—haunches—paws—one—nose—resting on. 8. Paw—small—cannot see—looks—one claw—nose—resting on. 9. Moving—slowly—up and

down — seems — other claws. 10. May be — paw — lips — warm — not — noise — disturb Tom. 11. May be — itches — scratching —. 12. If so — small place — itch — because — one claw — using. 13. Say — some one — now — “making

sport—.” 14. If so — wrong thing — tragedy — make sport. 15. Call—Joe—Tim. 16. *Joe*: “What — thing — rat - hole, Tim?” 17. *Tim*: “Think—cat—call.” 18. *Joe*: “Think — catch—down—hole?” 19. Both rats—paws up—*squeaked*—faces —low tone.

ENTER TOM.—EXIT RAT.

LESSON XXXIII.

THE CRISIS.

ACT III. ENTER TOM.—EXIT RAT. SCENE 1.

1. Tragedy—something dreadful—always happens—third Act. 2. This tragedy—to see—dreadful sight. 3. Sleeps — day-time — nights—prowls around. 4. When—best bed—house —sleep—lies down—wishes. 5. Lately—taking—daily nap

— two old rats — troubled. 6. While — quietly — one — gnaw — board — inside — wall — room — sleeping. 7. Tom — jump up — run — that side. 8. Trying — find out — noise — old rat — begin — gnaw — other side. 9. Running — one side — other — old rats — Tom. 10. These things — very much — worry — deprive — needed rest. 11. Tom — shelf — placed — himself — morning, — mind — made up — harrowing, dreadful tragedy — room — very. 12. “Shriek — terror! blood — torrents — spout!” Tom — voice — deep — said — tragic. 13. “Deed — do — hair — make — stand — end — heads — rats — hear.” 14. Tom — way — spoke — talk — people — tragedies — books — buy — five cents. 15. Flour-barrel — picture — inside — half — outside — half. 16. Great leap — shelf — just made — barrel. 17. Running out — hole — side — bottom — rat. 18. Tom — hole — not know. 19. Here — jumped — said. 20. *Tom*: “Now — miserable long tailed —!” 21. *Old Rat*: “Catch — first — Long Whiskers.” 22. With — jumped — hole.

LESSON XXXIV.

ACT III.

SOMETHING DREADFUL!

SCENE 2.

1. Picture — two parts. 2. One part — looked — Tom — exactly — flour-barrel — came out. 3. Fur — flour — hardly see — eyes. 4. Bottom — struck — head — straight — pile. 5. Stuck — head — flour — damp — eyes. 6. Poor Tom! — fur — all day — clean — besides — not catch. 7. Other part — rats — Joe — Tim — private room — under — floor. 8. Back — Joe — paws up — air. 9. Haunches — Tim — buried — forepaws. 10. Both

—peep—been up—rat-hole. 11.

Some persons—think—Joe—bad

pain—stomach—agony—

floor—rolling. 12. Others

—Tim—misfortune

—weeping—. 13.

Such—not un-

derstand—

picture. 14.

Here—said.

15. *Joe*:

“Been

CAT AND FLOUR.

up—green-
eyed cat?” 16.

Tim: “In—bar-
rel—sprawling
down. 17. Big fool
—got into—outside
—climbing! 18.

Not know—hole—
side—gnawed.” 19.

Then—*squeaked*—rats—way—sounded—laughing—; but—
tragedy—laughs—nobody. 20. Something dreadful—face.

LESSON XXXV.

Act IV.

TOM ENTERS A BOOT.

TOM ENTERS A BOOT.

1. Boot—leg—half—body—head—inside. 2. Place—
 morning—shelf—watched—hole—one—rats. 3. When—
 appeared—waited—felt sure—great spring. 4. Ran—ran—
 rat. 5. Thought—boot—rat run—went—. 6. Good time
 —hole—picture—room—can see. 7. Hind-legs—pushing
 —might—head—boot—. 8. No rat—lost—game. 9. Head
 out—boot—sure—felt—toe—near. 10. Truth—large—
 young. 11. Not easy—old rats—catch. 12. What—say—
 Tom—trying—boot—get? 13. Not easy—tell;—head—

boot-leg,—heard—muffled sounds—only. 14. No doubt—felt, “Let—clutch—tear—heart-strings!” 15. Fierce expression,—Tom—fierce animal; besides,—hero—tragedy. 16. Plenty—expressions—five-cent;—cats—not use. 17. “Man—picture—” somebody—say, “why—let—catch?” 18. Spoiled—tragedy. 19. Must have—Acts—five—fourth.

LESSON XXXVI.

ACT V.

THE CATASTROPHE.

1. Fifth Act — tragedy—great calamity. 2. Looking straight — eyes — watch — boot-leg. 3. Sorry

—not catch—because—;—calm—serene—how! 4. Never. 5. Sometimes—canary—makes faces—;—sober—serious—now. 6. Say—some persons—

THE CATASTROPHE.

tragedy—not be—. 7. Not sorry. 8. Weep—howl—tear—fur. 9. Killed—nobody—not—rat. 10. Not understand. 11. Hopes—boot. 12. Dead. 13. Never. 14. Dead—deadest—dead things. 15. Feel bad. 16. Funny part—*are* dead—not know. 17. Tragedy;—calamity—come—hero—not know. 18. Look carefully—Joe—Tim—old rats—peeping out—back—behind. 19. Paws up—faces—keep back—as though. 20. Tears? 21. Black. 22. Mourning—dead hopes—think? 23. Laughing—comedy—perhaps—;—not mistaken—old rats—*real* tragedy—by-and-by—take part.

PART IV.

LESSON I.

BOSE BECOMES A HERO.

THE WATER-LILIES.

1. Small pond—picture.
2. Not very deep—black—muddy—water—bottom.
3. Leaves—two—floating—kinds—lilies.
4. Boys—lily pads.
5. One kind—other—larger.
6. Water plant—kind—yellow flower.
7. Not pretty—.
8. Leaves—other—pond-lily—belong.
9. Flower—this kind—very pretty indeed.
10. Boat—picture—shore—partly up—fastened—chain.

11. Owner—pond—belong—boat—both—poultry-yard.
 12. Play—children—shore—come down. 13. Bose—goes.
 14. Likely—go anywhere—ready—sport—if. 15. Amuse
 themselves—often—Bose—sticks—throwing—water.
 16. Willing—after—Bose—always. 17. Come down—just
 —John, Jemmy—Bose—pond. 18. Water—Bose—swim-
 ming—stick—mouth—shore. 19. Comes out—plenty—
 room—because—dry his hair—water—shaking—pretty sure
 —if—out—way. 20. Jemmy—not like—love—mother
 —pets—flowers. 21. Wild flowers—nosegay—mother—
 gathers.

LESSON II.

“BOSE, TRIM THE BOAT!”

1. Lilies—wanted—Jemmy—John—asked—get. 2. Now
 —launched—short distance—shore. 3. Small platform—
 almost even—top—stern—sides—built up. 4. Haunches—
 Bose—place—platform. 5. Stern—tail—over—sticks out
 —like—rudder. 6. No oars—long sticks—push—boat.
 7. Not easy—stick—pull out—Jemmy—bottom—pushed.
 8. Little way—water—long ripple—surface. 9. Eagerly—
 ripple—Bose. 10. Musquash—knows well—pushing—way
 —lily stems—nose—Bose. 11. Wishes—musquash—Bose
 —go after. 12. Called out—“boat—trim—reef—tail”—
 John. 13. Platform—sitting—one side. 14. Tipped.
 15. “Care—” John—Jemmy—shouted. 16. Moment—
 heard—splash. 17. Trying—lily—reach—bottom—over-
 board—Jemmy—sunk. 18. Leaning—too far—saw—John

"BOSE, TRIM THE BOAT!"

—save—jumped—too late. 19. Balance—reaching out—lost—overboard also.

LESSON III.

“OH! BOSIE, GOOD DOG, SWIM HARD AND SWIM FAST.”

BOSIE RESCUES JEMMY.

1. All—water. 2. Overboard — as — John—time—one word—call out— “Bose!” 3. Instant —great spring—lit-

tle platform—water—plunged—seized Jemmy—sinking—second time. 4. Top—almost quicker—brought—water—think. 5. Overboard—John went—when—great spring—Bose—boat—bottom up—tipped over. 6. Struggled—John —some part—take hold—tried—find—boat. 7. When—came near—Bose—seized hold—collar. 8. Face—water—still. 9. Help Bose—tried—keep out—no use—Bose un-

der. 10. Poor John!—do? neither—could swim. 11. Last—slipped behind—Bose's tail. 12. Very tail—sport of—so much. 13. "Oh! swim—fast—good dog—," moaned. 14. *Did* swim—. 15. Soon—feet—bottom. 16. Weak—sick—trembled. 17. Helped Bose—then—staggered—shore—sat down. 18. Still—moment—white face—whined piteously. 19. "Run—father!" 20. Run—did. 21. Grass—not time—feet.

LESSON IV.

"WHAT IS THE MATTER WITH THE DOG?"

"WHAT IS THE MATTER WITH THE DOG?"

1. House—came—when—door shut. 2. Study—round—window. 3. Open. 4. Great leap—window—went.

5. Reading—table—sitting. 6. Tom—sofa—asleep. 7. Bose—picture—window—through—coming. 8. Feet—has sprung—saying—“What—matter—dog?—mad?” 9. Sofa—hunched up—Tom. 10. Shining eyes—fur—stands out. 11. Jumped,—flower—vase—recess,—window—broke—tipped—chair. 12. Coat—pulled—seized—tore. 13. White—face—grew. 14. “Mother!—children?”—shouted. 15. Not wait—answer—rushed—door. 16. Full speed—lily-pond—Bose—father. 17. Times—coat—pulled—two—three. 18. Run faster—wanted. 19. Shore—pond—soon. 20. White face—Jemmy. 21. Stooped down—breathed. 22. Sobbing—heart—break. 23. “Not cry—live.” 24. Jemmy—arms—father. 25. Bose—John—after.

LESSON V.

“BOSE, YOU ARE A HERO!”

1. House—back—when—dry clothes—John. 2. Wet clothes—Jemmy—off—bed. 3. After—good sleep—said—father—all right. 4. While—library—after. 5. Vase—chair—overturned—broken—flowers. 6. “Call”—father. 7. Stood—came—door—moment. 8. Shy—never—because—allowed. 9. Picture—father—chair—sitting. 10. Standing—mother—children—near. 11. “Come—” father. 12. Came forward—knee—head—Bose. 13. Patted—head—softly. 14. “Noble dog—real hero.” 15. Voice trembled—. 16. Looked up—face. 17. Not understand—meant—calling—hero. 18. Never patted—before. 19. Real honor—*that*. 20. Library—door—opened—days after—

"BOSE, YOU ARE A HERO!"

children. 21. Father—sofa—fast asleep. 22. Curled up—
floor—Bose—fast asleep, too. 23. Hand—resting—head—
stretched out. 24. Door—softly.

LESSON VI.

BOSE DOES NOT WIPE HIS FEET ON THE MAT.

1. Never learn—feet—mat. 2. House—muddy feet—
often. 3. Not like—mother—often—"straight out—feet—
muddy—Bose." 4. Always. 5. Lily-pond—trouble—after
—came—door—say, "Bose"—. 6. Then—stop. 7. Nev-
er—one word—farther. 8. Remember—somehow—some-

thing. 9. Children—amused. 10. One day—yard—playing,—door—Bose. 11. Mother—brush—rubbing off—feet—dirt—saw—children. 12. Came in. 13. Chair—picture—sitting—mother. 14. Head—Bose—placed—lap—face—looking up. 15. Head softly—stroking. 16. Jemmy—

BOSE DOES NOT WIPE HIS FEET ON THE MAT.

come in—just—looking—mother. 17. Asked—eyes—anything. 18. Full—water. 19. Very tender—eye—mother said—anything—almost—tears come. 20. Nobody—after—“Bose—straight out.” 21. Wet—wants—out of doors—come in—low bark. 22. Mother—out—feet.

LESSON VII.

BOSE IS INVITED TO DINNER.

BOSE AT DINNER.

1. Shows—whole family—dinner—picture. 2. Chair—Bose—sitting—right—father. 3. Given up—to-day—John's seat—Bose. 4. Chair—asked—John—table—Bose—father. 5. Said—two lives—saved—so—hero—invited—ought—dinner. 6. Member—family—said—rights. 7. Smiled—no objection—mother willing. 8. So—Bose—place—rest—opposite side—seat—honor—John. 9. Rounds—chair—stuck out—tail—passed by—Jemmy—light pull. 10. Bose—astonished—take—liberty—Jemmy. 11. Got

along—dinner. 12. So short—notice—not time—“company manners”—learn. 13. Warm—day—mouth open—tongue out. 14. “Mother”—father—“afraid—spoil—petting.” 15. Smiled—children—each other. 16. Thinking—library. 17. Hero—no higher—tail—before.

LESSON VIII.

BOSE'S MEMORIAL.

BOSE'S MEMORIAL.

1. Children—lily-pond—shore—picture. 2. Very spot—large pile—Jemmy out—stones. 3. Memorial—John said

—Bose ought—so—children—pile—built up. 4. Leap—right over. 5. Finished—children—memorial—pointed to—John—told Bose—what—for. 6. Thought—jump over—Bose—did. 7. “Shame—jump over—memorial!”—not ashamed. 8. Not far—pile—column—marble—tall. 9. Bronze dog—top. 10. Side—dog’s tail, *curled*. 11. Above—wreath. 12. Below—woodchuck—hind-legs. 13. Picture—copy—John. 14. Bronze dog—Bose—tail—Bose’s. 15. Wreath—top—tail—supposed. 16. Showed—father—picture—have—copy—white marble—“ship came—.” 17. Smiled—picture—easier—make—marble. 18. So—“ship—sailing”—all see—shore—marble column—tall—bronze dog—tail crowned—*side—rampant*—below—woodchuck. 19. Way—John says—like to—coming at—Bose. 20. Not think—able—Bose—jump over.

LESSON IX.

THE HUNTSMAN HUNTED.

1. Picture—fox—Blue Mountains—lives up. 2. Home—out all night—return. 3. Morning—early. 4. Entrance—dark hole—rocks—den—burrow. 5. Examine carefully—find—two holes, most likely. 6. Dig out—one—go out—other—slyly. 7. Chicken—mouth—stole—poultry-yard. 8. Kind—red fox—called. 9. Fur—long. 10. Reddish yellow—color—back—sides. 11. Long—bushy—tail—wind—so limber—nose—lies down—when. 12. Feet—ears—black hair. 13. Toes—same number—dog—more hair.

14. Nose—more pointed—brighter—keener—dog's—eyes. 15. Sly—cunning. 16. Eyes—pupils—not round—dog's. 17. Strong light—turned—flattened—cat's. 18. Like—see well—dark—hunting—night.

LESSON X.

SCORE ONE FOR TOM.

1. Low shed—picture—open—
one side—poultry-

RETURN OF THE SPOILER.

yard — outside —
 built up. 2. Shelter
 sheep—own—

SCORE ONE FOR TOM.

er—put up—storm.
 3. Mouth—chicken
 —Tom — top — stand-
 ing. 4. Fierce — looks
 —not going—eat. 5.
 Below—lumber—pile.
 6. Sharp nose — keen
 eyes—fox—end—pile
 —seen. 7. Fox—Blue Mountains. 8. Chicken—wandered
 out—yesterday morning—caught—yard—carried—off—
 home—mountains. 9. This morning—another. 10. Field
 —Tom—prowling. 11. Hens—perch—leave—early—ev-
 erybody knows. 12. Old hen's—strayed away—mother—
 Master Fox—chicken—made up—mind. 13. Crept slyly—
 ready—spring. 14. Saw—sprang—seized—Tom—clean leap
 —shed—now—chicken. 15. Peeping feebly—not hurt.
 16. Old hen—going to kill—over fence—save. 17. Puffed
 up—distress—walking about. 18. Ran away—breakfast—
 lost. 19. Think—Tom—hero?

LESSON XI.

THE FOX-TRAP.

1. Picture—*set*—steel-trap—double spring. 2. Five parts—trap. 3. Springs—steel—jaws—press—together. 4. Iron—broad piece—pan. 5. Piece—iron—pan—placed—tongue. 6. Other end—tongue—catch. 7. Animal—pan—steps—presses—down—lets loose—catch. 8. Then—jaws

THE FOX-TRAP.

—together—snap—springs—leg—caught—animal. 9. Trap—fastened—chain. 10. Complete—trap—wood—piece—chain—fastened—clog. 11. Cunning—fox—catch—not easy—trap. 12. Sense—smell—keen—not touch—recently handled. 13. Various ways—hunters contrive—concealing

— hands — scent. 14. Trap — boil — weak lye — grease — thoroughly — smoke — hen's feathers — burnt. 15. Ready — use. 16. After — prepared — setting — buckskin gloves — bare hand — touch — never allows. 17. "Bed—" three feet — chaff covered — deep — two inches.

LESSON XII.

HE NEARS HIS FATE.

NEARING HIS FATE.

1. Father — must — caught — fox. 2. Fox — hen-hawk — owl — chicken — gets — day — almost. 3. Got ready — fox —

John—father. 4. First—chaff. 5. Roasted meat—in and around—chaff. 6. Fox—night—eat. 7. Two—three—same—did. 8. Trap—set—chaff—covered. 9. Here—there—in—around—chaff—pieces—meat. 10. Some—pan—near. 11. Grass—not trampled. 12. Next night—meat—fox came. 13. Picture—slowly—carefully—trap—set. 14. Bed—crouched down—carefully around—acting—cat—after—game. 15. Meat outside—first. 16. On—chaff—weight—pan. 17. Jaws—loose—instant—together—loud snap. 18. Caught—fox. 19. Gnaw off—move trap. 20. Home—started—trap—clog—after. 21. Cruel—catch—game.

LESSON XIII.

WHAT SHALL BE DONE WITH THE PROWLER?

1. Father, John, Maggie—Bose—fox—caught. 2. Not find—trap—chaff—look round—become. 3. Way off—slowly—object. 4. Going near—fox pulling. 5. Came up—dead. 6. Eyes—shut—not move. 7. Out—take—John—father stopped. 8. “Wait—not think—dead—tricks.” 9. Sure—opened—little while. 10. John—kill. 11. “Oh,—what harm—you?” 12. “Chickens—kills—” John. 13. Eager—Bose—rush in—finish—but—collar—Maggie—seized—said—“kill—fox—dog—not my.” 14. Looked—dropped—quiet—tail. 15. Way—girls—cruel enough—faint—see blood. 16. Smiled—father. 17. Fox—home—John—hen-coop. 18. Tame—meant. 19. Wild animals—

CAUGHT AT LAST.

not easy—tame. 20. Night—hole—off. 21. No more—poultry-yard.

LESSON XIV.

THE TWO HUNTERS.

1. A hunting—Bose—John—ready. 2. Cross-bow—shoulder. 3. Steel—arrow—send—force. 4. Safer weapon—boy—gun—father thought. 5. Leather belt—waist—quiver—arrows—belt. 6. Leggings—buttons—row—fastened. 7. Clothes—torn—leggings—keep—bushes—brambles. 8. No gun—no cross-bow—good teeth—legs—four. 9. Pretty fast—but not. 10. Not—fast—rabbit—catch—

fox—still—dog—hunting—good. 11. Partridge—game bird—handsomely—*tree*—bark—stop—time—knows enough. 12. So happy—going—John—antics—all sorts—performed. 13. Down—lay—over—rolled. 14. Fore-paws

THE WEAPONS.

—shoulders—jumped up. 15. Knees—hands—bent over—Bose—clean leap—never touched. 16. Forgot—tail—carries. 17. Useful—feet—almost—at any—uses—much—almost. 18. Picture—full speed—circle.

LESSON XV.

BOSE CALLS UPON A WOODCHUCK—HE IS NOT AT HOME.

1. Hunting-ground—while—unused—ways—all sorts—going. 2. Fences—stone walls—jumped over—little birds—ran races. 3. Beat—always—race—no difference. 4. Pleasure—barking—running. 5. Little cat-bird. 6. Cat-

bird—up—tree—noise sounded—cat—mewing.

7. Stopped—moment. 8. Dream-cat—dreadful.

9. Terrible creature—mere thought—tail—several inches—pulled down. 10. Bird—saw—

noise—felt better.

11. Hole—Bose—

BOSE AT WOODCHUCK'S HOLE.

woodchuck's—picture. 12. At once—began—woodchuck—dig out. 13. Paws—fly—fairly. 14. Right—left—back—over—dirt—flung. 15. Eyes, nose, mouth. 16. Hole—small tree—foot. 17. Root—hold—in—way—Bose. 18. Grunting—might—growling—pulling. 19. Just come—John. 20. "Doing—hole"—said—. 21. "No woodchuck—six months." 22. Stopped—looked—astonished. 23. Sure—smelled—woodchuck.

LESSON XVI.

BOSE TRIES TO CROSS A BRIDGE, AND STOPS IN THE MIDDLE.

BOSE TRIES TO CROSS THE BRIDGE.

1. Small brook. 2. Small tree—branches—trimmed—bank—other—extends. 3. Squirrel—one—banks—ran after—Bose—near—saw. 4. Get away—pole—ran—other shore—squirrel. 5. Tried—follow. 6. Unsteady—heavy—walk—started—pole. 7. One way—the other—half across—pole—turn—began. 8. Go back. 9. Not turn—all—feet—together—unless. 10. No room. 11. Puzzled. 12. Forward—afraid—not—back. 13. Called—turn round—foot—hold—lost. 14. Save—down—tried—went. 15. Half-way—water—pole—shows. 16. Not take—distance—rest. 17. Water—not deep—mud. 18. Blue mud—scrambled out—as quick—stood—covered—shore. 19. Came up—“Oh,—dirty dog!” 20. Half—mind—shoulders—paws—kiss.

21. Ashamed—head down. 22. Looked—wagged—slowly.
23. “Go—scrape.” 24. Grass—*scraped* himself.

LESSON XVII.

AN UNEXPECTED VISITOR.

QUAIL AND YOUNG.

1. At last—hunting-ground—place—come—wishes—
John—cross-bow—try. 2. Rough pasture—here—there—
ground—covered—bushes—small trees—piece. 3. Shoot—
quail. 4. Mother quail—just come—family. 5. Little
quail—clump—hide—bushes—running. 6. Distress—
seems—mother. 7. Pretends—lame—fluttering—John—

front—along—wings—ground—beating. 8. Lead—clump—away—bushes—wishes—young—going. 9. Wounded—thought—easy—catch. 10. Mother—ran after—left—young. 11. Faster John—faster—quail. 12. Gone—bushes—some distance—flew away—spread—wings. 13. Danger—out of—bird's way. 14. Young quail—wanted—catch—carry—home—if—not tame. 15. Back—find one. 16. Small—felt sure—catch—one. 17. Searched—could—bushes—quail—not find. 18. There—carefully hid.

LESSON XVIII.

I SHOT HIM WITH MY CROSS-BOW.

1. Here—larger picture—quail. 2. By the side—quail's

QUAIL.

QUAIL'S FOOT.

leg—foot. 3. Very pretty bird—delicate foot. 4. Claws—
 not—blunt—hen's claws—can see. 5. Ought not—called
 —quail. 6. Real name—Virginia partridge. 7. Morning
 —evening—whistling noise—sounds like "Bob White."
 8. Some people—noise sounds like "More wet." 9. Some
 boys learn—whistle—nearly like—sound made—bird—
 hardly tell—difference. 10. Many trials—near enough—
 John—get—shot—killed. 11. Suppose—Margaret—said—
 John—shot—arrow—bird happened—come along—hit. 12.
 Bose—picked up—ran—bird—brought—John. 13. Went
 back—arrow. 14. Winter—sometimes—so tame—come to
 —quails—farm-yards—corn—other grain—poultry. 15.
 So many quail—good place—thought—*snare*.

LESSON XIX.

THE QUAIL SNARE.

1. Picture—snare—made—John—catch quails. 2. First
 —four pointed sticks—earth—square—form—tied—string
 —sticks—around—foot—ground. 3. Next—long hairs—
 tail—horse—three—twisted—together. 4. Loop—end—
 horse-hair string—other end—passed—loop. 5. Slip-knot.
 6. Quite a number. 7. Tied two—string—each side—
 square. 8. Slip-knot—lower part—raised—ground—little
 —spread out—shape—circle—almost. 9. Handful—corn—
 few kernels—straight line—outside—square—slip-knot—
 front. 10. Next—scattered—inside—square. 11. Kernel
 by kernel—pick up—outside. 12. Walks along—pick up—

QUAIL SNARE.

inside. 13. This time—noose—neck. 14. Pressing forward—tighter—tighter. 15. Not know—go back—choked—death.

LESSON XX.

THE DRUMMER OF THE WOODS.

1. After—quail—killed—John—strange noise—wood—small trees—side—pasture. 2. Heard—many times—this time—very near. 3. Near—could—how—made. 4. Softly—carefully—walked—little opening—trees. 5. Partridge—old log. 6. Feathers—puffing up—spreading—strutting—log. 7. Acted—turkey-gobbler—poultry-yard. 8. Head—turned away—John—good chance—see. 9. Looking—spread—wings—above—back—down forcibly—sides. 10.

Slowly—first—rapidly—more—more. 11. Ended—rolling
beat—roll—drum. 12. Long distance—still morning. 13.
So much—taken up—*drumming*—forgot—cross-bow. 14.

DRUMMER OF THE WOODS.

Might—killed—bird. 15. Turned round—saw—flew away
—whirring noise—loud.

LESSON XXI.

THE RUFFED GROUSE.

1. Bird much larger—quail—true partridge. 2. Often
called—partridge—right name—ruffed grouse. 3. Sides—
neck—tuft—feathers—black—soft—glossy. 4. Grouse—
drumming—feathers—straight—stand out—ruff—black

RUFFED GROUSE.

—neck. 5. Head—crest—soft feathers. 6. Body—feathers—grayish brown—white—covered. 7. Young grouse—mother—chickens—hen—follow. 8. Fact—grouse—hen—same—belong—bird-family—many ways—same habits. 9. Differ—this respect. 10. When alarmed, sharp cluck—mother grouse. 11. Scamper away *from*—hide—leaves—bushes. 12. Chickens,—frightened,—*to*—mother. 13. Cold nights—winter—under—snow—keep warm. 14. Rains—frozen crust—formed—cannot get out. 15. Crust—not melt—starved. 16. Nothing else—dried apples—left—winter—

trees. 17. Bose—busy hunting—*treed*—three—four. 18. Kill—not like—cross-bow—afraid—arrows—lose. 19. Fine place—snare—himself.

LESSON XXII.

HOW JOHN CAUGHT THE DRUMMER.

1. Shows — caught — ruffed grouse — *drumming-log*.
2. First—two stakes—ground—each side—log—cross each other—near—tops. 3. Stakes—passage-way above—log.
4. Drums — back — forth — good deal — log. 5. Stake straight down—crossed stakes—near—ground. 6. This stake—notch—above—log—few inches. 7. After this—spring-pole—pointed end—firmly—ground—log—short distance. 8. Horse-hair snare—tied—end—spring-pole.

LOG SNARE.

9. Spring-pole—bent—down—end part—notch. 10. Careful—placing—pole—notch. 11. Out easily—not too easily. 12. Not too deep—not too shallow. 13. Hair slip-knot—open part—covered—passage-way—crossed stakes. 14. Kept—fixed—place—pushing pins—slip-noose—crossed stakes. 15. Contrivance—way—works. 16. As—walks along,—snare—set,—neck—catches—tightens. 17. Struggles—get free—pulls out—spring-pole—notch—jerked—aid—suddenly.

LESSON XXIII.

THE GROUSE SNARE.

GROUSE SNARE.

1. Snare—John made—catch—open grounds. 2. Cleared place—woods—many *partridge-berries*—*wallow-holes*; that is, holes—hens—like—*sand-baths*. 3. Likely to come—feed—berries. 4. Made up—mind—*fence*—two large rocks—picture. 5. Cut down—small bushes—in a row—low fence

—eight inches high. 6. Four openings—fence. 7. Four—
slip-knots—tied—small bushes—grew—near—openings.
8. After—snares—two sides almost touched—sides—open-
ing. 9. Cut—forked twigs—very slender—each side—
snare—pushed—ends—fence. 10. Keep—snare—place.
11. Grouse comes—fence—not jump—walks along—open-
ing. 12. Snare—raised—little—ground—goes through
—not feel—pull—some distance—fence. 13. Never tries—
back. 14. Farther—tighter—pulls—choked. 15. Next
morning—two grouse—snares.

LESSON XXIV.

A TRAGEDY DOWN THE ROAD.

RABBIT SNARE.

1. Bob-tailed rabbit—caught—John says. 2. Run after
—made Bose—broke—carriage—*bumped*—head. 3. Ever

since—Bose's dreams—troubled. 4. Narrow passage—large rocks—old pasture—found. 5. Went—feeding-ground—habit—going—large rocks. 6. Sharpened sticks—ground—foot or two—two rocks. 7. Twigs—long, slender—in and out—wove—upright sticks. 8. Finished—basket-work. 9. Right name—*wattled fence*. 10. Narrow space—middle—sticks—vacant. 11. Notches—right height—cut. 12. Wooden cross-piece—flattened—both ends—fitted. 13. Spring-pole—snare—tied—picture. 14. Snare—ready—use. 15. See—rabbit—doom. 16. Hedge snare. 17. Good snare—spring-pole—long enough—jerk up—reach—skunks—foxes. 18. Next—Bose—old enemy—neck—spring-pole. 19. Showed—pleasure. 20. Fortunate—Margaret—not there—joy—see.

LESSON XXV.

BOSE SEEKS FOR KNOWLEDGE, AND FINDS IT.

1. Field covered—heaps—small stones—rows. 2. Distance—walking along—John—cross-bow—shoulder—hand—quail. 3. Returning—hunt. 4. Front part—rolling—grass—rubbing—head—face—both paws. 5. Little insects—flying. 6. Fit. 7. Wandered away—coming—stone heaps,—smell. 8. Moved—stones—curious buzzing—heard. 9. Wishing—know—made it—pushed away—stones—dig. 10. Pretty soon—bumblebee—large, fierce-looking—another—another. 11. Whole family. 12. Lighted—nose—ear—another—all over. 13. Great distress—fore-paws wildly—

BOSE AND BEES.

rolled — grass — bite. 14. Started — ran — might ; — left.
 15. John came up — saw — trouble. 16. “ Ah, — studying
 Natural History — how — like ? ” 17. Too busy rubbing —
 ears — smarting — head — aching — say anything — ashamed.
 18. Most likely — feet — hot.

LESSON XXVI.

THE TRUMPETER OF THE PLAINS.

1. John — visit — uncle — lived — prairie-hens — plenty.
 2. Started — early — morning — hoping — sight — bird.
 3. Wanted — how much — like — ruffed grouse. 4. Pretty
 soon — tooting noise — sounded like — nighthawk — plunges
 down — great height — air. 5. Nighthawk — one sound.

6. Prairie-hen—three notes—last one longer—others. 7. Behind—low bushes—crept softly—place—sound came from. 8. Came—sight—strutting—spreading—puffing out—. 9. Same—turkey—poultry-yard. 10. Back part—neck—tufts—two or three inches—straight out. 11. Stood up—fill—

TRUMPETER OF THE PLAINS.

air—sacks—bladders—sides—neck. 12. Yellow color—small orange. 13. Sacks—filled—leaned—neck—ground. 14. Movement—followed—heard—sound. 15. Sound—out—bags—smaller. 16. "Scratchers," said John.

LESSON XXVII.

THE DANCING-PARTY AT THE SCRATCHING-PLACE.

DANCING-PARTY.

1. John told—uncle—seen. 2. Uncle said—next morning—curious dance—*scratching-place*. 3. Before—light—hid—low bushes. 4. Grouse—out—open space—low tooting. 5. Another—tooted—soon—fifteen—twenty. 6. Puffed up—curved—necks—spread—fan—strutted. 7. One passed—fiercely—seemed—say—“handsomer—you.” 8. Taking steps—slow dance. 9. “What—world—doing?”—John. 10. “Moment—see”—uncle. 11. Pretty soon—leap up—foot—two—fowls—fight. 12. Cackled—screamed—oddest sounds. 13. Much tickled—laughing heartily.

14. Amused—strange noises. 15. Desperately—get beaten—left. 16. Not—hurt—much,—plenty—feathers—left. 17. Ruffed grouse—similar—not—noise.

LESSON XXVIII.

THE FIGURE 4 SNARE.

FIGURE 4 SNARE.

1. John—Bose—snare—quail, grouse,—rabbits. 2. First—squared—stake—two sides—sharpened—one end—drove—. 3. Part—above—foot high. 4. Strip—board—foot—notch—end. 5. Shoulder—upright stake—squared—wider—board. 6. Called—spindle. 7. Spindle—fastened—upright—shoulder—thick wire. 8. Up—down—not side-

wise. 9. Notch—stake—top. 10. Wood—right length—fit—notch—spindle—upright stake. 11. Called—trigger. 12. Hole—upper—trigger. 13. Line—end—spring-pole—hole—tied. 14. Picture—snare set. 15. Snare—waxed fish-line. 16. End—fastened—trigger—below—line—spring-pole—tied. 17. Touch—spring—snare. 18. John—work—haunches—watched. 19. Bose—looked up—“contrivance—success.”

LESSON XXIX.

BOSE AS A PUPPY.

BOSE AS A PUPPY.

1. Not write. 2. Knows enough—hard—hold pen. 3. Could write—tell—early life. 4. I—do writing for—. 5. First—knew of—puppy. 6. As puppy—naughty things. 7. Shirts—clothes-line. 8. Wind—blowing—flapping about—odd—way. 9. Looked—some time. 10. Funny fancy—head. 11. Made leap—through shirts. 12. Noth-

ing left—neck-band—pieces—each shoulder. 13. Mother came out—going on. 14. Got a stick—called. 15. Young Bose—other way. 16. Mother went—ran up—wood-pile—out—reach. 17. Shook—stick—barked—not whipping. 18. No one saw—Jemmy peeping—corner. 19. Jemmy—

Bessie—Maggie—John. 20. Large portrait—Bose. 21. See only—head—looking out—framework. 22. Not look—mother—stick. 23. Mother—not wish—stick in hand.

LESSON XXX.

“HOLD OUT YOUR PAW!”

“HOLD OUT YOUR PAW!”

1. A hand. 2. Dog's fore-paw—palm. 3. John—Maggie—talking—toes—dog's foot. 4. Called Bose—“Bose—paw!” 5. Four toes. 6. Inside of leg—another toe—smaller. 7. Dog's fore-feet—many toes—fingers—hand. 8. Toe inside—place of thumb. 9. Behind fore-leg—pad. 10. Crouches down—fore-legs—on pad. 11. Hind-foot—four toes. 12. Same number as cat. 13. Nails—differ much. 14. Dog's—almost straight—cat's—much curved. 15. Push out—pull back claws—dog—not. 16. Both—pads—toes—feet. 17. Cat's feet—smooth—dog's—rough. 18. Cat—more softly—dog—reason.

LESSON XXXI.

JOHN GOES TO SCHOOL.

TRAP FOR HAWK.

1. John — seat — library — father's.
2. Know how — owls — hawks — trap.
3. Very troublesome — poultry-yard. 4. Asked — father — how — caught — such birds. 5. Easily caught — steel-traps.
6. Picture — one — ways — shows — hawk.
7. Tall tree — dead branch — almost always — hawk. 8. Lookout — game — dead tree — no leaves — hide — view. 9. Picture — upper part — sawed off — room — trap. 10. Trap chain — fastened.
11. Hawk lights — weight bears — tongue — bird —

caught. 12. No good — catch owls — fly too low — because. 13. Owls — hawks — traps — mouse — bird — ground — baited. 14. Another way — stump — catch owls — place — trap — post — large limb. 15. If — this way — bait — below — eight or ten inches. 16. Cunning — lights — owl — see — all — right. 17. Knowing — habits — bird's — respect — so places — hunter — trap — feet — pan — put — stops — flight — as —.

LESSON XXXII.

HOW THE MACHINE WORKED.

HAWK-TRAP.

1. John—hawk—contrivance—simple—curious. 2. Plank—holes—bored. 3. Stiff wires—filed—points up. 4. Holes—smaller—firm—places. 5. Plank—covered lightly. 6. Chicken—wires. 7. Hawks—pounced down—chickens—strayed away—carried—off—talons. 8. Not—wait long—

if *machine*,—work. 9. Hid—close watch. 10. Hawk—wide circles. 11. Not see—wires,—if—not know. 12. Swift swoop. 13. Not catch—caught. 14. “Cruel”—Margaret—. 15. “Perhaps so,”—John—.

LESSON XXXIII.

THE RELEASE OF THE PRISONER.

THE PRISONER.

1. John asked—possible—tame—Birds of Prey. 2. “Oh yes,—done,” said—“conquer—almost anything—patience—

kindness." 3. Gentleman—France—country—one day—taking a walk—nail—owl—fastened—farmer's gate—each wing. 4. Shot—owl—broken—wing—nailed—alive. 5. That country—treat owls—farmers—take—alive—this way. 6. Still living—two days—anything—eat—drink. 7. Bought—owl—borrowed—ladder—take—down—tried. 8. Fought—savagely—tore—hands—talons. 9. Farmer—laughed—saw—bleeding hands. 10. Strange—save—life—such—bird. 11. Put on—gloves—bird down. 12. Owl tenderly—handled—wings—washed. 13. Few drops—beak—eat—something. 14. Astonished—not used—kind treatment—greedily—ate—drank. 15. Handkerchief—around—wings—basket—home. 16. "Kind"—John;—"sorry—*machine*—hawk." 17. Smiled.

LESSON XXXIV.

STRIX, THE OWL.

1. Came home—basket—study—opened—took off. 2. Scrambled out—back—chair—perched. 3. Near evening—pupils—larger—see better. 4. Smooth down—feathers—looked steadily—now and then—rescuer. 5. Went—chair—back gently—fingers. 6. In turn—rubbed—softly—head—hand—back of. 7. After—while—so tame—perch—shoulder—head—face. 8. Wings—well—fly—short distances. 9. Daytime—slept—. 10. Came home—absence—step—stairs—flap—wings—scream loudly—came in. 11. Very proud—taught—many things—pet. 12. Friend

called—one day. 13. “Strange pet!”—friend. 14. “Great deal—knows”—gentleman;—“call—Strix. 15. Strix, welcome—friend.” 16. Flapped—wings—owl—perched—

STRIX, THE OWL.

shoulder—friend’s—rubbed—head—face.

17. “Sounds good,”—“great mind—try—

tame. 18. Where—animals—domestic—

intelligence—greater?” 19. “Where, indeed?”—father. 20.

“Patience—tame—kindness—owl—sav-

age—even.”

LESSON XXXV.

THE EXPERIMENT.

1. John asked—hen—goose—hatch—wild birds. 2. Often—done. 3. Gentleman—nest—buzzard—oak-tree—near—pond. 4. Kind—hawk. 5. Climbed—tree—four eggs—. 6. Begun to sit. 7. Home—four eggs—sitting goose. 8. Back,—climbed—tree—took out—buzzard’s eggs—goose eggs—place. 9. Able—buzzard—after game. 10. Home,—buzzard’s eggs—goose’s nest. 11. Watched—tree,—week or two—saw heads—hanging over—nest. 12. Days later—fly down—tadpoles—claws—carry—. 13. Morning—even-

THE FAMILY.

ing—fed—tadpoles—frogs. 14.
 Food—ducks—geese like. 15.
 Pond—full—no danger—starve.
 16. Days later—great deal—noise—
 nest. 17. Flapping—climbing up—
 stretching necks—pond—goslings.
 18. Desire—water—resist.

LESSON XXXVI.

THE DEATH.

1. Mother buzzard—not know—make of—. 2. Children
 —before. 3. Strongest—climbed—saw—water. 4. Good

—looked!—must go. 5. Spread—wings—straight down—
tall grass—. 6. Stunned—fall,—scrambled up—waddled—
pond. 7. In—happy. 8. Buzzard—agony. 9. Flew down
—hovered over—around—make him—back. 10. Liked
—water,—stay in it. 11. Tried — catch — carry — back.

THE DEATH.

12. Every time—dived—ten feet away. 13. Goslings—
nest—calls—brother—. 14. All—three jumped—ran to
join—. 15. Buzzard—greater distress—. 16. Rushed—;
—screamed,—beat—long wings. 17. Legs entangled—long
grass. 18. Tired out,—more—more feebly,—soon—stretch-

ed out—neck—died. 19. Died,—thought them—danger.
20. “There—wrung—necks—little wretches”—John.

LESSON XXXVII.

THE DISCOVERY, AND THE EXECUTION.

THE EXECUTION.

1. Goose—after—time—hatched. 2. Two buzzards opened—yellow beaks—cried out—eat. 3. Jumped off—nest—great fright. 4. Never heard goslings—such—noise. 5. Small pond—come—young buzzards—swim—. 6. Not stir—. 7. Could not,—not large—and strong enough—support—body. 8. Out—patience—lifted out—bill. 9. Screamed—not move. 10. Looked—great care—not under-

THE MENAGERIE.

stand—matter. 11. Think—some one—played—trick—. 12. Struck—wings—bill—trampled—feet. 13. One by one—flung—water. 14. Soak—long time—ate—. 15. Buzzard—better mother.

LESSON XXXVIII.

HURRAH FOR THE MENAGERIE!

1. "All going—menagerie!" 2. John's shout,—long train—moving slowly—next town. 3. Wagons—wonderful birds—. 4. Posters—sides—old sheds—board fences. 5. Wagons—closed,—not get—sight—curious things—. 6. One hole—front—wagon. 7. Air. 8. Only animals—seen—black,—white,—mottled—drew—wagons,—elephants,—ponies. 9. Band—black horses,—red plumes—. 10. Handsome—glossy black—. 11. Elephants—lead—procession. 12. Most interested—ivory tusks,—trunks,—ears—. 13. Picture—hands behind—. 14. Always—tired—other folks—. 15. Not know why—. 16. Not—thin;—balance—better.

LESSON XXXIX.

THE ORATOR AND THE AUDIENCE.

1. Picture—come together—talk—menagerie. 2. Tomorrow. 3. Four others—Tom—Bose—. 4. Orator—

stretched out—gesture. 5. Haunches—listening—John. 6. Tail up—rubbing—fur—Bessie's dress. 7. Sure sign—pleased. 8. Chicken-Little—dignified. 9. Fine gentleman—better dressed—company. 10. Everybody—wears—cap—far back—hands behind—. 11. Toad—pets. 12. Flies

THE ORATOR.

—other—. 13. Knows—great deal—look stupid. 14. Read—books—takes off—skin—little ball—swallows—. 15. Do it. 16. Yesterday—operation—skinning. 17. To-day—new suit—neat. 18. Not—washer-woman. 19. Showing—children.

MAKING PLANS.

LESSON XL.

WHO ARE GOING TO THE MENAG-
ERIE ?

1. John,—natural history—
2. Picture—saying,—company—
- names,— explain — habits. 3.

John—good deal—knowledge—. 4. Part—books,—part—eyes. 5. All—anxious—except Jemmy. 6. Not like—. 7. Insects — bugs, — sting. 8. Cats — beasts, — scratch — bite. 9. Hens, turkeys, ducks—geese—dirty,—always—. 10. Hisses—. 11. Runs after—red garment—. 12. “Now — to - morrow,” said John. 13. Bose thought John —. 14. Jumped up,—wagged,—pricked,—barked. 15. “Well — *shall* go.” 16. No use—Tom,—case—settle—old rats. 17. Chicken-Little—not go,—nobody—daylight up—morning. 18. Long way—menagerie;—proposed,—stop over night—uncle’s house,—on the morrow—not—too tired—seeing—sights.

LESSON XLI.

ON THE WAY.

1. Whole party—on the way—menagerie. 2. John—father—front seat—open wagon. 3. Maggie—Jemmy—other—. 4. Bessie—sick,—left—home. 5. Bose—stone wall—other side—lines—road. 6. Busy—usual. 7. Running—small bird—full speed. 8. Not catch,—knows that — pleasure—running—barking. 9. If—company—looked back—mother standing—door. 10. Watched—stood—father—children—out—sight. 11. Bose—place—under—wagon. 12. Children asked—carriage,—as—pleased—outside. 13. Small stream—road—under—bridge,—take a look — underneath,—how—made. 14. Jemmy—silent—started. 15. Asked—lion—roar—louder—bellowing—calf. 16.

ON THE WAY.

“Goose!” 17. Over—wall—“no goose—” 18. Laughed,
—smiled. 19. Never heard,—been told—very loud—sound.

LESSON XLII.

THE LION ROARS.

1. Uncle's house—stopped—overnight. 2. Next day—
menagerie. 3. Picture—whole company—lion's cage.
4. Man—made—picture—not—room—whole menagerie,—
lion's cage—only—other things. 5. Pushing—pole—cage.
6. Lion—lioness—inside—very fierce—. 7. Jemmy—
hands—. 8. Pushing—pole—oblige Jemmy. 9. Standing
—before—cage,—keepers—passed by—. 10. “Mr. Man,”

THE LION ROARS.

said Jemmy,—“lion roar?”

11. Stopped,—puzzled,—

smiled. 12. “No regular

—*roar*,—*snarl*—easily

enough.” 13. Pole—pushed—cage. 14. Lion—not like,—

snarled,—not much—roar—sure enough. 15. Not—pleased.

16. Hear—roar—hair—on end. 17. Seemed—shiver. 18.

“All the rest;—beast.”

LESSON XLIII.

WHAT JOHN SAID ABOUT THE CAT FAMILY.

1. Lion,—tiger,—leopard. 2. Color—lion—dark yellow—
tawny. 3. Neck—shaggy mane,—tail—tuft—. 4. Tongue,
—teeth,—claws—cat’s. 5. Differ—size. 6. “Fact—,” said
John,—“only cats—larger—.” 7. Hunt—prey,—seize—

cat—. 8. Slowly—silently,
—spring;—leap—suddenly.
9. See well—night,—cat—
game—
taken—
time. 10.

CAT FAMILY.

Climb trees,—most—lion—tiger—not. 11. Tickle—cat,—
throw itself—back,—hind claws forward,—push—back—
suddenly. 12. Sheep—stake,—tiger—near—. 13. Crouched
down—slowly—near—spring. 14. Sudden leap,—seized—
throat,—over—back. 15. Feet forward—suddenly back,—
tear—flesh—. 16. Acted—cat does—play—pretends—same
thing—hands.

LESSON XLIV.

THE DOG FAMILY.

DOG FAMILY.

1. Cages—wolves, hyenas,—foxes. 2. Picture—wolf,—spotted hyena,—fox. 3. Wolf—fox—dog family. 4. “Cousins, Bose,” said John. 5. Not—know—own relations. 6. Curious—dog family;—walk—toes,—not—soles—feet. 7. “Bose’s—leg,” said John:—“knee;—really—heel.” 8. Five toes—fore-feet,—four—hind-feet. 9. Same—cat family. 10. Dog family—can seize—cats—neither—climb trees. 11. Shape—teeth—eat flesh—cat family. 12. Spotted hyena—picture—wolf—fox. 13. Might belong—dog family,—not. 14. Second-cousin—Bose—Tom. 15. Claws—dog’s claws,—four toes—front feet. 16. Tongue,—not smooth—dog’s,—horny claws—cat’s. 17. Tamed. 18. John—trust one. 19. Suppose—Bose. 20. “Not think—trust myself—dark night—lonely road—tame wolf—spotted hyena.”

LESSON XLV.

SOME OF THE SCRATCHER FAMILY.

1. "Now,"—John,— "handsome birds — *scratchers*." 2. Picture—peacock,—pheasant,—jungle-fowl — guinea-fowl. 3. Peacocks — poultry - yards. 4. Prettier feathers—no bird. 5. As — turkey — tail - feathers — push up — fan, — longer — prettier—feathers. 6. Tail—round spots—eyes. 7. Colors—rain-bow: red, green, golden yellow. 8. Home—China. 9. No comb—head. 10. Instead,—tuft—. 11. Stand up—pleases,

THE SCRATCHERS.

—proud look. 12. Prettiest part—tail—long—narrow. 13. Handsome—almost—peacock's. 14. Jungle-fowl—India. 15. Not stand out—tail-feathers—hang down—long curve. 16. Pretty tail—Chicken-Little—cannot compare—pheasant—jungle-fowl. 17. Guinea-fowl. 18. Everybody—. 19. Feathers—dark-gray,—black,—sprinkled—spots—white—round. 20. Not pretty. 21. Noise—"Go back!" 22. Voice—peacock—scream—not pleasant—.

LESSON XLVI.

THE DUCK FAMILY.

THE DUCK FAMILY.

1. Picture—swan,—wild-duck,—gray goose. 2. Swimming—water. 3. Standing—shore. 4. All—duck family,—

webbed feet. 5. Swan—longer—neck. 6. Cannot walk so well,—swim—better—. 7. Most—swans—white,—other countries—black. 8. Some—black necks—white bodies. 9. Tame swan—strong. 10. Break—man's leg—wing. 11. Whistling swan,—sings or whistles—flies. 12. Swan's bill—thick near—head. 13. Not taper—goose's bill—even width—duck's—tip. 14. Eider-duck,—cold countries. 15. Feathers—light—soft,—quilts,—garments. 16. "Feathers—pillows—beds." 17. *Live geese*—living goose—plucked.

LESSON XLVII.

THE PENGUIN AND THE ALBATROSS.

1. Penguins —
upright—
sea-shore,—albatross
—down—above.
2. Swimmers—
some—very
broad and
strong wings,
—some—no wings—.
3. Wings—penguin
—remnants—feathers
—scales—fish. 4.

PENGUIN AND ALBATROSS.

Wings,—more—fins of—fish—wings of—bird. 5. Still more—flippers—turtle. 6. Penguin—not—like—bird,—know—it is—covered—feathers. 7. “No feathers,”—John. Sure sign—*feathers*. 8. Many penguins—shore,—in rows,—soldiers—ranks. 9. Look—feet,—webbed. 10. “No web,”—John. 11. Feet—albatross,—webbed;—broad-winged swimmer. 12. Wings—large—much—time—air. 13. Living—out of—water,—use—feet—swimming,—so—webbed.

LESSON XLVIII.

THE FLAMINGO.

1. Strange-looking bird. 2. Legs—flamingo—very long,—like stilts—most people—wader. 3. Picture—one—feet—out of

THE FLAMINGO.

—water,—web between—toes. 4. So—know—not—wader,
—swimmer. 5. Stands up,—six feet—nearly. 6. Neck,—
very long;—oddest part—bill. 7. Head—small,—bill—very
long,—curious bend—middle. 8. Homely,—not—one
thing;—beautiful scarlet feathers. 9. After all,—long neck
—oddly—bill—great use—. 10. Stands—water,—twists—
neck—upper part—on—ground. 11. Stirs—mud—webbed
feet,—insects—spawn—catches—feeds on. 12. Flocks,
like ducks—geese. 13. Light—shore—river—sentinel.
14. Danger approaches,—loud scream,—whole flock—loud
cries—air.

MANUAL OF LESSONS
IN
NATURAL HISTORY AND LANGUAGE

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MANUAL

OF

NATURAL HISTORY AND LANGUAGE.

PART I.

LESSON I.

THE BIRDS IN THE POULTRY-YARD.

1. I see some hens, some turkeys, some geese, some ducks, some guinea-fowl, and some doves in the picture. 2. All birds are covered with feathers. 3. A bird is an animal covered with feathers. 4. No other animal except a bird is covered with feathers. 5. The feathers keep the bird warm.

LESSON II.

WHERE BIRDS LIVE.

1. Each bird in the picture has two wings. 2. The doves can fly best. 3. Birds that can fly well live a good deal of the time in the air. 4. The ducks and the geese can swim best. 5. They spend a good deal of their time upon the water. 6. The hens, the turkeys, and the guinea-fowl hardly ever fly or swim. 7. These birds live most of the time upon the land.

Unite 4, 5, by "so:" unite 6, 7, by "so."

LESSON III.

THE VOICES OF BIRDS.

1. A hen cackles after she has laid an egg. 2. She clucks to call her chickens. 3. The rooster crows very early in the morning. 4. When he crows, he flaps his wings. 5. The duck quacks when he talks. 6. The turkey gobbles when he talks. 7. When the goose is angry he hisses. 8. The dove coos when he calls his mate.

Unite 1, 2, by "and:." unite 3, 4, by "and:." unite 5, 6, by "and:." unite 7, 8, by "and."

LESSON IV.

THE POULTRY-YARD.

1. In the picture I see five doves on the roof of the stable. 2. There are six doves on the ground. 3. Those on the ground seem to be picking up corn, or some other grain. 4. The place where the doves sleep and have their nests is called a dove-cote. 5. On the duck-pond I see three old ducks and five young ducks swimming. 6. There are two old ducks on the shore of the pond. 7. Two of the old ducks on the pond have their heads under the water. 8. I think they are trying to find something to eat on the bottom of the pond. 9. Three geese are standing near the shore. 10. I think that the one with his neck stretched out is screaming. 11. I think the turkey that has his feathers puffed up is gobbling. 12. There are four hens and fifteen chickens in the yard. 13. Near one of the

hens there are two guinea-fowl. 14. On the top of one of the hen-coops there is a rooster crowing.

Unite 1, 2, by "and"—omitting what you can, and make sense:
unite 7, 8, by "and:" unite 9, 10, by "and:" unite 13, 14, by "and."

LESSON V.

THE HEN.

1. This is a picture of a hen. 2. We know that the hen is a bird, because she has wings and is covered with feathers. 3. The hen scratches the ground with her toes or claws, and picks up insects, worms, and seeds with her bill. 4. She lays eggs, and hatches chickens from the eggs. 5. When the chickens are young they keep close to the old hen. 6. If they wander away, the old hen clucks to call them back. 7. When the old hen scratches the ground, the little chickens stand around the hole, and pick up the worms that the old hen finds. 8. She does not take her chickens to the water. 9. She is afraid of the water. 10. She cannot swim well, because her toes are not joined together. 11. When she pushes her foot back against the water, the water runs through between her toes, because they are not joined together. 12. When the old hen sits down, the little chickens run under her wings and feathers. 13. They do this to keep themselves warm.

Unite 5, 6, by "but:" unite 8, 9, by "because:" unite 10, 11, by "so:" unite 12, 13—omitting "They do this."

LESSON VI.

THE HEN'S FOOT.

1. This is a picture of a hen's foot. 2. The hen has four toes on each foot. 3. Three of them are on the front side of the leg. 4. The fourth is on the back side of the leg. 5. The hind toe is a little higher up on the leg than the front toes. 6. The hind toe is shorter than any one of the others. 7. Only the end of the hind toe touches the ground when the hen walks. 8. When the hen places her foot upon the ground, the front toes spread out. 9. When she lifts her foot, the front toes bend and lie close together. 10. On the bottom of the foot is a kind of pad. 11. On the under side of each toe there are also pads. 12. The skin on these pads is thick and rough. 13. When the hen roosts on the limb of a tree, these pads keep the foot from slipping. 14. We sometimes call the hen's toes claws. 15. The middle one of the front toes is longer than any one of the others.

Unite 3, 4, by "and:" unite 5, 6, by "and it"—omitting "the hind toe:" unite 8, 9, by "but:" unite 10, 11, by "and."

LESSON VII.

THE STRUCTURE AND USES OF THE HEN'S TOES.

1. The hen's toes have joints, like the joints in our fingers and toes. 2. She can bend her toes at the joints, just as we can bend our fingers and toes. 3. At the end of

each toe is a nail. 4. The nail is thickest in that part which is joined to the toe. 5. The upper side is rounded, like our nails. 6. The hen's nail curves down a little from the thickest part. 7. The under side of the hen's nails is hollowed out, like our nails. 8. The hen uses her nails to scratch the ground. 9. The hen's nails are thicker and harder than our nails. 10. If they were not thicker and harder, they would soon wear out, because the hen scratches the ground so much. 11. The hen's nails grow just as our nails grow. 12. The hen's nails keep the ends of the toe from getting bruised, just as our nails keep the ends of our fingers from getting bruised. 13. When the hen goes to roost on the limb of a tree, or on a small pole, she clasps the limb tightly with her toes.

Unite 1, 2, by "so:" unite 3, 4, by "and:" unite 6, 7, by "and:"
unite 11, 12, by "and."

LESSON VIII.

THE DUCK.

1. Here is a picture of a duck. 2. We know that the duck, the goose, and the hen are birds, because they have wings, and are covered with feathers. 3. The hen was made to live on the land. 4. We know this by the shape of her feet. 5. Birds that live on the water have their toes joined together by a thin skin. 6. Such feet are called web-feet. 7. The goose is the only bird in the poultry-yard that has feet like the duck's feet. 8. Both these birds have their front toes joined together by a thin skin or web, and this

shows that they were made to swim. 9. The hen scratches the ground with her feet to find worms. 10. Then we can call hens scratchers. 11. The duck and the goose cannot scratch the ground well, but they can swim well with their web-feet. 12. Then we can call them swimmers. 13. The duck's feathers are thicker than the hen's. 14. They should be thicker, to keep the duck warm in the cold water. 15. The water does not wet the duck's feathers, because the duck oils them. 16. If we take a young duck near the water, he will run into the water. 17. That shows that he was made to swim on the water. 18. Very young ducks are covered with a kind of down. 19. The down keeps the young duck warm.

Unite 3, 4, beginning with "we know," and making such changes as the sense requires: unite 5, 6, by "and:" unite 9, 10, by "so"—omitting "then."

LESSON IX.

THE DUCK'S BILL, THE HEN'S BILL, AND THE GOOSE'S BILL.

1. Here are pictures of a duck's bill, a hen's bill, and a goose's bill. 2. The duck's bill is longer, wider, and flatter than the hen's bill. 3. The hen finds worms and insects on the land. 4. The duck finds them in the mud at the bottom of shallow ponds. 5. The edges of the hen's bill are smooth. 6. The edges of the duck's bill are rough. 7. The small pointed knobs on the duck's bill look a little like the teeth of a fine saw. 8. The goose's bill is wider

than the hen's bill, but it is not so wide at the end as the duck's bill. 9. The tongue of the duck is thick. 10. When the duck's bill gets hold of a worm, the tongue presses it against the upper part of the mouth and holds it there. 11. Then the mud and water run off between the little knobs, and the duck eats the worm. 12. The duck very often pushes its bill into the mud. 13. The bill would soon be worn out, if the end was not horny and hard. 14. The end of the upper part of the duck's bill laps over the lower. 15. The end of the duck's bill is blunt. 16. The end of the hen's bill is sharp and pointed. 17. The duck's bill looks a little like the blade of a shovel. 18. The knobs on the edges of the goose's bill are larger than those on the duck's bill. 19. The goose eats a good deal of grass. 20. Perhaps these knobs help him to tear off the grass.

Unite 3, 4, by "and:" unite 5, 6, by "but:" unite 6, 7, by "and," making such changes as the sense requires: unite 15, 16, by "but:" unite 19, 20, by "and."

LESSON X.

THE DUCK'S FOOT.

1. This is a picture of a duck's foot. 2. The duck has the same number of toes that the hen has. 3. The three front toes of the duck are joined by a thin skin or web. 4. The web-foot shows that the duck was made to swim on the water. 5. When the duck wishes to swim on the water, he spreads out his toes and pushes his feet backward.

6. When the duck walks, his toes are spread out on the ground as they are when he swims. 7. The foot of the duck in swimming acts like the oar of a boat in rowing. 8. When the duck lifts his foot in walking, the toes are brought close together. 9. They are placed in the same way when he brings them forward in swimming. 10. The hen can walk better than the duck. 11. The duck can swim better than the hen.

Unite 3, 4, by "which"—omitting "the web-foot:" unite 5, 6, by "and"—use "he" instead of repeating "the duck:" unite 7, 8, by "but:" unite 10, 11, by "but."

LESSON XI.

THE GOOSE.

1. Here we have a picture of a goose. 2. The goose is a larger bird than the duck. 3. Both these birds have boat-shaped bodies and web-feet. 4. We know by the shape of their bodies and the form of their feet that the duck and the goose are swimmers. 5. The hen walks better than the goose. 6. The goose walks better than the duck, but not so well as the hen. 7. The duck waddles very much when he walks. 8. We know by the way these birds walk, which of them spends the most time on the land and which on the water. 9. The hen walks very well, and spends all of her time on the land. 10. The goose walks pretty well, and that shows that he spends a part of his time on the land. 11. The duck waddles very much when he walks, and that shows that he spends most of his time on the water.

12. The hen scratches in the dirt, and gets part of her food *in* the ground. 13. The goose *nibbles* the grass that grows on the land and in the water near the shores of ponds, and gets a part of his food *above* the ground, and a part *above* the water. 14. The duck *dabbles* in the water, and gets a part of his food *under* the water.

Unite 1, 2, by "which"—omitting "the goose:" unite 3, 4, by "so:" unite 5, 6, by "and:" unite 10, 11, by "but."

LESSON XII.

THE TURKEY.

1. This is a picture of a turkey. 2. He is called the old gobbler of the poultry-yard. 3. He is larger than any other bird in the yard. 4. There are no feathers on his head and on the upper part of his neck. 5. His head and the upper part of his neck are covered with a bluish skin, having on it a kind of reddish warts, called wattles. 6. The longest wattle comes out of his forehead, above his bill. 7. Very often it is longer than the bill. 8. When the turkey is angry, this long wattle becomes large and red. 9. On the breast of the turkey is a tuft of stiff hairs. 10. They look a little like bristles. 11. The turkey's tail, when it is spread out, looks like a large fan. 12. The turkey has the same number of toes as the hen. 13. The nails of the turkey are hard and blunt, like the hen's. 14. Sometimes he looks very proud and important. 15. When the turkey feels proud, he spreads his tail, puffs out his feathers, and struts about, and his wattles become

red. 16. At the same time he stiffens the quill-feathers on his wings, and scrapes them on the ground. 17. Then he gives a kind of *puff*, as though he had been holding his breath.

Unite 2, 3, by "and:" unite 4, 5, by "but:" unite 6, 7, by "and:" unite 9, 10, by "that"—omitting "they:" unite 12, 13, and make sense: unite 16, 17, by "and"—omitting "then he."

LESSON XIII.

THE OWL.

1. This is the picture of an owl. 2. He does not look like other birds that I have seen, but is a very odd-looking bird. 3. His eyes look large and staring. 4. They are placed in the front part of his head. 5. They look a little like a cat's eyes. 6. The owl's eyes are so made that he can see best in the night. 7. The owl in the picture has two curious tufts of feathers on the top of his head. 8. They look a little like the horns of an ox. 9. Then the owl in the picture may be called the horned-owl. 10. The ears on the cat's head look like these tufts of feathers on the owl's head. 11. The owl can move these feathers back and forth, just as a cat can move her ears. 12. In the woods, at night, the horned-owl makes a very loud noise, sounding like "Waugh, hoo, hoo, hoo!" 13. The wings of the horned-owl in the picture are very large. 14. The owl's feathers are soft and downy, and he makes but little noise in flying.

Unite 3, 4, by "and:" unite 7, 8, by "which"—omitting "they:" unite 10, 11, by "and."

LESSON XIV.

WHAT A BIRD HAS.

1. This is a picture of a bird's head. 2. Every bird has a head, a bill, feet, a neck, a body, wings, and a tail. 3. Most birds have their eyes on the sides of the head. 4. They are placed near the middle of each side. 5. A bird can see on both sides at the same time, while we can see well only in front. 6. The ears of most birds are a little behind and below the eyes. 7. The openings of the ears are almost always covered with feathers. 8. The nostrils of the bird are always in the upper part of the bill, near the head. 9. The upper and lower parts of the bill are the jaws of the bird. 10. We can move only our lower jaw up and down. 11. The bird can move both jaws up and down.

Unite 3, 4, by "and:" unite 6, 7, by "and."

LESSON XV.

THE HEN-HAWK.

1. This is a picture of a hen-hawk. 2. The hawk's bill is sometimes called a beak. 3. The hawk's beak and claws are shaped like the beak and claws of the owl. 4. The hawk's eyes are on the sides of his head. 5. He catches his prey with his claws. 6. The hawk's eyes are bright and fierce, and not dull and staring, like the owl's. 7. The owl flies near the ground. 8. The hawk almost always flies high up in the air when he is not pursuing his game. 9. The owl

catches his game after dark. 10. The hawk catches his game in the daytime. 11. The hen-hawk and the owl steal chickens, young ducks, and young geese or goslings from the farmers. 12. When the hen-hawk is flying high up in the air he makes a noise that sounds like "Kai, kai, kai." 13. When this noise is heard the guinea-fowl scream. 14. The hens call their chickens, and the chickens run to their mothers. 15. The hen-hawk robs the poultry-yard by day. 16. The owl robs the poultry-yard at night. 17. The owl and the hawk are birds of prey. 18. We know by the shape of their claws that the owl and the hawk are birds of prey.

Unite 2, 3, by "and:" unite 7, 8, by "but:" unite 9, 10, by "but:" unite 12, 13, by "and:" unite 13, 14, by "then:" unite 15, 16, by "and"—using "it" instead of "robs poultry-yard" in 16: unite 16, 17, by "so."

LESSON XVI.

THE HAWK'S BILL AND THE OWL'S BILL.

1. We pick up things with our hands. 2. The bird picks them up with its bill. 3. The bird has no lips and no teeth. 4. The bird uses its bill for hands, lips, and teeth. 5. The hen's bill and the duck's bill are almost straight. 6. The hawk's bill and the owl's bill are curved and hooked at the end. 7. The cat catches birds and small animals with its claws. 8. We sometimes call these claws talons. 9. The cat holds its game, when caught, with its claws, and tears the flesh with its teeth. 10. The owl and

the hawk catch their game with their claws. 11. When caught, they hold it with their claws, and tear the flesh with their beaks. 12. If I look on one side of an American silver half-dollar I see a picture of an eagle. 13. The eagle's bill is curved and hooked at the end. 14. Hawks, owls, eagles, and other birds of prey have curved and hooked bills.

Unite 1, 2, by "but:" unite 3, 4, by "so it"—omitting "the bird:" unite 5, 6, by "but:" unite 7, 8, by "and:" unite 10, 11, by "and:" unite 12, 13, by "and"—using "his" for "eagles" in 13.

LESSON XVII.

THE HAWK'S FOOT AND THE OWL'S FOOT.

1. These are pictures of a hawk's foot and of an owl's foot. 2. The nails at the ends of the toes are not shaped like the hen's nails. 3. The hawk's nails and the owl's nails are very much curved, and are very sharp at the ends. 4. The claws are almost as sharp as needles. 5. The hawk's claws and the owl's claws are shaped like the cat's claws. 6. The hawk's claws and the owl's claws are larger and longer than the cat's claws. 7. The hawk, the cat, and some kinds of owls catch young chickens, young ducks, rabbits, and small birds with their claws. 8. A hawk sits a good deal of the time upon the limb of a dead tree. 9. He chooses a dead tree to perch on because there are no leaves to hide the view. 10. When sitting in this way he is watching for game. 11. Under the hawk's toes there are

little pads. 12. They are quite rough. 13. These rough pads keep his feet from slipping on the limb.

Unite 2, 3, by "but"—using "they" instead of "the hawk's nails and owl's nails:" unite 5, 6, by "but"—making such changes as the sense requires: unite 11, 12, by "which"—omitting "they."

LESSON XVIII.

A MAN'S EYE.

1. This is a picture of a man's eye. 2. In the centre of the eye is a round black spot. 3. It is called the pupil of the eye. 4. It seems to be a black hole in the eye. 5. When we go out into the sunlight this black spot becomes very small. 6. It is not much larger than the head of a pin. 7. When we go into a dark room this black spot, or pupil, becomes quite large. 8. It is round all the time. 9. A good deal of light makes the pupil very small. 10. A very little light makes the pupil large. 11. In a dark day the pupil is larger than it is on a bright day.

Unite 1, 2, by "and:" unite 2, 3, by "which"—omitting "it:" unite 5, 6, by "and"—omitting "it:" unite 9, 10, by "and"

LESSON XIX.

THE CAT'S EYES.

1. Here we have two pictures of a cat's eye. 2. The pupil, or the black part of these eyes, is not shaped as it is in our eyes. 3. In our eyes the pupil is round. 4. In the

first of these pictures the pupil is very large, and covers a large part of the ball of the eye. 5. It is not round, but is curved on both sides, and comes to a point at the top and bottom. 6. The pupils of a cat's eyes look like this when she goes into a dark room. 7. The cat can see better than we can in the dark, because the pupils of her eyes are larger, and let in more light. 8. In the second picture the pupil looks almost like a line running across the eye. 9. It is widest in the middle, and tapers to a point at each end. 10. The cat's eyes look like this when she goes out into the sunshine. 11. When the cat's pupils are of this shape, very little light comes into her eyes. 12. The bright sunshine does not seem to trouble the cat much. 13. A good deal of light makes our pupils and the cat's pupils very small. 14. A very little light makes them large. 15. If you go into a dark room where there is a cat, her eyes will look large and bright. 16. An owl's eyes look large and bright in a dark night.

Unite 1, 2, by "but:" unite 11, 12, by "so:" unite 13, 14, by "and:" unite 15, 16, by "and."

LESSON XX.

OUR EYES, THE CAT'S EYES, AND THE OWL'S EYES.

1. We cannot see very well in the night. 2. The pupils of our eyes do not become large enough. 3. The cat catches most of her prey in the night. 4. She needs eyes that can see well in the dark. 5. The pupils of her eyes then become much larger than ours, and let in more light.

6. The pupils of the owl's eyes are round, like our pupils, but they are much larger. 7. He catches his prey in the night, and needs large pupils to let in a good deal of light. 8. In the daytime our pupils and the cat's pupils become very small. 9. In most kinds of owls the pupil does not become very small in the sunshine. 10. When much light goes into the owl's eyes in the daytime it blinds him, and he can hardly see at all. 11. Because of this, the owl spends most of his time in the daylight in a hollow tree, or in some place where there is little light. 12. Too much light seems to pain him.

Unite 1, 2, by "because:" unite 3, 4, by "so:" unite 8, 9, by "but:" unite 10, 11, by "and."

LESSON XXI.

THE CAT'S CLAWS.

1. At the end of each toe in a cat's foot is a nail or claw. 2. Generally only the ends of the claws can be seen. 3. Most of the claw is drawn up under the fur when the cat is at rest, and when she is walking. 4. When the cat wishes to scratch, or to seize her prey, she can push out her claws. 5. Then they look as you see them in the picture. 6. The cat's claws are very strong, very much curved, and very sharp. 7. The hawk, the owl, and the eagle have claws that look like the cat's claws. 8. The cat can catch rats and mice with her claws. 9. Some kinds of owls can catch rats and mice. 10. The owls use their sharp talons in the same way as the cats use their sharp claws. 11. The cat can

climb a tree. 12. She puts her hooked claws upon the rough places in the bark and pulls herself up.

Unite 2, 3, by "for:" unite 4, 5, by "and:" unite 8, 9, by "and."

LESSON XXII.

THE CAT'S FEET.

1. The cat has four feet. 2. On each of the hind feet there are four toes. 3. On each of the fore feet there are five toes. 4. One of the toes on each of the fore feet does not touch the ground when the cat walks. 5. It is placed on the inside of the leg, quite a distance above the other toes. 6. This toe is like the thumb on our hand. 7. On the under side of each of the cat's toes, and on the bottom of her foot, there is a soft pad or cushion. 8. When the cat walks she makes very little noise, because of these pads. 9. When she goes toward her prey she puts two of her cushioned feet slowly and carefully upon the ground, and then the other two. 10. The cat walks slowly and carefully, so that her prey may not know that she is coming. 11. The owl catches rats and mice. 12. The owl's feathers are soft and downy. 13. The owl makes no more noise in flying than the cat makes in walking. 14. The owl has soft and downy feathers to help him move silently upon his prey. 15. The cat has soft and padded feet to help her move silently upon her prey.

Unite 1, 2, by "and:" unite 3, 4, by "and:" unite 12, 13, by "and"—using "he" instead of "The owl" in 13: unite 14, 15, by "and."

LESSON XXIII.

THE CAT'S VOICE.

1. A cat can mew, and purr, and screech. 2. When a cat wants you to open the door, she mews softly. 3. She seems to say, "Please open the door." 4. When she feels pleased, she purrs. 5. Then she seems to say, "I am very happy." 6. When she calls her kittens she makes a soft noise, which sounds like *pur-r-r*. 7. If they do not come, she will go to them and cuff their ears. 8. If any one treads on a cat's tail, or on her toes, she gives a very loud screech.

Unite 2, 3, by "and"—omitting "she:" unite 4, 5, by "and."

LESSON XXIV.

THE TEETH AND THE TONGUE OF A CAT.

1. When a bird has a sharp beak, very much curved, we feel pretty sure that it preys upon living birds and small animals. 2. It is not a *sure* sign. 3. The parrot has a curved beak. 4. The parrot does not eat the flesh of birds and other animals. 5. The parrot uses his curved beak to help him climb trees. 6. When we see an animal with sharp teeth like the cat's, we feel pretty sure that its food is the flesh of other animals. 7. Four teeth of the cat are longer and sharper than the others. 8. Two of them are in the upper jaw, and two are in the lower. 9. When a cat licks your hand with her tongue it feels rough. 10. There

is something on the tongue like teeth, that pricks and hurts a little. 11. The upper side of the tongue is covered with small horny claws, all pointing toward the throat. 12. The lion and the tiger are only large cats. 13. It would be dangerous to have your hand licked by them. 14. Their tongues would tear the flesh. 15. The sharp curved beaks of the owl and the hawk are used to tear the flesh of their prey. 16. Instead of a sharp curved beak, the cat has very sharp pointed teeth to tear the flesh of her prey. 17. The cat uses her horny tongue to lick off the flesh from bones. 18. We can tell that an animal is made to prey on other animals by the shape of its teeth and claws. 19. We can tell that a bird is made to prey on other birds by the shape of its beak and claws.

Unite 1, 2, by "but:" unite 4, 5, by "but," making such changes as the sense requires: unite 9, 10, by "because:" unite 12, 13, by "but."

PART II.

LESSON I.

THE LITTLE DUCKS AND THE WORM.

1. One day a little duck found a worm, and was running off with it as fast as he could. 2. The worm was very large and fat. 3. Another duck saw this duck running away with the worm in his mouth. 4. The second duck wanted a piece of the worm, and ran after the first duck. 5. After a long chase, the second duck came up with the first duck, and caught hold of one end of the worm. 6. In the picture, both ducks are pulling and tugging at the worm. 7. "Let me have my half," said the second duck. 8. This little duck was a lazy fellow, and did not like to find worms for himself. 9. "I found the worm, and it is mine," said the first duck. 10. Just then the worm broke, and both the little ducks tumbled over backward. 11. The second duck cried, as he gobbled down his piece of the worm, because he did not get his half.

NOTE.—In the previous lessons, the pupil has been aided in studying the pictures and telling what he sees, by direct questions. We now appeal to another sense—that of hearing—and help the pupil to reproduce what has been read, by the suggestive words in the lesson. The teacher should not insist upon an exact statement of the *words* read, but simply that the story be told in correct sentences. Before reproducing it in a *written* exercise, it should be given orally; and it would be well to be sure that the pupils can *spell* the words correctly

before they write the story. Attention should be called, in the oral exercises, to the division into sentences. It is much easier to train the ear to this division than to give any definite rules.

LESSON II.

THE FAMILY HOMESTEAD.

1. In the picture is a barrel turned over on its side. 2. One head has been taken out, and slats nailed over the opening. 3. Pieces of wood have been put under its sides to keep it from rolling, and under each end to keep it from tipping. 4. It now stands firm, and makes a very good hen-coop. 5. It is a good home for the old hen and her ten children. 6. The old hen and her chickens are now outside the coop. 7. The chickens are small, and can go between the slats; but the old hen cannot go between them. 8. The middle slat is not nailed to the barrel, but is sharpened at one end and pushed down into the ground. 9. The upper end is above the barrel, and is whittled off, as if for a handle. 10. The little girl, whose name is Margaret, has two of the chickens in her arms. 11. She is the daughter of the owner of the poultry-yard. 12. She calls the old hen Mother Hen-Pen, and one of the chickens that she has in her arms she calls Chicken-Little. 13. The other she calls Biddy. 14. The old hen has ruffled up her feathers, and is walking back and forth before the coop. 15. She is afraid the little girl will hurt her chickens. 16. The little girl has come to shut up the old hen and her chickens in the coop.

LESSON III.

THE LITTLE BOY AND THE ANGRY GEESE.

1. The little boy is running away, because he is frightened. 2. The birds that are running after him are geese. 3. I know they are not ducks, because they are larger than ducks, and have longer necks. 4. If the geese should come up with him, they would not hurt him. 5. They have no teeth. 6. They have nails on the ends of their toes, but they have no claws like the cat's claws. 7. Geese can strike pretty hard blows with their wings, but they are timid birds. 8. The geese are making a hissing noise at the little boy. 9. The little boy's hat has come off, because he is running so fast. 10. If he should turn round and run after the geese, they would run away. 11. But he is afraid of the geese, and does not dare to run after them. 12. They will run after him as long as they think he is afraid.

LESSON IV.

THE MOTHER AND CHILDREN.

1. Old Mother Hen-Pen is a good scratcher, and takes good care of her children. 2. Of course she works hard. 3. Any mother must work hard to feed and bring up ten children. 4. Every one of her chickens has a good appetite, but she seems to know just where to go to find plenty of worms. 5. She does not scratch in dry dirt. 6. She knows better than that. 7. She always finds some damp

ground. 8. She knows that the worms there will be large and lively. 9. In the picture she is giving her chickens a lesson in dirt-scratching and worm-digging. 10. The old hen knows very well that by-and-by her children must scratch dirt for themselves. 11. Two of the chickens have pulled out of the ground a long and fat worm. 12. The old hen has taken hold of one end of the worm. 13. She is telling them, I suppose, not to jerk the worm, but to pull steadily. 14. The old hen knows very well that it is the long pull and the steady pull that gets out the most worms in this world.

LESSON V.

THE GRASSHOPPER.

1. While old Mother Hen-Pen was busy digging angle worms, Chicken-Little saw a large grasshopper, and started to run after it. 2. When the grasshopper saw Chicken-Little coming, he flew up into the air. 3. Chicken-Little had often seen his mother catch grasshoppers, so he felt sure he could catch this one without any help. 4. He was becoming a little proud, you see. 5. He thought how nice it would seem to catch a large grasshopper, and bring it home and show it in the poultry-yard. 6. So Chicken-Little made his little feet fly in trying to keep up with the grasshopper. 7. The end of it was, the grasshopper flew into a currant-bush and hid. 8. Chicken-Little heard a noise that sounded like "Chicker-ee-ee-ee." 9. He thought the grasshopper said "Chicken." 10. It made him very

angry, because he felt that he was no longer a chicken. 11. He had begun to part the feathers on the top of his head in the middle. 12. He made up his mind to punish the grasshopper. 13. While running about to find him, his feet were all at once pulled from under him.

LESSON VI.

CHICKEN-LITTLE'S MISHAP.

1. The picture shows that Chicken-Little is in great trouble. 2. His leg is caught by a thread. 3. His mouth is wide open, and he is peeping loudly. 4. He is pulling very hard, and trying to break the string. 5. Two or three hens are standing by, and their mouths are wide open. 6. They are cackling with all their might; but whoever knew a string to be broken by cackling? 7. Other hens are running this way and that, and doing everything except the right thing. 8. The old rooster is standing on a hen-coop, and is not at all excited. 9. One hen went up to him, and asked him if he could not help the chicken. 10. He said they might all get hold of the chicken and pull, and something would have to give way. 11. The picture shows an old hen rushing along with outspread wings, and nine chickens running after her as fast as they can. 12. The old hen is Mother Hen-Pen, running to take care of her child. 13. She did not stop and cackle, but put her big foot on the thread and broke it, like a sensible hen. 14. Then the old hen clucked sharply to Chicken-Little.

15. He limped along close to his mother, and she walked away very fast, as though something was going to happen by-and-by.

LESSON VII.

FAMILY TROUBLES.

THE BILL TEST.

1. The owner of the poultry-yard wanted some ducks; so he put some duck's eggs under an old hen, for her to hatch. 2. Some days after she had hatched the eggs, she began to feel that something was wrong about her chickens. 3. The old hen found that when she went by a puddle of water, her chickens would jump into it, and seem very much pleased. 4. She brought the whole ten to the rooster, and asked him to see whether they were ducks or chickens. 5. The old hen told the rooster that she was not going to worry and cluck herself hoarse over other folks' children—not if she knew herself, and she thought she did. 6. It was only the other day, she said, that she found them eating polliwigs in a mud-puddle! 7. The rooster told her it was best to be calm about it. 8. "You are excited," he said; "you meant to say tadpoles, not *polliwigs*." 9. He called one of the little fellows to him, and told him to open his mouth. 10. In the picture, the little duck has his mouth open, and the rooster is looking very carefully at the bill. 11. A number of hens are standing round to hear what the rooster will say. 12. He was very much puzzled, and said that he was not sure. 13. "Their bills, I think, look very

much like the small clam-shells that we see on the sea-shore. 14. If they are a new kind of chickens, they ought to be called Clam-Bills."

LESSON VIII.

THE WATER TEST.

1. The hens were not satisfied; they felt sure there was some way of telling whether the little things were ducks or chickens. 2. They told the rooster that the mother felt very badly about it, and that something ought to be done. 3. The rooster said he would do all he could, but he thought the best way would be to kill the whole lot, and begin again. 4. One hen tossed her head, and said to another, "Isn't that just like a rooster?" 5. Suppose the little things should turn out to be chickens after all, how would the mother feel after they were dead?" 6. They sighed, looked at the rooster, and then looked at each other. 7. "Heigh-ho!" said the rooster, "things are not as they used to be when I was young. 8. Then a rooster was a rooster, a hen was a hen, and chickens did not have bills like a shovel! 9. Then a rooster had a tail"—and he looked behind at the two long feathers in his own tail. 10. One hen thought it would be a good plan to take the little fellows out to a water-pan in the yard. 11. "Then," said she, "we can look at their feet, and if we find the toes joined together, and the young things want to get into the water, that will settle it." 12. In the picture, the whole company have come to the pan of water. 13. The rooster made one of the

good-natured little fellows turn over on his back and put up his feet; they were webbed. 14. The others jumped into the water. 15. "I told you so," said the hen; "that proves it; they are ducks."

LESSON IX.

THE WADDLE TEST.

1. Most of the hens thought it had been proved that the little fellows were ducks. 2. Old Mother Kedarcut said she knew a great deal about chickens, because she had none of her own, and spent all her time in telling mothers how to manage their chickens. 3. She said the true way to tell a duck from a chicken was to see if it waddled when it walked. 4. None of the hens thought the old hen knew much, but they were willing to please her. 5. She drew a long, straight line across the poultry-yard with the middle claw of one of her feet. 6. Then she put old Mother Feather-Top at one end of the line, and another hen at the middle, and was to take her own place at the other end. 7. Mother Kedarcut then took the ten little ducks, and ten chickens of the same age as the ducks, and put them in a bunch near Mother Feather-Top. 8. Mother Feather-Top was to make them pass along the line, one by one, with the middle toe on the line, until they came to the middle hen, and she was to call out, "Which!" 9. Then Mother Kedarcut was to answer *duck* or *chicken*, just as she thought by the waddle. 10. The old hen then put herself at her

own end of the line, and everything was ready. 11. She called out to Mother Feather-Top, "You can say *chicken* with every one, and try to put me out all you can; I am sure to be right every time." 12. The end of it was, the old hen called out *duck* nineteen times, and *chicken* only once; and ended by saying, "I told you so; they are all chickens."

LESSON X.

CHICKEN-LITTLE PUTS IN AN APPEARANCE.

1. She felt that she had made a great discovery. 2. Then she began to flap her wings, and acted as though she was going to crow. 3. One of the young roosters called out, "Hear!" 4. By this time, Mother Kedarcut's head was very much muddled. 5. She began to run up and down the line, calling out *which, duck, chicken*, just as it happened; no matter whether she was at the ends or at the middle. 6. After awhile she squatted down at the middle of the line, and began to say *which, which, which*, as fast as she could. 7. When written, the words would look like this: WHICH, WHICH, WHICH, WHICH, WHICH, WHICH, and end in a whisper. 8. The poor old hen was crazy all through. 9. At last she turned over on her side, stretched out her neck, drew in her legs, doubled up her toes, and was gone! 10. Her plan of telling ducks from chickens, by their waddling when they walked, had been too much for her. 11. The other hens had long ago left her, and gone to their work. 12. They are scattered here and there over the poul-

try-yard, and are very busy. 13. Chicken-Little is on the top of a hen-coop. 14. He is older and larger than he was when his leg was entangled in the thread, but I do not think he is any wiser. 15. As he grows large, he grows proud. 16. He begins to be ashamed of keeping close to his mother all the time. 17. He tries to take long steps, like the rooster, and to hold his head up high and look important. 18. He likes to hear the rooster crow, and tries to crow himself.

LESSON XI.

THE DANGER AND THE RESCUE.

1. After Chicken-Little got upon the hen-coop, he thought he would practise a little at crowing. 2. He stretched out his neck, just as he had seen the rooster do, flapped his little wings, and made a queer little noise. 3. It did not sound much like crowing. 4. It seemed very loud, though, to Chicken-Little. 5. Then he jumped down, and went to a heap of straw and dried eel-grass, in a corner of the yard. 6. He scratched away awhile at the pile, and found a few worms and seeds, which he ate. 7. He took hold of a long piece of eel-grass, and tried to swallow it. 8. Eel-grass grows in long, narrow strips. 9. He did not see that the strip was double, and that there was a loop at the end. 10. He had it almost down, when the loop slipped below the underside of his bill, and he could not get the eel-grass up or down. 11. Finding he was choking, he ran out into the yard. 12. The hens all ran up to help him, among

the rest his mother. 13. She saw what the trouble was, and took hold of the loop with her bill, and pulled out the eel-grass. 14. Chicken-Little was now all right again. 15. His mother looked at him sternly for a moment, and then punished him. 16. She gave him seven or eight hard pecks on the top of his head. 17. His mother did right. 18. In the picture Chicken-Little has his head down, and is looking very meek. 19. The tears are rolling down his cheeks. 20. One of the hens had heard him try to crow, and said she thought he would have to tarry somewhere until his feathers were grown. 21. He felt too sorry to be angry at the insult. 22. To be punished by his mother, and laughed at by an old hen, it was too much.

LESSON XII.

SOMETHING VERY STRANGE.

1. All this time Mother Kedarcut has been lying with her claws curled up. 2. Somebody ran and told the poultry that the old hen was dead. 3. They all came up and stood round her, looking very sorry. 4. "She has the pip," said one. 5. "She has the *blind staggers*," said another. 6. "The poor old hen studied the waddle question too hard, and is dead," said a third. 7. In this picture one leg is stretched out, and the claws on that leg are straight. 8. While the hens were looking at her, the little ducks came near, and began to poke round the old hen. 9. They all thought she was dead; when—all at once—out went

one foot, and over went a duck. 10. Then out went the other, and over went another duck. 11. Then she began to kick so fast that you could hardly see her feet; they fairly seemed to fly. 12. "Why," said the rooster, "the dead hen is kicking!" 13. Pretty soon the old hen sat up, and a strange, buzzing, clicking sound was heard. 14. Shortly there came out of her mouth these words: WHICH, WHICH, WHICH, WHICH, WHICH, WHICH, first in a whisper, and then very loud. 15. "We have seen strange things to-day," said the rooster, looking sternly at the hens. 16. "We know now what happens to an old hen, that has no chickens of her own, when she meddles with other hens' chickens!"

LESSON XIII.

THE GREAT SHIPWRECK ON THE DUCK-POND.

1. One unruly chicken can make a great deal of trouble in a poultry-yard; and two of this kind in the same brood can make four times as much trouble as one. 2. In the picture, two chickens are on a board near one side of the pond. 3. The wind is howling and the waves are roaring. 4. The chickens are wrecked, and are in great danger. 5. The trouble came about in this way. 6. Old Mother Hen-Pen and her ten children came near the pond after food. 7. One end of a board rested on the shore of the pond, and the other end was floating on the water. 8. Miss Biddy saw a kernel of corn lying on the board, and ran out to get it. 9. The kernel was large, and Biddy's mouth

was small. 10. While she was trying to swallow the corn, Chicken-Little saw her, and ran up to get the kernel away from Biddy. 11. They ran first to one side of the board, and then to the other. 12. The shore-end of the board was loosened, and it slid into the water. 13. The chickens are now on the raging waters of the duck-pond. 14. The old hen has seen their danger, and is rushing with outspread wings away from the pond. 15. She is after help to save her children from drowning. 16. She thought she would go to the rooster first.

LESSON XIV.

COME AND HELP!

1. In the picture the old hen is talking to the rooster. 2. All the hens and chickens have come together to hear Mother Hen-Pen tell her story. 3. When she came near the rooster, he was standing on a hen-coop, crowing very busily,—but he politely stopped to hear what the old hen had to say. 4. She screamed out that her children were drowning,—and asked him if he had the heart not to help save her dear children from a watery grave at the bottom of the pond. 5. The rooster looked lazily toward the pond, and said that most likely if they were drowned they would float. 6. He saw no cause for alarm. 7. He had no doubt, he said, that everything would come out right, and that the wind would drive the corpses ashore. 8. All the hens called out, “Shame!” and one little hen said, “They are all alike. 9. Put spurs on a bird’s legs, and two long feathers

in his tail, and that is what you get! 10. He can crow and look big, but who ever heard of a rooster that cared for the chickens? 11. I wish *I* weighed ten pounds." 12. All the hens looked as if they were going to hustle him and peck him. 13. If they had, he would have been hen-pecked all over. 14. The rooster smiled loftily at the little hen, and said that he would think the matter over, and see what was best to be done. 15. By this time the old gander, the old gobbler, and all the rest of the poultry had come near to hear what was going on.

LESSON XV.

THEY FORM A PLAN.

1. In this picture, the old gobbler, the old gander, and all the rest of the poultry are going toward the pond. 2. Old Mother Hen-Pen is leading the way. 3. She is very much excited, and all her feathers are ruffled up. 4. They are walking in single file. 5. Next behind the old hen is the old gobbler and the duck, then the old gander. 6. The rooster is behind them. 7. Behind the rooster are the hens and chickens. 8. The wrecked chickens will be saved! 9. A little while ago all was confusion, and everybody wanted somebody to do something. 10. Now they have a plan! 11. The old gobbler, the old gander, and the duck, have a plan apiece, and they are going to save the chickens. 12. The old gobbler has long legs, and can wade in very deep water. 13. The old gander and the duck are old sail-

ors, and of course know how to save people from drowning. 14. On the way down to the water, one young hen said to another, "See that old turkey; his feet look like three-tined hay-forks!" 15. "Yes," said the other, "and look at the red legs of that old gander!" 16. His feet look like soup-ladles!" 17. Then both those little hens looked at their own delicate feet, and then they looked at each other. 18. That is always the way. 19. When birds have great plans in their heads, great duties to perform, and great feet, they must expect some such talk. 20. Will delicate feet save chickens from drowning?

LESSON XVI.

THE TRIAL OF THE PLANS.

1. The wrecked chickens are now near the middle of the pond. 2. The wind is still howling, and the waves are roaring. 3. One great wave has just rolled up on the board, and has wet the bottoms of the chickens' feet. 4. That shows how great the danger is. 5. The old gander, the old gobbler, and the duck are standing on the shore, very near the water. 6. If the chickens were going to Europe, or some other far-off place, it looks as if the poultry might have come down to see them off. 7. Now some one will say, "Nonsense! you cannot go to Europe over a duck-pond." 8. Such a person does not understand things. 9. You can go to Europe easily enough over a pond. 10. One way is to make the pond larger. 11. The other way is to bring Europe nearer the pond. 12. The old gan-

der tried his plan to save the chickens. 13. He screamed out, "Spread—your—wings—and—fly—to—the—shore!" 14. You see he is standing on one foot, and the other is pushed forward. 15. The wind is blowing very hard. 16. He thought he would make a kind of trumpet of his foot, and let his voice go through that. 17. He wanted to be sure of making the chickens hear, but his leg was not long enough to reach his mouth. 18. The chickens did not flap their wings and rise up from the water, as he thought they would.

LESSON XVII.

STICK TO THE BOARD.

1. Of course the trouble was, they did not hear. 2. The wind was blowing very strong, and the gander's speaking-trumpet would not work. 3. Then the old gobbler tried his plan. 4. "Jump—off—from—the—ship—and—wade—to—the—shore!" 5. His voice was very hoarse, and sounded like water running out from a jug when you turn it bottom side up. 6. He thought this must be the way sea-captains talk in a storm; but the chickens did not jump. 7. Then the duck tried his plan. 8. "Dive—into—the—water—and—swim—for—the—land!" but the chickens did not dive and swim. 9. The old hen was half crazy. 10. She knew that such plans could not save her children from a watery grave, because they had no wings to fly with, their legs were very short, and they could not swim. 11. So the sensible old hen shouted at the top of her voice,

“Stick to the board! if you jump off, I will—” 12. The rest that she said could not be heard, for the wind blew very hard just then. 13. At this moment the ship struck with a loud crash upon the rocks on the shore. 14. The chickens were almost thrown from their feet by the shock. 15. Every timber in the vessel trembled. 16. In the picture the old gobbler, the gander, and the duck are looking at the old hen. 17. They feel disgusted with her, because she has spoiled their plans. 18. “The chickens could have been saved easily enough,” grumbled the old gobbler, “if it had not been for that fussy old hen.”

LESSON XVIII.

THE ESCAPE FROM THE WATERS.

1. The chickens have landed from the wreck, but they are not in Europe. 2. The ship was not much hurt by striking upon the rocks, and— I declare, the little wretches are fighting again! 3. They have lowered their heads and ruffled up the feathers on their necks, and are fighting, I suppose, because they love to fight. 4. I am glad to say that the kernel of corn lies in the mud at the bottom of the pond, so they cannot fight any more about that. 5. They dropped it on the way across the pond. 6. The old hen is rushing with outspread wings along the shore toward the two chickens. 7. Now, some one will say, “Why did not the man that made the picture show us what the old hen did when she came up to her chickens?”

8. Of course she kissed them. 9. They have been saved from a watery grave, you know. 10. Perhaps the man that made the picture was afraid to show the old hen kissing her chickens. 11. Perhaps he knew that she would kiss them with a very loud smack, that might wake up the owner of the poultry-yard, if he was taking a nap. 12. At any rate, he has put the hen where she is, and all chickens can learn three lessons from this story. 13. The first lesson is, do not quarrel about a kernel of corn. 14. The second is, do not quarrel near the water. 15. The third is, do not go near the water, if you cannot fly, or swim, or wade.

LESSON XIX.

THE MEMBERS OF THE FAMILY.

1. Here is the whole family. 2. The father is sitting on the piazza, reading. 3. He is the owner of the poultry-yard. 4. The mother is sitting near him, sewing. 5. Bose, the dog, is sitting on his haunches. 6. He belongs to John. 7. John is the oldest of the children, and is talking to Bose. 8. Margaret is the oldest daughter. 9. James, the other son, is younger than Margaret. 10. Bessie is the youngest of the family. 11. You may know James in a picture, because he always has his hands behind his back. 12. Tom, the cat, is lying near the feet of the mother. 13. He belongs to Bessie. 14. She is trying to get Tom out to have a romp upon the grass. 15. She is about to roll a ball, and has called Tom to run after it. 16. Tom has opened

one eye, but does not wish to move. 17. His kitten days are nearly over. 18. Margaret has brought old Mother Hen-Pen and her ten chickens upon the lawn in front of the house, to show them to her father and mother. 19. Chicken-Little and Miss Biddy are standing near each other. 20. They are older than they were when they were wrecked on the dark waters of the duck-pond, and it is to be hoped that they are wiser. 21. The other chickens of Mother Hen-Pen's family have no names, and perhaps that is the best part of them. 22. James has no pets. 23. He keeps near his mother. 24. We shall hear more of all the family by-and-by.

LESSON XX.

PIN-FEATHERS.

1. In the picture is a toad. 2. A number of chickens are standing round it. 3. They are of all sizes and ages. 4. None of them have ever seen a toad. 5. The younger chickens seem to think that it is a new kind of bird, but none of them have ever seen a bird with four legs. 6. A fly lighted on a stick near the toad. 7. The toad's tongue darted out, and the fly was no longer on the stick. 8. One of the chickens looked as though he thought a piece of lightning had come out of the toad's mouth, and had struck the fly. 9. "Oh, my!" said another, "did you see that mouth?" 10. When the toad swallowed the fly, he shut his eyes. 11. All the chickens shut their eyes and swallowed too. 12. The fly seemed to tickle the toad's throat as it

went down, and he put up one of his fore paws and rubbed his stomach. 13. Every one of the chickens put up a foot apiece and rubbed his throat. 14. An old hen saw the chickens going through these strange antics. 15. She came striding through the ring, and her big feet came down on the backs of all the chickens that did not get out of the way.

LESSON XXI.

WICKED DICK.

1. After the old hen had got inside of the ring, she lowered her head and looked at the toad with one eye. 2. The toad wanted to jump. 3. So he gave a leap. 4. At that moment the hen raised her head a little, and the toad struck against it and tumbled over on his back. 5. The old hen looked at him curiously for an instant, then she spread her wings and flapped them. 6. "Go away, children," she called out, "it is nothing but a toad!" 7. The chickens scattered. 8. The picture shows the toad lying on his back, with his feet wriggling in the air. 9. The old hen is flapping her wings, and the chickens are running in all directions. 10. One of the chickens in the picture is standing apart from the rest. 11. He has his mouth open, one leg is pushed out behind, and the wing on that side is stretched out with the leg. 12. He is gaping, and saying, "Ho, hum!" 13. That is his way of saying that he does not care anything about the toad. 14. I am sorry to say that he is the worst chicken in the poultry-yard. 15. The children call

him Wicked Dick. 16. He does not care about anything that is good. 17. He has come to the pin-feather age, and the pin-feather age for chickens may be the best age or the worst age.

LESSON XXII.

THE PERSEVERING HEN.

1. The pin-feather age is the age when, if the chicken is going to be good, the goodness shows itself at the time the feathers begin to come out. 2. If he is going to be bad, the evil seems to come out with the feathers. 3. There is no doubt about it, Dick is a very ill-looking bird. 4. He is a rowdy. 5. If chickens wore hats, Wicked Dick would wear his on one side of his head. 6. As it is, his comb lops over on one side. 7. If there is any fighting going on, Wicked Dick is sure to run and see it. 8. The fellow is on the road to ruin. 9. A very curious thing happened when he was young. 10. John had a hen that wanted to sit on some eggs. 11. He took away the eggs, but that did no good. 12. The old hen stuck to her nest. 13. John piled some bricks, one above the other, about a foot high above the nest, but left a hole between the rows of bricks. 14. The old hen was not to be beaten in that way. 15. She climbed the pile and sat on the hole. 16. The picture shows the hen on her nest of bricks. 17. After awhile another hen hatched a brood of chickens, and John's hen went to the new brood and began to cluck. 18. The mother hen drove her away a number of times, but she

came back every time and kept on with her clucking. 19. Wicked Dick was not very bright, and went sometimes with one hen, and sometimes with the other.

LESSON XXIII.

A PORTRAIT.

1. Of course in this way he got no training, poor fellow. 2. He did not know which of the hens was his mother. 3. He did not even know whether he had any mother. 4. By-and-by neither of the hens would own him. 5. He grew worse and worse. 6. He is a great loafer in the poultry-yard, and does all manner of evil things. 7. He evidently belongs to the Shanghai family, and nobody thinks well of them. 8. Here is a large picture of Wicked Dick running away from something or somebody. 9. The man that made it wanted to show how Dick looked when he had been doing something mean. 10. He looks as though he had been stealing, and was afraid that somebody was after him. 11. You can see what a wild eye he has. 12. His feathers do not lie down smooth. 13. They stick out all over him. 14. Dick has never been known to take a sand-bath. 15. Anybody can see that he has never prinked his feathers. 16. He is always very dirty. 17. If chickens ever did any such things, he would have had a clay pipe in his mouth long ago, and would have chewed tobacco. 18. Here is one of his mean tricks. 19. Very

often he will stand behind a hen-coop, and when a chicken smaller than himself goes by, he will run out and peck him.

LESSON XXIV.

HE GOES DOWN INTO THE DARK WATERS OF THE DUCK-POND.

1. Dick's legs are very long, and he seems to be proud of them. 2. Perhaps it is because they help him run away very fast after he has done a mean trick. 3. John says if chickens wore trousers, Dick would have his made very small in the leg, and very wide at the bottom. 4. One day the old gander was standing on the shore of the duck-pond, with his head stretched out over the water, screaming very loudly. 5. Down went Dick to the shore, and stretched out his neck just as he had seen the gander do. 6. Then he made a very strange noise indeed. 7. I suppose he meant to crow. 8. When the old gander heard this noise, he turned savagely upon Dick. 9. Dick looked up to the gander as though asking him if he did not think that was pretty good crowing for a young rooster. 10. The gander said nothing, but took Dick by the nape of the neck and put him under the dark waters of the duck-pond. 11. The water is not dark because it is deep. 12. Dick struggled, but it was of no use, down he went. 13. After awhile he came up choking badly, and scrambled out upon the shore, looking like a fowl that had been rained on by very black water. 14. The picture shows Dick in the gander's mouth, just before he explored the waters of the pond.

15. All chickens can learn two lessons from this story.
16. The first is, always have a mother. 17. The second is, do not be a Shanghai chicken.
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LESSON XXV.

THE STORY OF THE BLUE MOUNTAINS.

1. The large picture on page 51 shows the country around the poultry-yard. 2. On the left is the house where the owner of the yard lives. 3. Far away there are some high hills. 4. They are called the Blue Mountains by people who live near the yard. 5. Among the rocks at the foot of these mountains a sly old fox has his hole. 6. On the right of the yard is a field partly covered with trees. 7. In this field is a small hill which the picture does not show. 8. In the small picture on page 52 a half-grown chicken is standing on the top of this hill, looking at the mountains in the distance. 9. The chicken's name is Biddy. 10. She is the sister of Chicken-Little, and the daughter of old Mother Hen-Pen. 11. Not far away is a fox creeping slyly towards the chicken. 12. He has been out all night, and is on his way to his home. 13. It is the fox that lives up in the Blue Mountains. 14. He saw Miss Biddy standing on the little hill, and made up his mind to have her for his breakfast. 15. Bose, the dog, is running with all his might after the fox. 16. The fox is thinking so much about the chicken that he does not see Bose. 17. The picture is not large enough to show Bose as he ran the race.

LESSON XXVI.

LONGINGS.

1. All that you see in this picture took place about the time Chicken-Little was trying so hard to learn to crow. 2. Miss Biddy, like Chicken-Little, is tired of running round after her mother. 3. She feels able to take care of herself. 4. She dresses in white with blue spots. 5. The feathers on her neck hang down very prettily, and look like ribbons. 6. The feathers on her forehead she wears *banged*. 7. Many times a day lately she has looked through a knot-hole in the poultry-yard fence, and thought how happy she should be if she could reach the Blue Mountains over yonder. 8. There, she thinks, the bugs have golden wings, the worms are long and fat, the seeds are large and luscious. 9. In the poultry-yard it is nothing but scratch, scratch, and work, work, all day long, and, after all, one can get only a living. 10. In the Blue Mountains she will only have to open her mouth, and the grasshoppers will come flying in, and will ask to be eaten. 11. This morning some one left a little wicket-gate open on the side of the yard fence, and out went Biddy.

LESSON XXVII.

"NOW I AM FREE!"

1. Out went Biddy into the wide, wide world. 2. "Now I am free!" she said to herself. 3. She sauntered along the side of the fence until she came to the knot-hole. 4. Here

she stopped a moment to take a last look at the dirty old poultry-yard. 5. In the picture she is looking through the hole with one eye. 6. She saw her mother busy about her domestic duties as usual. 7. Old Mother Hen-Pen was scratching away at a pile of straw and dirt. 8. Evidently the old hen had made up her mind to get out every bug, worm, and seed in the pile that very day. 9. The family must be fed. 10. First, out went the right foot, and the dirt flew. 11. Then out went the left foot, and the dirt flew again. 12. The red comb on her head swayed from side to side, keeping time with her feet. 13. "Ah," said Miss Biddy, "my mother always was a drudge!" 14. She has never been to the Blue Mountains!" 15. Then she sauntered on till she reached the little hill. 16. Here the Blue Mountains seemed as far off as ever. 17. This is always the way with young chickens. 18. When they can get something very easily, they do not want it. 19. When it is very far away, they want it very much. 20. It seemed to Biddy that the grasshoppers that she had found on her way to the hill were larger and fatter than any she had seen her mother catch. 21. She flapped her little wings for joy to think that she was going to the Blue Mountains.

LESSON XXVIII.

HOW THE RACE BEGAN.

1. This was the way Bose began his race after the fox.
2. After breakfast he went out into the poultry-yard to lie

down in the sunshine and take a nap. 3. He often did this. 4. Every one in the yard liked Bose, except the old gander and the old gobbler. 5. Very often, when Bose is going along quietly through the yard, the old gander stretches out his long neck and hisses at him. 6. If Bose stops, the gander will turn round and waddle away as fast as his red legs will carry him. 7. The hens like Bose, because he keeps strange cats away from the chickens. 8. The chickens feel so friendly to Bose that they often climb up on his back or on his side when he is asleep. 9. Bose likes to have the chickens about him, because they keep off the flies. 10. In the picture Bose is lying down with his forepaws stretched out, and his head resting on them. 11. Quite a number of little chickens are running about him. 12. One is on his back, and is stretching out his wings. 13. Bose is only half asleep. 14. One eye is partly open. 15. He happened to look through the wicket-gate and caught a glimpse of the fox. 16. In an instant up jumped Bose, and ran pell-mell through the gate.

LESSON XXIX.

WHAT HAPPENED IN THE POULTRY-YARD.

1. The first leap Bose made he knocked over the old gobbler, and left him with his feet in the air. 2. The old gander was, as usual, walking along the shore of the little pond. 3. On his way out, Bose hit him and tumbled him headlong into the water. 4. There was great excitement in the poul-

try-yard. 5. But Old Mother Hen-Pen scratched away at her pile of dirt. 6. She cared nothing for the old gobbler. 7. He was strutting up and down the yard half the time, and showing off his fine feathers. 8. To the old hen's thinking he did very little work, and was all fuss and feathers. 9. So, whether he was on his feet or on his back, she cared little. 10. Old Mother Hen-Pen had not noticed that one of her own children had left the yard. 11. If she had, she would have been very much troubled. 12. Of course she could not spend half her time in counting her chickens. 13. She was too busy for that. 14. The old hen had often seen Biddy at the knot-hole, but she only thought how idle the child was, and had clucked to her to come away. 15. She did not know how full of silly notions the chicken's head was. 16. The picture shows exactly how things looked when Bose left the yard.

LESSON XXX.

THE RESULT OF THE CHASE.

1. Bose ran very fast, and felt sure he should catch the fox. 2. Pretty soon the fox saw him and stopped, then sprang to his feet and started for his den. 3. The fox did not run very fast, because he was not much afraid of Bose. 4. He had raced with him before, and knew well enough how fast Bose could run. 5. He turned his head now and then to see how Bose was getting along. 6. Bose worked hard, but he did not gain on the fox. 7. He barked and

whined, but that did not make his feet go any faster. 8. The fact is, Bose is a little conceited. 9. He thought he could run faster than the fox, but there he was mistaken. 10. Bose had tried to race with him more than twenty times, and had been beaten every time. 11. It takes another kind of dog to catch a fox, but Bose did not know this. 12. Bose could see that inch by inch he was losing ground. 13. It was provoking. 14. The faster he went, the faster the fox went. 15. At last the fox came to a high stone wall, made a flying leap over it, and never touched the top stone. 16. Bose knew he could not do that, and stopped. 17. He climbed up on the wall to get a last look. 18. The picture shows Bose on the top of the wall taking a look at the fox in the distance. 19. As usual, Bose has lost the race.

LESSON XXXI.

BACK TO THE OLD POULTRY-YARD.

1. Bose trotted slowly toward home. 2. He felt sorry that he had not caught the fox. 3. Pretty soon he came in sight of the hillock. 4. The silly little chicken was still there. 5. As Bose came up, she stuck out her stubby wings and flapped them. 6. She was still full of her notions about running away. 7. Bose soon put an end to all the nonsense about the Blue Mountains. 8. He barked furiously at the chicken. 9. That frightened Miss Biddy, and she ran with all her might for the poultry-yard. 10. The picture shows her half flying and half running. 11. Biddy's mother heard

Bose bark, and saw Biddy running. 12. She knew that something had gone wrong. 13. The frightened chicken came rushing through the little wicket-gate, screaming for her mother. 14. She was back to the dirty old yard, and glad enough to be there. 15. So this was the end of all the fine notions about the Blue Mountains. 16. The grasshoppers might be fat, and the worms might be large and lively in those mountains, but they were not to be for Miss Biddy's eating. 17. As Biddy came near, the old hen looked sternly at her child. 18. I do not know what else happened, but they say that the silly chicken's eyes looked redder than usual the next morning.

PART III.

LESSON I.

HOW CHICKEN-LITTLE BECAME A HERO.

1. Here is another picture of Chicken-Little. 2. Some time has passed since he swallowed the piece of eel-grass. 3. Then he was a silly chicken, green and gawky; now he is a large, handsome rooster. 4. He has a very red comb on his head, and on the upper part of his neck he has some very red wattles. 5. Farther down the plumage is green, crimson, and golden in color, and over his tail hang, in a graceful curve, two long, shining feathers. 6. On his legs are two long, curved, and very sharp spurs. 7. There is no doubt about it, he is a very fine-looking bird. 8. Chicken-Little keeps himself very busy. 9. He crows a number of times every night about one or two o'clock, and at daylight he crows again. 10. This morning, before he left his perch, he crowed very loudly. 11. His voice is no longer weak, but has become very loud and clear, and can be heard a long distance. 12. When he crows, all the hens and chickens pull their heads out from under their wings, and begin to gape and stretch their legs and wings. 13. One by one they jump down from the roost, and get ready to go to work for the day.

LESSON II.

HIS GENEROSITY.

1. Chicken-Little has some of his old pride left. 2. He walks more slowly than he used to, and holds his head higher. 3. He is very generous. 4. When he finds a worm, or a tender and juicy insect, he does not eat it himself. 5. He takes it up in his bill, and puts it down again and again. 6. While doing this he calls softly to some hen, or chicken, to come and get it. 7. When a hen runs up, he drops the worm, and looks happy when he sees her swallow it. 8. In the picture, he has found a grub, and is making a polite offer of it to a hen. 9. He is not a quarrelsome bird. 10. When he was younger than he is now, he had some sham battles with his brothers. 11. Chicken-Little and Miss Biddy have sometimes quarrelled a little. 12. We all remember the kernel of corn. 13. But that was long ago. 14. Now, when he sees a couple of chickens fighting, he steps up and looks sternly at them. 15. If they keep on fighting, he gives a peck first at one, and then at the other. 16. That soon puts an end to the battle.

LESSON III.

DANGER IS NEAR.

1. In the picture, Chicken-Little is standing in the middle of the yard, with his eye turned up to the sky. 2. It is about nine o'clock of a bright day in summer, and all

the poultry are very busy. 3. Some of the hens are taking a sand-bath. 4. One old hen is sitting down on the ground, and two small chickens are standing on her back, while others of the family are busy picking up seeds near her. 5. The big and the little ducks are paddling in the water of the duck-pond. 6. The old gobbler is spreading his handsome feathers, and talking loudly at nothing, while the old gander is waddling about, and nibbling a blade of grass here and there. 7. Both of them seem brave enough to face any enemy. 8. Chicken-Little keeps his eye fixed on some hawks that he sees sailing along in the air. 9. He wants to be sure that they are watching the poultry-yard. 10. A hawk can see a very long way, so he often sails very high up in the air. 11. His eyes are so sharp and keen that he can see plainly everything that is going on below. 12. Chicken-Little saw that the hawks were making wide circles in the air, and that every time they went round they came nearer and nearer the ground. 13. He could hear more plainly their loud "Kai, kai, kai." 14. He felt sure that they were going to try to catch a chicken, and he gave a loud cry of warning.

LESSON IV.

THE CRY OF WARNING, AND WHAT CAME OF IT.

1. The picture shows what happened in the poultry-yard when Chicken-Little's loud cry of warning was heard. 2. The little chickens are running to get under their mothers' wings. 3. The old hens and the half-grown chickens

are rushing along to find a safe place. 4. Hens are tumbling over chickens, and chickens over hens. 5. The old gobbler ran so fast that he tripped and fell flat. 6. There he lies. 7. All the courage is out of him. 8. His eyes look as if they were coming out of his head. 9. The dreaded hawk is coming. 10. The old gander cannot run fast enough, so he is flying away as fast as he can. 11. You can see his long legs stretched out one way, and his long neck the other. 12. The little ducks are diving to the bottom of the pond. 13. You can see a little webbed foot sticking out here and there above the water. 14. One old duck is making frantic efforts to get down under the water, but it is not deep enough. 15. One leg and part of his body are above the water, and he can go no farther. 16. His head is in the mud now. 17. The other ducks are flying away. 18. Chicken-Little is the only one that is not afraid. 19. While every one was running to get out of the way, he kept his eye fixed on the hawks. 20. It is a bold bird that dares to attack a hawk.

LESSON V.

THE CAUSE OF THE TROUBLE.

1. In this picture there are two little chickens that have not heard the warning cry of Chicken-Little. 2. One of them picked up a worm. 3. You can see the worm wriggling in his mouth. 4. The other chicken is running after him to get a piece of the worm. 5. They heard no cry,

and did not see the dreaded hawk. 6. The yard is clear of poultry, except Chicken-Little and the two chickens. 7. That is just like young chickens. 8. They can never see danger until it is too late to avoid it. 9. If they had not quarrelled about the worm, no hawk would have come near the yard. 10. One of the hawks saw the chickens, and made up his mind to have one of them for breakfast, in spite of Chicken-Little. 11. Chicken-Little could not watch the hawk and drive off the chickens at the same time. 12. As he looked up, he could see the fierce eyes of the hawk as he bent down his head to see the chickens. 13. Now for it, thought Chicken-Little, he is coming. 14. The hawk balanced himself for a moment on his wings, and down he swooped.

LESSON VI.

THE BATTLE.

1. Chicken-Little flew up a little way to meet the hawk as he came down. 2. The picture shows just how they looked when they met. 3. Chicken-Little has a sharp bill and sharp spurs. 4. The hawk has a sharp beak and sharp talons. 5. Chicken-Little struck the hawk hard with his spurs and made the feathers fly. 6. The hawk tried to grasp Chicken-Little's neck with his sharp talons. 7. Both came to the ground while fighting. 8. By this time the two chickens saw what was going on. 9. They dropped the worm and ran. 10. Little chickens often get themselves and others into trouble, but when danger comes they al-

most always manage to get out of the way. 11. Older heads that did not make the trouble have to take the blows. 12. Chicken-Little got away from the hawk, and was going to make another dash at him; but the hawk saw there was no chance to get a chicken that morning, and he did not care to fight Chicken-Little any more. 13. He spread his broad wings and was off. 14. Chicken-Little had won a great victory over a Bird of Prey—the dreaded hen-hawk. 15. When the owner of the poultry-yard heard the warning cry of Chicken-Little, he and his two boys, John and James, went out to see what was the matter.

LESSON VII.

THE REFEREE.

1. The two girls also, Maggie and Bessie, went out. 2. The dog, Bose, rushed out from his kennel to see what was going on, and Tom, the cat, looked on from a safe distance. 3. When the fight was over, the father went into the house. 4. John said it was too bad to call so brave a rooster Chicken-Little. 5. Maggie, you remember, gave him the name when he was very small. 6. "Now, Margaret," said John, "you see what you have done; you call that big rooster Chicken-Little! 7. It is just like a girl to give such silly names;" and he pulled off his hat and threw it upon the ground with a great deal of force. 8. Margaret said that it was a very warm day. 9. All the children wanted a new name, but could not think of any that would

sound well. 10. After talking the matter over, they went to their father, and asked him to give a new name to Chicken-Little. 11. He was sitting in a chair, reading. 12. The picture shows how the children stood. 13. The father looked up, and said they might call him Chanticleer. 14. Maggie said the name was too long. 15. John said it didn't mean anything either. 16. "Well," said the father, "call him, 'Him of the clarion voice.'" 17. They all looked puzzled. 18. The father laughed, and said he was not good at giving names. 19. "Well," said John, "one thing is sure, the old gander is a perfect coward." 20. "Yes," said his father, "he did show the white feather." 21. "Of course he did," said John; "he hasn't any but white feathers to show." 22. His father smiled, but said no more.

LESSON VIII.

THE THREE-CORNERED DUEL.

1. It looks as though there would be a fierce fight. 2. Chicken-Little has lowered his head and ruffled up the feathers on his neck. 3. His eyes are fierce and threatening. 4. He is all ready to plunge his sharp spurs into anything that opposes him. 5. Tom, the cat, has hunched up his back and puffed up the fur on his tail. 6. He has turned his head a little to one side, and his green eyes are glaring at Bose and Chicken-Little. 7. Tom is ready to fly at either of them with sharp teeth and sharper claws. 8. Bose is crouching down a little, all ready for a spring

upon an enemy. 9. He has roughed up the hair all along his back, and his eyes look dangerous. 10. His upper lip is lifted above his teeth, and he is giving a low growl. 11. Each one looks fiercer than both the others. 12. They all happened to meet this morning in the poultry-yard. 13. Their hearts are full of anger, and they are going to fight a three-cornered duel. 14. Why should they wish to fight? 15. Has Chicken-Little insulted Tom, or Tom insulted Bose, or Bose insulted Chicken Little? 16. If Chicken-Little insulted Tom, why should Tom hunch up his back at Bose? 17. If Tom insulted Bose, why should Bose show his teeth at Chicken-Little? 18. If Bose insulted Chicken-Little, why should Chicken-Little ruffle up his feathers at Tom? 19. It is going to be a very puzzling fight, and things are badly mixed.

LESSON IX.

HOW CHICKEN-LITTLE BECAME READY TO FIGHT A DUEL.

1. Chicken-Little waked up this morning and gave a loud crow. 2. Then he came down from his perch, ate his breakfast, and went out into the yard. 3. The poultry-yard seemed noisier than usual. 4. The old gander was screaming loud enough to be heard half a mile. 5. The hens were cackling, and the guinea-fowl were looking up to the sky, and pretending that they saw hawks. 6. They were uttering those dreadful screams that they know how to make. 7. Of course that frightened the hens and chickens, and

they were running hither and thither, to and fro. 8. All this noise made Chicken-Little's head ache. 9. He went to a pile of dirt and straw, and began to scratch. 10. After a long while he found one poor, little, half-starved worm. 11. With his most pleasant note he called a hen to come and eat it. 12. The hen came, looked sharply at the worm with one eye, and coolly walked away without touching it. 13. It is no wonder that Chicken-Little was ready to fight a duel! 14. He felt like fighting, but whom could he fight with? 15. There was no other rooster in the yard. 16. Of course, no decent rooster would fight with a hen! 17. At this moment Tom was passing through the yard, head down, and walking slowly. 18. Here was a chance to fight. 19. So down went Chicken-Little's head, and up went his feathers.

LESSON X.

WHAT MADE TOM, THE CAT, READY FOR A DUEL.

1. Tom had been out all night, but not a mouse had he caught. 2. He thought he would go out into the field, where you see him, and get a bird for breakfast. 3. The birds were very busy, and were singing gayly, but they saw Tom, and kept out of his way. 4. He crept very slyly through the grass, but not a bird could he catch. 5. He made faces at a little cat-bird. 6. He was going to charm him, and then eat him. 7. Instead of being charmed, the cat-bird had the impudence to flirt his tail right in his face, and then flew up into a tree, and mocked Tom with a pretty

good imitation of his *miau*. 8. Of course, this made Tom very angry. 9. He went quickly up the tree for the cat-bird, but when he came where the cat-bird was, he was not there. 10. While Tom was climbing the tree, the cat-bird had flown to another tree, and was mocking him again with another *miau*. 11. Tom found that it was of no use to try to catch birds, so he walked slowly toward home. 12. He crept under the fence, and found himself in the poultry-yard. 13. His heart was full of anger, and he also was ready to fight a duel. 14. He was going along slowly, holding his head down, when he happened to look up and saw Chicken-Little's feathers *up*. 15. Tom was ready, and up went his back.

LESSON XI.

WHAT MADE BOSE READY FOR A DUEL.

1. There are two things in the world that trouble Bose. 2. One is that wretched fox that lives up in the Blue Mountains; the other is a little, miserable, bob-tailed rabbit that lives down the road; Bose never could find out where. 3. He was trotting down the road this morning, to enjoy the fresh air, and felt very happy. 4. He held his tail a little higher than usual, and it looked, more than ever, like the letter O. 5. He was thinking of various things, when, whish! that rabbit went across the road quicker than one could say "muslin." 6. Of course, Bose went over the wall pell-mell after the rabbit. 7. After a long chase the rabbit disappeared, as usual, in a clump of bushes. 8. Bose had

chased that rabbit more than a hundred times already, and had always lost him. 9. He was tired and vexed and angry. 10. It was provoking. 11. He sauntered home, and went into the poultry-yard to lie down. 12. He was busy thinking, and hardly saw anything as he walked along. 13. He happened to go very near Tom and Chicken-Little, and as he passed them he looked up. 14. Feathers, back, and fur were *up*. 15. Bose wanted to fight something or somebody. 16. *His* hair went *up*. 17. So this is the way the three came together, as they are seen in the first picture.

LESSON XII.

TROUBLE IN FIGHTING THE DUEL.

1. There was trouble in fighting the duel. 2. Suppose the rooster should attack Tom, and try to drive his spurs into Tom's flesh. 3. "Most likely," thought Chicken-Little, "while I am doing this, that fellow Bose, with his big jaws, will strip every feather from my body!" 4. Suppose that Tom should attack Chicken-Little, and try to tear the flesh from his body. 5. "Most likely," thought Tom, "that fellow Bose, with his big teeth, will crush every bone I have!" 6. Suppose that Bose should attack Chicken-Little. 7. "While I am busy making mince-meat of him," thought Bose, "most likely that cat, Tom, with his sharp claws, will warm my skin for me!" 8. There always is trouble in fighting a three-cornered duel. 9. The man that made the picture has put Chicken-Little, Tom, and Bose in a row.

10. Their tails are all *up*. 11. Chicken-Little is in the middle. 12. As they had begun to feel friendly, the man wanted them to look friendly. 13. Bose and Tom are both looking at Chicken-Little. 14. Chicken-Little has one friendly eye on Bose and the other on Tom. 15. He is the only one of the three that can look two ways at once. 16. The man wanted to put Tom in the middle, because he was shorter than either of the others; but he thought it would look odd to have one of Tom's eyes giving a loving look to Chicken-Little, and the other to Bose at the same time. 17. "Hum!" said Bose to himself, "Tom is not a bad fellow, for a cat; his only fault is that he will steal. 18. "Well," said Tom, "Bose is proud of his tail, with its saucy, upward curl; but then he is only a dog."

LESSON XIII.

BETTER THOUGHTS PREVAIL.

1. All three began to think in this way. 2. "Why," thought Chicken-Little, "should I fight with Tom and Bose? 3. They did not refuse a worm that I offered them!" 4. "Why should I fight with Chicken-Little and Bose?" thought Tom. 5. "They are not to be blamed because that miserable cat-bird flirted his tail in my face, and then insulted me with his *miauling*!" 6. "Why should I fight with Chicken-Little and Tom?" thought Bose. 7. "They are not in fault because that bob-tailed rabbit got away from me!" 8. The end of it was that Chicken-Lit-

tle's neck-feathers became smooth. 9. Tom's coat became bright and glossy, as before. 10. Bose's hair went down on his back, and his tail went up. 11. Chicken-Little mounted a hen-coop and began to crow. 12. Bose gave a short yelp, and jumped over the gate. 13. Tom sat down on his haunches, and watched the rooster strain his neck in crowing. 14. The quarrel ended, as most quarrels end, by leaving everything as it was in the beginning. 15. Everybody was satisfied, and nobody was hurt. 16. Roosters, cats, and dogs are often very sensible fellows.

LESSON XIV.

HOW BOSE DID NOT BECOME A HERO.

1. In the picture, Bose is harnessed to a dog-cart. 2. The two boys and the two girls that you see in the picture are the children of the owner of the poultry-yard. 3. The older boy, John, is seated in the wagon, holding the reins in one hand and a long whip in the other. 4. The older sister, Margaret, is sitting on the seat beside her brother. 5. John is the oldest, and of course it is his place to be driver. 6. Besides, John says that Margaret is a girl, and of course does not know how to manage a horse. 7. "Now, Margaret," said John, "the steed is harnessed, and the carriage is ready. 8. If anything should happen, I hope you will not scream like a girl." 9. "Well," said Margaret, "if I am a girl, I shall not be the first to shout for help. 10. I do wish you would call me Maggie." 11. When John remembers

that he is a year older than his sister, he calls her Margaret. 12. When he feels brotherly and kind, he calls her Maggie. 13. When he wishes to vex her, he calls her Mag. 14. It is very strange; but she does not like to have John call her Margaret. 15. I don't know why. 16. James is seated behind, on the bottom of the wagon, because there is not room for another seat. 17. John calls James, Jemmy. 18. He says that name is shorter, and sounds better.

LESSON XV.

THE START.

1. There was a little trouble at first in putting the harness upon Bose. 2. He did not seem to understand what was wanted of him. 3. Bose wanted to put his head toward the wagon, and have his tail in front. 4. John said that would never do. 5. He told Bose he could not trot well in that way, and, besides, it would not look well. 6. After awhile Bose seemed to understand what was wanted of him, and stood still, like a good horse. 7. In the picture, he is holding his head and tail very high. 8. He is proud, I suppose, because they are using him for a horse, and have harnessed him to a carriage. 9. The younger sister, Bessie, has been left behind, because there was not room for her in the wagon. 10. They have promised to take her the next time. 11. The carriage has just started. 12. We know that, because the old gander and a hen are running with all their

might to get out of the way. 13. Bose feels very happy, and is trotting along the road, just as he has seen horses go.

LESSON XVI.

THE CHASE.

1. Bose was trotting like a kind, well-trained horse. 2. The only difference was that he looked first on one side of the road, and then on the other. 3. Horses never do. 4. He wished to see what was going on. 5. In that part of the road seen in the picture there were no fences. 6. On both sides there was an open pasture, covered here and there with stones, stumps of trees, and clumps of bushes. 7. John told Jemmy never to *jump* from a carriage while it was moving, and Jemmy said he never would. 8. John was telling Margaret never to touch the driver's reins in case of trouble, when, chut! that rabbit went across the road like a flash of light! 9. Bose forgot himself, and ran at full speed after the rabbit. 10. The wagon went *bumpety-bump* over rocks and stumps of trees. 11. Pretty soon it struck a large stone, and out went Jemmy head first. 12. He did not jump out. 13. He had promised John not to. 14. John tugged with all his might at the reins, and shouted, "Whoa!" and "Pull, Maggie, pull!" 15. He did not say Margaret this time. 16. John pulled, and Maggie pulled, but it was of no use, Bose only went the faster. 17. The end of it was, the wheels were caught in the bushes, and Bose was stopped. 18. He did not catch the rabbit!

LESSON XVII.

THE RETURN FROM THE HUNT.

1. Poor Bose! the chase was over. 2. He looked behind him, and saw the wreck he had made. 3. John shook his clinched fist at Bose, and shouted, "See what damage you have done, you rascal!" 4. Bose did not understand the word *damage*, but he did understand a clinched fist and an angry voice. 5. Sorrow weighed down his tail and weighed down his head. 6. From the end of his nose to the tip of his tail, he was full of sorrow. 7. There was nothing that went *up* from Bose but great waves of sorrow, and a pair of pleading eyes. 8. Maggie looked at Bose's eyes. 9. Her voice rang out loud and clear. 10. The old pasture was full of sound! 11. "It was not Bose at all; it was the rabbit!" 12. Bose's heart went out to Maggie, and Maggie's went out to Bose. 13. Bose came a little nearer Maggie, and Maggie a little nearer Bose. 14. They were friends forever. 15. Bose is a dog, but he understands a pitying look and a kind voice. 16. Maggie put a soft hand upon Bose's curly head, and Bose looked up humbly, and wagged his tail—twice—slowly.

LESSON XVIII.

WHO IS THE HERO?

1. The wagon is in a sad condition. 2. The end is gone, both in front and rear. 3. A large piece is broken out from the rim of one of the wheels. 4. There is hardly any-

thing left of it but spokes. 5. The children and Bose went back, and picked up Jemmy. 6. He was screaming loudly, but was not much hurt. 7. "What did you jump out for?" said John. 8. "I *didn't* jump out," said Jemmy; "I was *bumped* out." 9. There was quite a large bruise on his forehead. 10. The children wound a handkerchief around his head, and John cut him a long cane. 11. Then they started for home. 12. The picture shows the whole party on the way. 13. John is walking ahead. 14. He is angry with Bose. 15. Jemmy is walking by the side of the wagon, and is helping himself along with his cane. 16. Maggie is walking by the side of Bose. 17. Bose's head and tail are hanging very low, and he is walking very slowly. 18. He does not feel like trotting now. 19. Who is the hero? 20. A hero is one who conquers something. 21. It cannot be John, for he lost his temper, and became angry. 22. It cannot be Jemmy, for he only obeyed orders, and was *bumped* out of the wagon. 23. It cannot be Bose, for he did not catch the rabbit. 24. I spell hero this time, H-E-R-O-I-N-E; somebody conquered a heart!

LESSON XIX.

HOW BOSE LOST HIS DINNER, AND WAS TURNED OUT OF HIS OWN HOME.

1. In the picture, there is a dog-kennel. 2. It is the home of Bose. 3. The kennel is quite large and roomy. 4. In the upper part, in front, is a small window; so that there is

not only plenty of room inside, but the house is well lighted. 5. Bose is seated on his haunches, in front of the kennel, and seems to be thinking. 6. Perhaps he is thinking of that rabbit that lives down the road. 7. Bose would give a dinner to know where. 8. Tom, the cat, is walking back and forth in front of Bose, and has his tail high in air. 9. Every time he passes Bose, he rubs his soft fur against Bose's legs. 10. Now and then Tom's tail touches Bose's nose. 11. Of course this tickles his nose, and he puts his paw up to rub it. 12. Sometimes the end of Tom's tail gets into Bose's eyes. 13. Then he winks hard, and turns his head a little to one side. 14. Bose is so busy thinking that he hardly sees Tom; but most likely he thinks that this is only one of Tom's odd ways of showing that he feels friendly. 15. Bose never could understand why Tom should carry his tail straight up, in this strange way. 16. Bose himself has always worn his hair, and carried his tail, *curled*. 17. He thinks this is the true way to wear tails. 18. Bose, I think, is very proud of his tail; at any rate, he wags it a great deal. 19. Tom, of course, believes in straight tails, and has always carried his in this way.

LESSON XX.

THE BASEST INGRATITUDE.

1. In this picture, Bose and Tom are both seated on their haunches. 2. In front of the dog-house is a plate with quite a large piece of meat on it. 3. The people in the

house have brought it out for Bose's dinner. 4. Tom is nearer the plate than Bose is. 5. Tom's tail lies *on* the ground, and the end of it curves around his feet very neatly. 6. When Tom sits down, he often places his tail in this way. 7. At other times he lets it lie straight out behind. 8. At such times it is always in the way, and is stepped on a dozen times a day. 9. As Bose sits down, you can see that the end of his tail curls up *from* the ground. 10. Bose is not thinking of his dinner, but is looking at something very far away. 11. Perhaps he is thinking of that fox up in the Blue Mountains, that has worried him so much. 12. All at once Tom sprang for the plate, seized the meat, and rushed for the nearest tree. 13. He went up the tree so quickly that you could hardly see him go. 14. Bose was astonished, he was grieved. 15. Many and many a time he had shared his dinner with that cat. 16. Many and many a time that cat had come mewling around Bose's house in a cold night in winter. 17. Many and many a time Bose had allowed him to come in, and had given him a warm bed to lie on. 18. Bose thought of all these things, and was indignant. 19. He sprang to his feet, and rushed for the tree.

LESSON XXI.

BOSE TRIES TO CLIMB A TREE, AND FAILS.

1. Tom is on the tree, and still has the piece of meat in his mouth. 2. Bose is at the foot of the tree, standing on

his hind-legs, and reaching high up with his forepaws. 3. How he wishes he could climb the tree! 4. How he wishes his nails were claws! 5. Then how quick he would go up the tree! 6. How quick Tom would come down! 7. He barked, he yelped, he whined, he howled. 8. He wagged his tail, and sometimes his tail seemed to wag him. 9. Now and then he went away from the tree, and crouched down on the ground. 10. Then he would spring up, and rush for the tree again. 11. Tom kept his fiery green eyes fixed on Bose, and watched every movement. 12. At last Bose found it was of no use, he could not get Tom down by barking. 13. He thought he would try a new plan. 14. He went out under the branches of the tree, and crouched down. 15. Then he put his forepaws out in front, rested his head on them, and pretended to be asleep. 16. Bose hoped that when Tom thought he was asleep, he would come down. 17. "Then," thought Bose, "I shall get back my dinner." 18. Bose was tired, and was soon asleep and dreaming. 19. He thought no more about Tom and his stolen dinner. 20. Tom had *his* plans. 21. Bose sometimes comes near Tom, puts his tail high up, and looks down upon him as though he would say, "You are only a cat!" 22. This vexes Tom, and he has made up his mind to take down Bose's pride. 23. "I will show that fellow," he said to himself, "that there are other animals in the world beside dogs with curly tails." 24. While thinking the matter over, he was puzzled to understand why Bose had stopped barking all at once.

LESSON XXII.

BOSE DREAMS A DREAM.

1. Here are some of the horrible creatures Bose saw in his dream. 2. He thought he was in some far-off place that he had never seen before. 3. He saw a rabbit. 4. It was not the bob-tailed rabbit that lived down the road, and had worried him so much. 5. It was a rabbit with a long tail that curled *up*. 6. He saw a fox. 7. It was not the fox that lived up in the Blue Mountains. 8. It was a fox with a very long tail, and that tail curled *up* too. 9. The fox and the rabbit stood up on their hind-legs and danced together, and made faces at Bose. 10. He saw in his dream a horrible looking cat, that had eyes as big as saucers. 11. The cat had a long tail, and that tail curled *up* too. 12. It had terrible teeth and terrible claws. 13. It had whiskers as long as Bose's tail, and they curled *up* too. 14. Even the leaves on the tree curled *up*. 15. The place now seemed to Bose to be *full* of strange animals. 16. A voice shouted, "Simon says *wig-wag*!" 17. Then all the creatures wagged long, curling tails that reached to the clouds. 18. The voice again thundered, "Simon says *down*!" 19. The whole sky then seemed to rain down wriggling tails, that wound round and round poor Bose's body. 20. "Oh!" thought Bose, "am I to be carried up to the sky to bark at the moon?" 21. He awoke, and sprang to his feet. 22. Trembling all over, he cried out, "I will sleep no more!"

LESSON XXIII.

WHERE IS TOM?

1. Bose looked around him. 2. For a minute he could not remember where he was. 3. He put up his paw and rubbed his forehead. 4. Not far off he saw the piece of meat; but he did not feel like eating now. 5. He felt sick. 6. He looked up to the tree. 7. There was no Tom there. 8. Bose thought he would go home and lie down in his kennel. 9. The truth is, Tom was tired of staying on the tree with the piece of meat in his mouth. 10. He let it fall, and it hit Bose fairly on the head. 11. That was what waked him up from his dreadful dream. 12. As soon as Tom dropped the meat, he sprang from the tree and ran for home. 13. In the picture Bose has come to his kennel. 14. In the door-way you can see Tom. 15. Bose stopped, astonished. 16. At first he thought it was the horrible dream-cat, but he looked again, and saw that it was Tom. 17. Bose's tail went up several inches. 18. When Bose tried to enter the kennel Tom put up his paw with the claws *out*. 19. Bose needed no one to tell him what that meant. 20. Tom had stolen his dinner, and now he was going to keep Bose out of his own home. 21. Bose did not feel sick now. 22. He had made up his mind to put the fellow out, bag and baggage, but it was not easy to do it. 23. Bose ran behind the kennel and barked furiously, but Tom did not start. 24. He was not to be frightened out in that way. 25. Bose thought of a new plan, and stopped barking.

LESSON XXIV.

THE SALLY.

1. In the picture Bose is on the top of the dog-house. 2. He is making a great noise by tramping up and down on the roof, and is barking all the time. 3. His plan is to make Tom think that he is coming down upon him through the roof. 4. In front of the kennel is another dog. 5. His name is Watch. 6. Now and then Watch goes some distance away from the house, and then rushes up to it very furiously. 7. It looks as though he was going to rush in and seize Tom. 8. He is careful, though, not to come too near Tom's claws. 9. His plan is to make Tom believe that he is going to take hold of him. 10. In the picture Tom is making a great leap clean over Watch's head. 11. When Bose saw that he could not get Tom out alone, he went down the road and found Watch, a friend of his. 12. All the dogs around there thought that Watch knew better how to manage a troublesome cat than any of them. 13. Bose told Watch of his troubles, and asked him to help him. 14. He said he would. 15. That is the reason that there are two dogs in the picture. 16. Bose and Watch were so astonished at Tom's big leap, that they could not move until he was out of sight. 17. As Tom was passing over Watch's head there was a sound as though a voice was saying, "It takes two curly tails to manage one straight tail!" 18. Bose looked at Watch, and Watch looked at Bose. 19. "Shall we go after him?" said Watch. 20. "Let him go," said Bose; "let us go and eat up the dinner."

LESSON XXV.

A JUDICIAL INVESTIGATION.

1. Tom, the cat, has a chicken in his mouth, and is running off with it as fast as he can. 2. He means to carry it off to some dark place and eat it. 3. The hen that is running so fast after Tom is the chicken's mother. 4. The chicken is peeping feebly. 5. Tom has it by the neck, and of course it will soon be choked to death. 6. Tom has been in the habit of going into and coming out of the poultry-yard whenever he pleased. 7. When he was a kitten he used to go into the yard and run after the straws that the wind tossed about. 8. Sometimes he played with the chickens, and did them no harm. 9. So the hens had never thought that Tom would be mean enough and cruel enough to steal chickens. 10. Since he had grown up he walked so softly, and seemed so quiet and gentle, that the hens liked him almost as well as they did Bose. 11. Bose was in the yard at the time Tom caught the chicken. 12. It was done so quick that Bose did not have time to think what he ought to do. 13. You can see that he is looking very much astonished. 14. If he had had time to think, of course he would have stopped Tom.

LESSON XXVI.

THE CONSULTATION.

1. None of the children had actually seen Tom carry off the chicken. 2. Bose had seen him, but he could not talk

with his mouth and tell about it. 3. He could talk only with his ears, his eyes, and his tail. 4. Bessie owned Tom, and Maggie owned the chicken. 5. Maggie missed the chicken, and felt sure that Tom had killed it. 6. Bessie felt sure that so good a cat as Tom could not do so cruel a thing. 7. John said the true way was to hold a court and try Tom for chicken-stealing and murder. 8. They would be sure to find out the truth in that way. 9. John was the big brother, and ought to know. 10. So the children agreed to it. 11. John said that he would be judge, and they would hold the court right off in the poultry-yard. 12. "If we have a court," said John, "we must have a prisoner." 13. Somebody must catch Tom. 14. I mean an officer must arrest him." 15. They tried to have Jemmy be the officer. 16. Jemmy said that Bose had *bumped* his head on a rock, and that Tom would scratch his hands if he tried to catch him. 17. So he refused. 18. Bessie felt sure that Tom was innocent, and she offered to bring Tom before the court.

LESSON XXVII.

THE TRIAL.

1. The court has come together. 2. John is judge, and is seated on a hen-coop. 3. He has a stick in his hand to rap on the hen-coop with and keep order. 4. Bose is seated on his haunches on one side of the hen-coop, and looks like a policeman. 5. Chicken-Little is on the other side, and looks very dignified. 6. The old gobbler is standing a little be-

hind John, and looks very red in the face. 7. Bessie, with Tom in her arms, is seated on a board on the ground in front of the hen-coop. 8. Maggie is near by, to accuse the prisoner, and Bessie will defend him as well as she can. 9. Jemmy, with his hands behind his back, is standing in front of John, and a little to one side of Bessie. 10. The hens and chickens are gathered round on the outside to see what is going on. 11. The old gander is a little farther off, looking at Tom. 12. John said, "The court is open. 13. We are to try Tom for chicken-stealing and murder, and—" 14. Just at that moment the old turkey puffed up his feathers, scraped his wings on the ground, and gobbled very loudly. 15. "Silence in the court!" said John. 16. "Three things must be proved. 17. First, has the chicken been lost? 18. Second, has the chicken been killed? 19. Third, did Tom kill it? 20. Let the prisoner stand up!"

LESSON XXVIII.

THE SENTENCE.

1. "If he stands up," said Bessie, "he will run away." 2. "Very well," said John, "then keep the prisoner in *custody*." 3. "She hasn't got any," said Jemmy; "she hasn't anything but her arms and her lap to keep him in." 4. At that Maggie laughed. 5. "Margaret," said John, with great severity, "there must be no *levity* in court. 6. Stand up and state your case; have you lost a chicken?" 7. "I have," said Maggie. 8. "How do you know?" said John. 9. "I

counted ten yesterday, and I have only nine to-day.” 10. “That part of the case is settled; a chicken has been lost,” said John. 11. “How do you know the chicken was killed?” 12. “I saw the feathers outside the poultry-yard,” said Maggie. 13. “That settles it; a chicken has been killed. 14. The next question is, did Tom kill it? 15. Stand up, Jemmy, and tell what you know.” 16. “*I am up,*” said Jemmy. 17. “Then tell what you know,” said John. 18. “I saw Tom licking his chops over the feathers,” said Jemmy. 19. “That settles it; Tom is a chicken-thief and a murderer. 20. *The Court decides that the prisoner shall be put into a bag, and be delivered over to the tender mercies of those mothers whose offspring he has so foully murdered!*” 21. *The judge laid aside the symbol of his office and left the judgment-seat.* 22. That means that John put down his stick and got up from the hen-coop. 23. The picture shows that the children had quite a struggle in carrying out the first part of the sentence. 24. The picture shows, too, that there are not so many spectators among the poultry as in the picture of the trial. 25. Tom’s howling made them scatter.

LESSON XXIX.

THE CRIMINAL PUNISHED.

1. Tom made a horrible caterwauling while they were putting him into the bag. 2. It put the whole poultry-yard into a tumult. 3. The hands of both John and Maggie were badly scratched, but at last they had Tom safely bag-

ged, leaving only his head out. 4. Maggie said Tom must think the Court gave him a *foul* sentence. 5. "I do wish, Maggie, that you would stop making those miserable puns." 6. The children had made up their minds to place Tom in the poultry-yard, tied up in the bag, and let the hens peck him. 7. Maggie asked if there was not danger that the hens might peck at Tom's eyes. 8. John and Maggie agreed to stand by and see that no real harm was done to Tom. 9. All this time poor Bessie's heart was becoming softer and softer. 10. In the picture Tom is on the ground in his bag. 11. A hen has hold of one of Tom's ears, and is pulling very hard. 12. Two or three other hens are pecking at Tom's body through the bag. 13. Tom, of course, is in a fearful rage, but cannot use his claws because of the bag. 14. It was hardly fair-play. 15. Bessie is holding a handkerchief to her eyes, and begging John and Maggie to let Tom go. 16. People in country places take this way to cure cats of chicken-stealing.

LESSON XXX.

TOM AND THE TWO OLD RATS.

A TRAGEDY.—THE PROLOGUE.

1. In a tragedy, somebody is killed, or something dreadful happens. 2. In the picture, Tom is seated on his haunches, and has one paw up. 3. Somebody may say that Tom has seen a grasshopper or a butterfly pass before him, and has put up his paw to catch it. 4. That cannot be, because his claws are not out. 5. Some one may think that a

fly has lighted on his nose, and that he has raised his paw to brush it off. 6. That cannot be, because the man that made the picture has not put any fly there. 7. Others may think that Tom has been washing his face, and is putting his paw back to its place beside the other. 8. If that was so, Tom would look very sleepy and happy. 9. Instead of that, he looks very much excited. 10. The truth is, this is a tragedy; and in tragedies they always talk in a very lofty way, and make gestures. 11. Tom is only making a speech, and has put up his paw to make a gesture. 12. Here is the speech made by Tom:

13. "My name is Tom: some birds to seize I tried—
Some chickens killed; the hens my ears did pull.
Now good I mean to be, and rats will catch;
My peace they vex, my comfort take away,
No sleep, no rest I get, by night or day.
A place, a room, I know—a good one too—
'Tis there I'll patient wait a deed to do."

14. Anybody can see that Tom means to be a hero, and so talks just as people do in tragedies. 15. We shall soon see the stage where Tom means to play the hero in a tragedy.

LESSON XXXI.

ACT I.

THE TRAGEDY OPENS.

SCENE 1.

1. This is a lumber-room. 2. All sorts of things are here.
3. In one part of the room there are barrels—some empty

and some filled with rubbish. 4. One barrel, I see, is filled with bottles and empty tomato-cans. 5. Another is an empty flour-barrel, but some flour is left on the sides and on the bottom. 6. One barrel has some straw sticking out over the top; I suppose there must be some kind of grain in it. 7. In one place I see some boots. 8. Most of the boots are lying on their sides, but one or two have been left standing upright. 9. On one side of the room is a shelf, with some bottles and cans on it. 10. In different parts of the room there are a number of holes, through which rats come in and go out. 11. Tom laid his plans to catch a rat in this room. 12. To-day he scrambled up on the shelf, and sat down to watch. 13. He did not have long to wait. 14. In the picture Tom is running after a rat, both going at full speed. 15. By Tom's looks, I think he feels sure of catching him. 16. Here is what they said. 17. *Tom*: "Ah! my fine fellow, I have you now." 18. *Old Rat*: "You must catch me first. 19. You call yourself a cat; you are only an overgrown kitten!" 20. Tom made a desperate spring, but the rat whisked into his hole, and Tom lost him. 21. "A little too late!" growled Tom.

LESSON XXXII.

ACT. II.

ENTER TOM.

SCENE 1.

1. Here is Tom crouching down in front of the rat-hole. 2. He saw the rat go down the hole, and expects that by-and-by he will come up again. 3. Tom means to watch un-

til the old rat shows himself, and then he will catch him. 4. On the side of the room behind Tom are two rat-holes, and in front of each is a rat. 5. Both of them are looking at Tom. 6. They came up so softly that Tom did not hear them. 7. One of the rats is sitting on his haunches, and has one of his paws resting on his nose. 8. The paw is small, and I cannot see it very well, but it looks as though only one claw was resting on the rat's nose. 9. The rat seems to be moving the other claws of that foot slowly up and down. 10. It may be that he has put his paw to his lips to warn the other rat not to make a noise, and so disturb Tom. 11. It may be that the rat's nose itches, and he is scratching it. 12. If this is so, the nose must itch in a very small place, because he is using only one claw. 13. Now some one will say, "Why, the rats are making sport of Tom." 14. If that is so, they are doing a very wrong thing to make sport in a tragedy. 15. We can call these rats Joe and Tim. 16. *Joe*: "What is that thing over there at that rat-hole, Tim?" 17. *Tim*: "I think they call it a cat." 18. *Joe*: "Do you think he will catch the old rat that went down that hole?" 19. Then both the rats put their paws up to their faces and *squeaked* in a low tone.

LESSON XXXIII.

THE CRISIS.

ACT III.

ENTER TOM.—EXIT RAT.

SCENE 1.

1. In a tragedy something dreadful always happens in the third Act. 2. In this tragedy it will be a dreadful sight

to see. 3. Tom sleeps a good deal in the day-time, and prowls around nights. 4. When he wishes to sleep, he finds the best bed in the house, and lies down. 5. Lately, when taking his daily nap, these two old rats have troubled him very much. 6. While Tom is sleeping quietly, one of the old rats will begin to gnaw a board inside the wall on one side of the room. 7. Of course that makes Tom jump up and run to that side. 8. While he is trying to find out what made the noise, the other old rat will begin to gnaw on the other side. 9. So the two old rats keep Tom running from one side of the room to the other. 10. These things worry him very much, and deprive him of needed rest. 11. Tom placed himself on the shelf this morning, and made up his mind that there should be a harrowing, dreadful tragedy in that very room. 12. "They shall shriek in terror! blood shall spout in torrents!" said Tom, in a deep, tragic voice. 13. "I will do a deed that shall make the hair stand on end upon the heads of all rats that shall hear of it." 14. Tom spoke in the way people talk in tragedies and in books that you can buy for five cents. 15. In the picture half of Tom's body is inside the flour-barrel, and half is outside. 16. He has just made a great leap from the shelf into the barrel. 17. A rat is running out of a hole he has made in the side of the barrel near the bottom. 18. Tom did not know of this hole. 19. Here is what he said when he jumped. 20. *Tom*: "Now I have you, you miserable long-tailed rat!" 21. *Old Rat*: "You must catch me first, Mr. Long Whiskers." 22. With that the rat jumped into his hole.

LESSON XXXIV.

ACT III.

SOMETHING DREADFUL!

SCENE 2.

1. The picture is divided into two parts. 2. One part shows exactly how Tom looked when he came out of the flour-barrel. 3. His fur is full of flour, and you can hardly see one of his eyes. 4. When Tom struck the bottom of the barrel his head went straight into a small pile of flour. 5. The flour was a little damp, and stuck to his head just over one of his eyes. 6. Poor Tom! it will take him all day to clean his fur, and besides, he did not catch the rat. 7. The other part of the picture shows the two old rats, Joe and Tim, in a private room they have under the floor. 8. Joe is on his back, holding all his paws up in the air. 9. Tim is sitting on his haunches, and has his face buried in his forepaws. 10. Both of them have been up and taken a peep out of a rat-hole at poor Tom. 11. Some persons may think that Joe has a very bad pain in his stomach, and is rolling in his agony on the floor. 12. Others may think that Tim is weeping because of Tom's misfortune. 13. I do not think that such people understand the picture. 14. Here is what was said: 15. *Joe*: "Have you been up, Tim, to see that green-eyed cat?" 16. *Tim*: "Why, I was in the barrel when he came sprawling down. 17. The big fool thought I got into it by climbing up on the outside! 18. He did not know of the hole that I had gnawed in the side." 19. Then the rats *squeaked* in a way that sounded like laughing; but nobody laughs in a tragedy. 20. The something dreadful to see is Tom's face.

LESSON XXXV.

ACT IV.

TOM ENTERS A BOOT.

1. Tom's head and half his body is inside a boot-leg. 2. He took his place this morning on the shelf and watched for one of the rats to come out of his hole. 3. When one of the old rats appeared, Tom waited until he felt sure of him, and made a great spring. 4. Tom ran, and the rat ran. 5. Tom thought he saw the rat run into the boot, and in he went after him. 6. In the picture you can see the rat in the back part of the room, making good time for his hole. 7. Tom's head is in the boot, and he is pushing with his hind-legs with all his might to get in farther. 8. Of course there is no rat there, and Tom has lost his game again. 9. After awhile he took his head out, but felt sure the rat must be in the boot, somewhere near the toe. 10. The truth is, although Tom is a large cat, he is quite young. 11. It is not so easy to catch old rats as he thought. 12. What did Tom say while trying to get into the boot? 13. It is not easy to tell; his head was in the boot-leg, and only muffled sounds could be heard. 14. No doubt he felt like saying, "Let me clutch thee, and I will tear thy heart-strings!" 15. This is a fierce expression, but Tom is a fierce animal; besides, he is the hero in a tragedy. 16. There are plenty of the same kind of expressions in the five-cent volumes; but cats do not use them. 17. Somebody will say, "Why did not the man that made the picture let Tom catch the rat?" 18. It would have spoiled the tragedy. 19. A tragedy must have five Acts, and this is the fourth.

LESSON XXXVI.

ACT V.

THE CATASTROPHE.

1. In a tragedy the fifth Act brings a great calamity. 2. Here is Tom looking straight into my eyes, and keeping watch over the opening in the boot-leg. 3. He must feel sorry because he did not catch the rats; but how calm and serene he looks! 4. Tom never smiles. 5. Sometimes he makes faces at the canary; but most of the time he looks serious and sober, just as he does now. 6. Now some persons will say this cannot be a tragedy. 7. Tom does not look sorry enough. 8. He does not weep, and howl, and tear his fur. 9. Nobody has been killed, not even a rat. 10. Such persons do not understand things. 11. Tom's hopes are in that boot. 12. They are dead. 13. They will never come out. 14. Dead hopes are the dearest of all dead things. 15. They will make even a cat feel bad. 16. The funny part of it is, Tom does not know that his hopes *are* dead. 17. So this is a tragedy; the calamity has come, the hero suffers, but he does not know it. 18. If you look carefully, you will see the two old rats, Joe and Tim, peeping out of some rat-holes behind Tom's back. 19. They seem to be holding their paws up to their faces, as though trying to keep back something. 20. Perhaps it is tears. 21. They are dressed in black. 22. Can it be that they are in mourning over Tom's dead hopes, do you think? 23. Perhaps they are laughing, and think it is a comedy; but, if I am not mistaken, those two old rats will take part in a *real* tragedy by-and-by.

PART IV.

LESSON I.

BOSE BECOMES A HERO.

1. In the picture is a small pond. 2. The water is not very deep, but the bottom is black and muddy. 3. The leaves of two kinds of lilies are floating on the water. 4. The boys call the leaves lily-pads. 5. One kind of leaves is larger than the other. 6. This water-plant bears a kind of yellow flower. 7. It is not very pretty to look at. 8. The other leaves belong to the real pond-lily. 9. The flower of this kind of lily is very pretty indeed. 10. In the picture a boat is drawn partly up on the shore, and is fastened to a post by a chain. 11. Both the pond and the boat belong to the owner of the poultry-yard. 12. The children often come down to the pond and play on the shore. 13. Bose, of course, goes with them. 14. He is always ready to go anywhere, if it is likely that there will be some sport. 15. The children often amuse themselves and Bose, by throwing sticks into the water. 16. Bose is always very willing to go in after them. 17. John, Jemmy, and Bose have just come down to the pond. 18. Bose is now in the water, swimming toward the shore with a stick in his mouth. 19. When he comes out of the water the children will give him plenty of room, because he is pretty sure to

dry his hair by shaking the water upon them, if they do not keep out of the way. 20. Jemmy does not like pets very well, but he does love his mother, and loves flowers. 21. He often gathers wild-flowers, and makes what he calls a nosegay for his mother.

LESSON II.

“BOSE, TRIM THE BOAT!”

1. Jemmy wanted some lilies, and asked John to help him get some. 2. They launched the boat, and are now on the water, a short distance from the shore. 3. A small platform is built up in the stern, almost even with the top of the stern and the sides of the boat. 4. Bose has taken his place on the platform, and is sitting on his haunches. 5. His tail sticks out over the stern, and looks a little like a rudder. 6. The children have no oars, but are using long sticks to push the boat over the water. 7. Jemmy finds that it is not easy to pull out his stick after he has pushed it against the bottom of the pond. 8. A little way from the boat is a long ripple on the surface of the water. 9. Bose is looking eagerly at the ripple. 10. He knows very well that it is made by the nose of a musquash that is pushing his way through the lily-stems. 11. Bose wishes that they would go after the musquash. 12. John called out, “Bose, trim the boat; take a reef in your tail!” 13. Bose was sitting on one side of the little platform. 14. The boat tipped a little. 15. “Take care!” shouted John to Jemmy. 16. At this moment a loud splash was

heard. 17. Jemmy, in trying to reach a lily, fell overboard, and sunk to the bottom of the pond. 18. John saw that Jemmy was leaning over too far, and jumped to save him, but was too late. 19. In reaching out after Jemmy he lost his own balance, and went overboard also.

LESSON III.

“OH! BOSIE, GOOD DOG, SWIM HARD AND SWIM FAST.”

1. They are all in the water. 2. As John went overboard, he had only time to call out one word, “Bose!” 3. In an instant Bose made a great spring from the little platform, plunged into the water, and seized Jemmy as he was sinking the second time. 4. He brought him to the top of the water almost quicker than one could think. 5. When John went overboard and Bose made his spring, the little boat tipped over bottom up. 6. John struggled in the water, and tried to find some part of the boat to take hold of. 7. When Bose came near him, John seized hold of his collar. 8. Jemmy’s face was still in the water. 9. John tried to help Bose keep it out, but it was of no use, he only pulled Bose under. 10. Poor John! what could he do? neither he nor Jemmy could swim. 11. At last he slipped behind and took hold of Bose’s tail. 12. It was that very tail that he had made so much sport of. 13. “Oh! Bosie, good dog,” moaned John, “swim hard and swim fast.” 14. Bose *did* swim hard and swim fast. 15. Pretty soon John’s feet touched bottom. 16. He felt weak and sick,

and trembled all over. 17. He helped Bose pull Jemmy out, and then staggered along the shore and sat down. 18. Bose stood still a moment, looked into Jemmy's white face, and whined piteously. 19. "Run, Bose, run for father!" said John. 20. Bose did run. 21. The grass had not time to grow under *his* feet.

LESSON IV.

"WHAT IS THE MATTER WITH THE DOG?"

1. When Bose came to the house he found the door shut. 2. He ran round to the study window. 3. That was open. 4. He made a great leap, and went through the window. 5. The father was sitting at a table reading. 6. Tom was asleep on the sofa. 7. The picture shows Bose coming through the open window. 8. The father has sprung to his feet and is saying, "What is the matter with the dog? is he mad?" 9. Tom is standing on the sofa with his back hunched up. 10. His eyes are shining and his fur stands out all over him. 11. As Bose jumped, he struck a flower-vase standing in the window recess, broke it, and tipped over a chair. 12. He seized the father's coat and pulled it until he tore it. 13. The father's face grew white. 14. "Mother!" he shouted, "where are the children?" 15. He did not wait for an answer, but rushed out of the door. 16. Bose and the father went at full speed for the lily-pond. 17. Two or three times Bose pulled the father's coat. 18. He wanted him to run faster. 19. Pretty soon they came to the

shore of the pond. 20. There lay Jemmy with his white face. 21. The father stooped down and found that he breathed. 22. John was sobbing as though his heart would break. 23. "Do not cry, John; he will live." 24. The father took Jemmy up in his arms and carried him toward home. 25. Bose and John followed after.

LESSON V.

"BOSE, YOU ARE A HERO!"

1. When they came back to the house, the mother got some dry clothes for John. 2. Jemmy's wet clothes were taken off, and he was put to bed. 3. The father said that, after he had had some good sleep, he would be all right. 4. After awhile they all went into the library. 5. There lay the broken vase, the flowers, and the overturned chair. 6. "Call Bose," said the father. 7. Bose came and stood at the door a moment. 8. He looked a little shy, because he had never been allowed in the library. 9. The picture shows the father sitting in a chair. 10. The mother and the three children are standing near. 11. "Come here, Bose," said the father. 12. Bose came forward and rested his head on the father's knee. 13. The father patted Bose's head softly. 14. "Bose, you are a noble dog; you are a real hero." 15. The father's voice trembled a little as he spoke. 16. Bose looked up into his face. 17. He did not understand what he meant by calling him a hero. 18. The father had never patted his head before. 19. *That* was a

real honor. 20. A few days after this the children opened the door of the library. 21. There lay the father fast asleep upon a low sofa. 22. Bose lay curled up on the floor very near the sofa, fast asleep too. 23. The father's hand was stretched out, and was resting on Bose's head. 24. The children closed the door softly.

LESSON VI.

BOSE DOES NOT WIPE HIS FEET ON THE MAT.

1. Bose never could learn to wipe his feet on the mat. 2. He often wanted to come into the house with muddy feet. 3. The mother did not like this, and often said, "Bose, you must go straight out; your feet are muddy." 4. Bose always went. 5. After the trouble at the lily-pond, when Bose came to the door and wanted to come in, the mother would say, "Bose——" 6. Then she would stop. 7. She never got any further than that one word. 8. Somehow she seemed to remember something. 9. It amused the children very much. 10. One day the children were playing in the yard, when Bose came to the door. 11. The children saw the mother with a brush rubbing off the dirt on Bose's feet. 12. Then Bose came in. 13. The picture shows the mother sitting in a chair. 14. Bose has placed his head on the mother's lap, and is looking up into her face. 15. The mother is stroking Bose's head softly. 16. Jemmy has just come in, and is looking at his mother. 17. He asked her if she had anything in her eyes. 18. He

said they were full of water. 19. His mother said the eye was very tender, and almost anything would make the tears come. 20. Nobody said, after this, "Bose, you must go straight out." 21. When it is wet out-of-doors, and Bose wants to come in, he comes to the door and gives a low bark. 22. Then the mother goes out and brushes his feet.

LESSON VII.

BOSE IS INVITED TO DINNER.

1. The picture shows the whole family at dinner. 2. Bose is sitting in a chair on the right of the father. 3. This is John's seat, but he has given it up to-day to Bose. 4. John asked his father if he might give a chair at the table to Bose. 5. He said Bose had saved two lives, and so was a hero, and ought to be invited to a dinner. 6. He was a member of the family, he said, and had his rights. 7. The father smiled, and said he had no objection, if the mother was willing. 8. So Bose had his place with the rest, the seat of honor, and John sat at the opposite side of the table. 9. Bose's tail stuck out behind between the rounds of the chair, and as Jemmy passed by to take his seat, he gave it a light pull. 10. Bose looked round, astonished that Jemmy should take such a liberty. 11. Bose got along very well at dinner. 12. Of course he had not had time to learn "company manners" on so short a notice. 13. The day was warm, and Bose kept his mouth wide open and let his red tongue hang out. 14. "Mother," said the father, "I

am afraid the children will spoil the dog by petting him too much.” 15. The mother smiled, and the children looked at each other. 16. They were all thinking of what they saw in the library. 17. Bose is a hero, but he does not carry his tail any higher than he did before.

LESSON VIII.

BOSE'S MEMORIAL.

1. In the picture the children are on the shore of the lily-pond. 2. On the very spot where Bose pulled Jemmy out from the water there is quite a large pile of stones. 3. John said that Bose ought to have a memorial, so he and the children have built up the pile. 4. Bose is making a leap right over it. 5. After the children had finished the memorial, John pointed to it, and told Bose what it was for. 6. Bose thought he told him to jump over it, and he did. 7. “Shame, Bose,” said John, “to jump over your own memorial!” but Bose did not seem ashamed. 8. Not very far from the pile of stones is a marble column. 9. On the top is a bronze dog. 10. On the side is a dog's tail, *curled*. 11. Just above that is a wreath. 12. Just below is a wood-chuck, standing straight up on his hind-legs. 13. The marble column is a copy of a picture made by John. 14. The bronze dog is Bose, and the tail is Bose's tail. 15. The wreath is supposed to be on the top of the tail. 16. John showed the picture to his father, and told him he was going to have a copy of it in white marble “when his ship came

in!" 17. The father smiled, and said he thought it would be easier to make the picture than to make the marble memorial. 18. So when John's "ship comes sailing in," we shall all see on the shore of the lily-pond a tall marble column, a bronze dog on the top, a curly tail crowned on the side, and a woodchuck *rampant* below. 19. John says that is the way Bose would like to see a woodchuck coming at him. 20. I do not think that Bose will be able to jump over the marble memorial.

LESSON IX.

THE HUNTSMAN HUNTED.

1. Here is a picture of the fox that lives up in the Blue Mountains. 2. He has been out all night, and is on his return home. 3. It is now early morning. 4. The dark hole that you see among the rocks is the entrance to his den, and is called a burrow. 5. Most likely, if we should examine carefully, we should find that he has two holes. 6. So if any one should try to dig him out at one of his holes, he would go slyly out of the other. 7. The fox has a chicken in his mouth, which he stole from the poultry-yard. 8. This kind of fox is called the red fox. 9. His fur is very long. 10. The color of his back and sides is reddish yellow. 11. His tail is very long and bushy, and is so limber that when he lies down he can wind it about his nose. 12. His feet and ears are covered with black hair. 13. He has the same number of toes that the dog has, but they have more

hair on them. 14. The fox's nose is more pointed than the dog's, and his eyes are brighter and keener. 15. The fox is very sly and cunning. 16. The pupils of his eyes are not round like the dog's. 17. When his eyes are turned to a strong light the pupils are flattened like the cat's. 18. Like the cat, the fox can see well in the dark, and most of his hunting is done in the night-time.

LESSON X.

SCORE ONE FOR TOM.

1. In the picture there is a low shed, open on one side, built up outside the poultry-yard. 2. The owner of the yard put it up to shelter sheep in a storm. 3. On the top of the shed Tom is standing with a chicken in his mouth. 4. He looks very fierce indeed, but he is not going to eat the chicken. 5. Down below there is a small pile of lumber. 6. Near one end of the pile the sharp nose and the keen eyes of a fox can be seen. 7. This is the fox that lives on the Blue Mountains. 8. Yesterday morning he caught a chicken that had wandered outside the yard, and carried it off to his home in the mountains. 9. He returned very early this morning to get another. 10. Tom was prowling round as usual in the field. 11. Hens, as everybody knows, leave the perch very early in the morning. 12. One old hen's chicken strayed away from its mother, and Master Fox made up his mind to have that chicken. 13. He crept slyly along, and was just ready to spring upon

it. 14. Tom saw the fox, sprang and seized the chicken, and made a clean leap to the top of the shed, where he is now. 15. The chicken is peeping feebly, but is not much hurt. 16. When the old hen saw Tom seize her chicken, she thought he was going to kill it, and flew over the fence to save it. 17. She is walking about in great distress, with her feathers puffed up. 18. The fox, of course, ran away, and lost his breakfast. 19. Is Tom a hero, do you think?

LESSON XI.

THE FOX-TRAP.

1. Here is a picture of a double spring steel-trap, *set*. 2. There are five parts to this kind of trap. 3. The springs are made of steel, and press the jaws together. 4. The broad piece of iron between the jaws is called the pan. 5. The piece of iron on which the pan is placed is called the tongue. 6. At the other end of the tongue is the catch. 7. When an animal steps upon the pan, he presses it down, and that lets loose the catch. 8. The springs then make the jaws come together with a snap, and the leg of the animal is caught. 9. Fastened to the trap is a chain. 10. To make the trap complete, the chain is fastened to a piece of wood called a clog. 11. The fox is very cunning, and it is not easy to catch him with a trap. 12. His sense of smell is very keen, and he will not touch anything that has been recently handled. 13. Hunters contrive various ways of concealing the scent of the hands. 14. They often

boil the trap in a weak lye, then grease it thoroughly, and finally smoke it over burnt hen's feathers. 15. The trap is then ready for use. 16. After the trap has been prepared for setting, the hunter puts on buckskin gloves, and never allows the bare hand to touch it. 17. The "bed" for the trap should be about three feet across, and should be covered with chaff two inches deep.

LESSON XII.

HE NEARS HIS FATE.

1. The father says the fox must be caught. 2. The fox, or a hen-hawk, or an owl, gets a chicken almost every day. 3. John and the father got ready to catch the fox. 4. First, they made a bed of chaff. 5. They put some pieces of roasted meat in and around the chaff. 6. The fox came the next night and ate them. 7. They did the same for two or three days. 8. Then they set the trap carefully, and almost covered it with chaff. 9. Pieces of meat were put here and there, in and around the chaff. 10. Of course some pieces were put near the pan of the trap. 11. The grass lying near was made to look as if it had not been trampled on. 12. The next night the fox came as usual to get his meat. 13. In the picture he can be seen coming slowly and carefully to the place where the trap is set. 14. When he came to the bed of chaff, he crouched down and looked carefully around, acting almost exactly as a cat does when she goes after game. 15. He picked up the meat outside the

chaff first. 16. After a time he went upon the chaff and bore his weight upon the pan of the trap. 17. In an instant the jaws were let loose and flew together with a loud snap. 18. The poor fox was caught. 19. He thought at first that he would gnaw off his foot, but found that he could move the trap. 20. He started for his home, dragging the trap and the clog after him. 21. It is a cruel way to catch game.

LESSON XIII.

WHAT SHALL BE DONE WITH THE PROWLER?

1. The father, John, Maggie, and Bose have come out to see if the fox has been caught. 2. They did not find the trap in the chaff, and looked around to see what had become of it. 3. A long way off they saw an object moving slowly. 4. On going near, they saw it was the fox pulling the trap and the clog along. 5. When they came up to him he seemed to be dead. 6. He had shut his eyes, and did not move. 7. John was going to take him out, but his father stopped him. 8. "Wait a moment, John," said the father: "I do not think he is dead; that is one of his tricks." 9. Sure enough, in a little while he opened his eyes. 10. John was going to kill him. 11. "Oh, do not kill him!" said Maggie; "what harm has he done to you?" 12. "He kills the chickens," said John. 13. Bose was eager to rush upon the fox and finish him, but Maggie caught him by the collar, and said, "Bose, if you kill that fox you are not my dog." 14. Bose looked up quickly, dropped his

tail a little, and was quiet. 15. John said that was just the way with girls—they can be cruel enough, but it makes them faint to see the blood come. 16. The father smiled. 17. They carried the fox home, and John put him into a hen-coop. 18. John told his father that he meant to tame him. 19. The father said that it was not easy to tame wild animals. 20. That very night the fox dug a hole under the coop, and was off. 21. He came no more to that poultry-yard.

LESSON XIV.

THE TWO HUNTERS.

1. Bose and John are ready to go a hunting. 2. John has a cross-bow on his shoulder. 3. The bow is of steel, and will send an arrow with a great deal of force. 4. The father thought it would be a safer weapon for a boy than a gun. 5. A leather belt is around John's waist, and a quiver, containing his arrows, is fastened to the belt. 6. John has on some leggings, fastened by a row of buttons up the sides. 7. These leggings will keep his clothes from being torn by bushes and brambles. 8. Bose has no gun and no cross-bow, but he has some good teeth and four good legs. 9. He can run pretty fast, but not very fast. 10. He cannot run fast enough to catch a rabbit or a fox; still, he is a pretty good hunting-dog. 11. He can *tree* a partridge, or other game-bird, very handsomely, and knows enough to bark and stop barking at the right time. 12. He was so happy because he was going with John that he perform-

ed all sorts of antics. 13. He lay down and rolled over. 14. He jumped up and put his fore-paws on John's shoulders. 15. John put his hands on his knees and bent over, and Bose made a clean leap over John's back, and never touched. 16. I forgot to say that Bose carried his tail with him. 17. This is almost as useful to him as his feet; at any rate, he uses it almost as much. 18. In the picture Bose is running at full speed, in a circle, around John.

LESSON XV.

BOSE CALLS UPON A WOODCHUCK—HE IS NOT AT HOME.

1. Bose amused himself in all sorts of ways while going to the hunting-ground. 2. He jumped over fences and stone walls, and ran races with a number of little birds. 3. The birds always beat him in the race, but that made no difference to him. 4. He had the pleasure of running and barking. 5. He ran after a little cat-bird. 6. The cat-bird flew up into a tree, and began to make a noise that sounded like the mewling of a cat. 7. Bose stopped a moment. 8. He thought of that dreadful dream-cat. 9. The mere thought of that terrible creature pulled down his tail several inches. 10. Bose saw that it was a bird that made the noise, and then he felt better. 11. In the picture Bose has found a woodchuck's hole. 12. He began at once to dig out the woodchuck. 13. He made his paws fairly fly. 14. He flung the dirt to the right, the left, and over his back. 15. It got into his eyes, his nose, and his mouth.

16. The hole is at the foot of a small tree. 17. Bose has just got hold of a root that is in his way. 18. He is grunting and growling, and pulling with all his might. 19. John has just come up. 20. "What are you doing at that hole?" said John. 21. "There has been no woodchuck there for the last six months." 22. Bose stopped digging, and looked up astonished. 23. He felt very sure that he smelled the woodchuck.

LESSON XVI.

BOSE TRIES TO CROSS A BRIDGE, AND STOPS IN THE MIDDLE.

1. In the picture is a small brook. 2. The trunk of a small tree, from which the branches have been trimmed, extends from one bank to the other. 3. Bose saw a squirrel near one of the banks of the brook, and ran after him. 4. To get away from Bose, the squirrel ran over the pole to the other shore. 5. Bose tried to follow. 6. He started to walk over the pole; but he was heavy, and the pole was unsteady. 7. He was about half across, when the pole began to turn a little, first one way and then the other. 8. Bose thought he would go back. 9. He could not turn unless he could place all his feet together. 10. There was not room enough to do that. 11. Bose was puzzled. 12. He was afraid to go forward, and could not go back. 13. John called him, and Bose tried to turn round, but lost his foothold. 14. He tried to save himself, but down he went. 15. The picture shows him about half-way between the pole and the water. 16. It did not take him long to go

the rest of the distance. 17. The water was not very deep, but the mud was. 18. Bose scrambled out as quick as he could, and stood on the shore covered all over with blue mud. 19. John came up and called out, "Oh, Bose, what a dirty dog you are!" 20. Bose had half a mind to put his paws on John's shoulders and kiss him. 21. He was a little ashamed, and held his head down. 22. At last he looked up and wagged his muddy tail slowly. 23. "Go and scrape yourself," said John. 24. Bose *scraped* himself on the grass.

LESSON XVII.

AN UNEXPECTED VISITOR.

1. At last they have come to the hunting-ground, the place where John wishes to try his skill with his cross-bow. 2. It is a piece of rough pasture-ground, covered here and there with clumps of bushes and small trees. 3. John wishes to shoot some quail. 4. He has just come upon a mother quail and her family. 5. You can see the little quail running to hide themselves in a clump of bushes. 6. The mother seems to be in great distress. 7. She pretends to be very lame, and is fluttering along in front of John, and beating the ground with her wings. 8. She wishes to lead him away from the clump of bushes where her young are going. 9. John thought the bird had been wounded, and that it would be easy to catch it. 10. He left the young birds, and ran after the mother. 11. The faster John went, the faster the quail went. 12. When they

had gone some distance from the bushes, the quail spread her wings and flew away. 13. This was the bird's way of getting her young out of danger. 14. John wanted to catch one of the young quail and carry it home, to see if he could not tame it. 15. He went back to the bushes to find one. 16. They were very small, and he felt sure he could catch one of them. 17. He searched the bushes as well as he could, but not a quail could he find. 18. They were there, but carefully hid under the leaves.

LESSON XVIII.

I SHOT HIM WITH MY CROSS-BOW.

1. Here is a larger picture of a quail. 2. By the side of it is a picture of a quail's leg and foot. 3. It is a very pretty bird, and has a very delicate foot. 4. You can see that the claws are not so blunt as the hen's claws. 5. The bird ought not to be called a quail. 6. Its real name is Virginia partridge. 7. In the morning and toward evening it makes a sort of whistling noise that sounds like "Bob White." 8. Some people think that the noise sounds like "More wet." 9. Some boys learn to whistle so nearly like the sound made by the bird that you can hardly tell the difference. 10. After many trials, John came near enough to get a shot at a quail, and killed it. 11. I suppose that Margaret would have said that John shot the arrow, and the bird happened to come along and was hit. 12. Bose ran and picked up the bird, and brought it to John. 13.

Then he went back and picked up the arrow. 14. Sometimes, in the winter, quail become so tame that they will come to the farm-yards and pick up corn and other grain with the poultry. 15. John saw so many quail that he thought it would be a good place to set a *snare*.

LESSON XIX.

THE QUAIL SNARE.

1. Here is a picture of the snare made by John to catch quails. 2. First he drove four pointed sticks into the earth in the form of a square, and then tied a string around the sticks, about a foot from the ground. 3. Next John got some long hairs from the tail of a horse, and twisted three of them together. 4. Then he made a loop at one end of the horse-hair string, and passed the other end through this loop. 5. That made a slip-knot. 6. John made quite a number of these slip-knots. 7. After that he tied two of them to the string on each side of the square. 8. The lower part of each slip-knot was raised a little from the ground, and was spread out almost in the shape of a circle. 9. John then took a handful of corn, and put a few kernels in a straight line outside the square, in front of each slip-knot. 10. Next he scattered some corn in the inside of the square. 11. The quail begins to pick up the corn, kernel by kernel, outside the square. 12. It walks along, and begins to pick up the kernels inside. 13. By this time the noose is around the bird's neck. 14. The quail keeps pressing forward, and

draws the slip-knot tighter and tighter. 15. It does not know enough to go back, and at last is choked to death.

LESSON XX.

THE DRUMMER OF THE WOODS.

1. After John had killed the quail, he heard a very strange noise in a wood of small trees on one side of the pasture. 2. He had heard this noise many times, but this time it seemed very near. 3. He thought that he would get as near as he could, and see how it was made. 4. John walked very softly and carefully until he came to a little opening among the trees. 5. Here he saw a partridge on an old log. 6. The bird was puffing up his feathers, spreading his tail, and strutting about on the log. 7. He acted just as the turkey-gobbler does in the poultry-yard. 8. The head of the partridge was turned away from John, and he had a good chance to see him. 9. While John was looking, the partridge spread his wings, raised them above his back, and brought them down forcibly against his sides. 10. He struck his wings slowly at first, then more and more rapidly. 11. The sound ended in a rolling beat, like the roll of a drum. 12. This sound can be heard a long distance on a still morning. 13. John was so much taken up with hearing the *drumming* of the partridge that he forgot about his cross-bow. 14. He might have killed the bird. 15. Soon the partridge turned round, saw John, and flew away with a loud whirring noise.

LESSON XXI.

THE RUFFED GROUSE.

1. Here is a bird much larger than the quail, or true partridge. 2. This bird is often called the partridge, but its right name is ruffed grouse. 3. On the sides of the neck there is a tuft of black feathers, very soft and glossy. 4. When the grouse is *drumming*, these feathers stand out straight, and look like a black ruff around the neck. 5. On the top of the head is a crest of soft feathers. 6. The rest of the body is covered with grayish brown and white feathers. 7. The young grouse follow the mother about, just as chickens follow the hen. 8. In fact the grouse and the hen belong to the same bird-family, and, in many ways, have the same habits. 9. They differ in this respect. 10. The mother grouse, when alarmed, gives a sharp cluck. 11. The little grouse scamper away *from* the mother, and hide under leaves and bushes. 12. Chickens, when frightened, run *to* the mother. 13. In cold nights in winter grouse get under the snow to keep warm. 14. If it rains in the night, and a frozen crust is formed on the snow, then the poor grouse cannot get out. 15. If the crust does not melt soon, the grouse are starved to death. 16. In winter, when grouse can get nothing else, they eat the dried apples that have been left on the trees. 17. Bose was very busy hunting these birds, and *treed* three or four. 18. John did not like to use his cross-bow to kill them, because he was afraid that he should lose his arrows. 19. He said to himself that these woods would be a fine place to snare grouse.

LESSON XXII.

HOW JOHN CAUGHT THE DRUMMER.

1. The picture shows the way John caught a ruffed grouse on the *drumming-log*. 2. First he drove two stakes into the ground on each side of the log, and made them cross each other near the tops. 3. These stakes made a sort of passage-way above the log. 4. When the grouse drums, he walks back and forth a good deal on the log. 5. John then drove a stake straight down into the ground near the crossed stakes. 6. He made a notch in this stake a few inches above the log. 7. After this John got a spring-pole, and pushed the pointed end firmly into the ground a short distance from the log. 8. A horse-hair snare was then tied to the end of the spring-pole. 9. Then John bent the spring-pole down, and placed the end part in the notch. 10. He was very careful about placing the pole in the notch. 11. It must be placed so as to come out easily, but not too easily. 12. The notch must not be too deep, and it must not be too shallow. 13. John fixed the hair slip-knot so that the open part covered the passage-way under the crossed stakes. 14. He kept the snare fixed in place by pushing pins through the hair slip-noose into the inner sides of the crossed stakes. 15. The contrivance works in this way. 16. As the grouse walks along the log, the snare being set, the noose catches his neck and tightens. 17. In his struggles to get free, the bird pulls out the spring-pole from the notch, and is suddenly jerked into the air.

LESSON XXIII.

THE GROUSE SNARE.

1. Here is a picture of the snare that John made to catch grouse in open grounds. 2. He found a cleared place in the woods where there were a good many *partridge-berries* and *wallow-holes*; that is, holes like those made by hens in the ground for *sand-baths*. 3. He thought the birds would be likely to come and feed upon these berries. 4. John made up his mind to build a *fence* between the two large rocks that you see in the picture. 5. He cut down a good many small bushes, put them in a row, and made a low fence, about eight inches high. 6. Four openings were left in the fence. 7. Then John took four of his horse-hair slip-knots and tied them to small bushes that grew very near the openings. 8. After that he placed the snares so that the two sides almost touched the sides of the opening. 9. John then cut some very slender forked twigs, placed one of them over each side of the snare, and pushed the ends a little way into the fence. 10. This was to keep the snare in place. 11. When a grouse comes to the fence, he will not jump over, but walks along until he comes to an opening. 12. As the snare is raised a little from the ground, when he tries to go through he does not feel it pull upon his neck until he has gone some distance from the fence. 13. He never tries to go back. 14. The farther he goes the tighter it pulls, and in this way he is choked to death. 15. The next morning John found that he had caught two grouse in his snares.

LESSON XXIV.

A TRAGEDY DOWN THE ROAD.

1. John says that the bob-tailed rabbit must be caught. 2. The rabbit made Bose run after him, and that broke the carriage, and *bumped* Jemmy's head. 3. He has troubled Bose's dreams ever since. 4. John went down to the old pasture and found a narrow passage between two quite large rocks. 5. The rabbit was in the habit of going between these rocks when he went to his feeding-ground. 6. John drove a row of sharpened sticks, a foot or two apart, into the ground between the two rocks. 7. Then he cut some long, slender twigs, and wove them in and out between the upright sticks. 8. When finished, the fence looked a little like basket-work. 9. I suppose the right name for it would be a *wattled fence*. 10. A narrow space between the two middle upright sticks was left vacant. 11. John cut some notches in these sticks at the right height. 12. A wooden cross-piece of the right length was flattened at both ends and fitted to the notches. 13. The spring-pole and the snare were tied to the cross-piece, as shown in the picture. 14. The snare was now all ready for use. 15. You can see the rabbit going to his doom. 16. This kind of snare is called the hedge snare. 17. It makes a good snare, because, if the spring-pole is long enough, it jerks up the game out of the reach of skunks and foxes. 18. The next day Bose saw his old enemy hanging by the neck to the spring-pole. 19. He plainly showed his pleasure. 20. It was a fortunate thing for him that Margaret was not there to see his joy.

LESSON XXV.

BOSE SEEKS FOR KNOWLEDGE AND FINDS IT.

1. The picture shows a field covered with quite a large number of heaps of small stones, placed in rows. 2. In the distance John is walking along, with his cross-bow on his shoulder, and has the quail that he shot in his hand. 3. Bose and John are returning from the hunt. 4. In the front part of the picture Bose is rolling on the grass, and rubbing his head and face with both paws. 5. A great many little insects are flying around him. 6. It looks as though he was having a fit. 7. Bose wandered away from John, and, coming to one of the stone heaps, began to smell around it. 8. He moved one of the stones a little, and heard a curious buzzing sound. 9. Wishing to know what made it, he pushed away some of the stones, and began to dig. 10. Pretty soon out came a large, fierce-looking bumblebee, then another, and another. 11. In a little while the whole family came out. 12. One lighted on Bose's nose, another on his ear; they lighted all over him. 13. Bose, in great distress, threw up his fore-paws wildly, rolled on the grass, and tried to bite the bees. 14. At last he started and ran with all his might; then the bees left him. 15. When John came up, he saw what the trouble was. 16. "Ah," said John, "you have been studying Natural History, Bose; how do you like it?" 17. Bose was too busy rubbing his smarting ears and his aching head to say anything, but he looked a little ashamed. 18. Most likely Bose thinks that bumblebees' feet are very hot.

LESSON XXVI.

THE TRUMPETER OF THE PLAINS.

1. John went on a visit to his uncle, who lived at a place where the prairie-hens, or pinnated grouse, were quite plenty. 2. He started out very early in the morning, hoping to get a sight of the bird. 3. He wanted to see how much he looked like the partridge, or ruffed grouse. 4. Pretty soon he heard a curious tooting noise that sounded like the noise made by the night-hawk when he plunges down from a great height in the air. 5. The night-hawk makes but one sound. 6. The prairie-hen has three notes, the last one being longer than either of the others. 7. John kept behind some low bushes, and crept softly toward the place where the sound came from. 8. He soon came in sight of the bird, which was strutting about, spreading his tail, and puffing out his feathers. 9. His actions were much the same as those of the turkey in the poultry-yard. 10. On the back part of the neck there were two little tufts of feathers, about two or three inches long, standing straight out behind. 11. The bird stood up, and seemed to fill with air two small sacks, or bladders, on the sides of his neck. 12. They were of a yellow color, and about the size of a small orange. 13. When the sacks were filled, the bird leaned forward and brought his neck near the ground. 14. This movement was followed by the curious sound that John had heard when he first came to the field. 15. While the sound was coming out, the bags on the neck grew smaller. 16. "The prairie-hen and the partridge must be scratchers," said John.

LESSON XXVII.

THE DANCING PARTY AT THE SCRATCHING-PLACE.

1. John told his uncle what he had seen. 2. The uncle said they would go the next morning before sunrise and see a very curious dance at a *scratching-place*. 3. John and the uncle started before light the next day, and hid in some low bushes. 4. Pretty soon a grouse stepped out into an open space and began a low tooting. 5. Then another came out and tooted, and soon there were fifteen or twenty of them in the open space. 6. They puffed up their feathers, curved their necks, spread their tails like a fan, and strutted back and forth. 7. As one passed another, he looked at him fiercely, and seemed to say, "I am handsomer than you are." 8. It seemed as though each one was taking steps in a kind of slow dance. 9. "What in the world are those birds doing?" whispered John. 10. "Wait a moment and you will see," said the uncle, in a low tone. 11. Pretty soon the grouse began to leap up from the ground a foot or two and strike at each other, as fowls do when they fight. 12. They cackled and screamed and made the oddest sounds. 13. Sometimes it seemed as though they were very much tickled at something, and were laughing heartily. 14. John was very much amused at the strange noises he heard. 15. The birds fought desperately, but one after another seemed to get beaten, and left the ground. 16. They did not seem to hurt each other much, but plenty of feathers were left behind. 17. Ruffed grouse have similar contests, but do not make so much noise.

LESSON XXVIII.

THE FIGURE 4 SNARE.

1. John and Bose have set another snare to catch quail, grouse, and rabbits. 2. First John squared a stake on two sides, sharpened it to a point at one end, and drove it firmly into the ground. 3. The part left above the ground was about a foot high. 4. He then took a strip of board about a foot long, and cut a notch near one end. 5. He cut a shoulder in the upright stake on one of the squared sides, near the ground, a little wider than the board. 6. The piece of board is called the spindle. 7. The spindle was then fastened to the upright stake, at the shoulder, by a piece of thick wire. 8. John wished to have the spindle move up and down a little, but not sidewise. 9. A notch was then cut in the upright stake, near the top. 10. A piece of wood of the right length was cut to fit into the notch in the spindle and in the upright stake. 11. This is called the trigger. 12. A hole was bored in the upper part of the trigger. 13. The line fastened to the end of the spring-pole was passed through this hole, and tied. 14. In the picture the snare is set. 15. The snare is made of waxed fish-line. 16. One end of the snare is fastened to the trigger below the hole where the line from the spring-pole is tied. 17. The trigger must be so placed that the lightest touch on the end of the spindle will spring the snare. 18. While John was at work, Bose sat on his haunches and watched him very closely. 19. At last Bose looked up, and seemed to say, "Our contrivance will be a perfect success."

LESSON XXIX.

BOSE AS A PUPPY.

1. Bose cannot write. 2. He seems to know enough to learn how, but he finds it hard to hold a pen. 3. Of course, if he could write, he would tell all about his early life. 4. I will take his place, and do the writing for him. 5. The first Bose knew of himself, he was a puppy. 6. I am sorry to say that, as a puppy, he did some very naughty things. 7. One day he found some shirts hanging on the clothes-line. 8. The wind was blowing hard, and they were flapping about in an odd kind of way. 9. Bose sat and looked at them for some time. 10. Then a funny fancy seemed to come into his head. 11. All at once he made a leap, and went right through one of the shirts. 12. He did this so many times that nothing was left of it but the neck-band and pieces of each shoulder. 13. At last the mother came out, and saw what was going on. 14. She got a stick, and called to young Bose to come to her. 15. Young Bose did not come, but went the other way. 16. The mother went after him, but Bose ran up on a wood-pile out of the mother's reach. 17. The mother shook the stick at him, and Bose barked, but he did not get a whipping. 18. The mother thought that no one saw her, but Jemmy was peeping round the corner. 19. Jemmy told Bessie, and Bessie told Maggie, and Maggie told John. 20. The picture is a large portrait of Bose. 21. You can see only Bose's head, because he is looking out from a kind of framework. 22. Now that Bose has grown up, he does not look as he

did when the mother ran after him with a stick. 23. The mother did not wish to have the man that made the picture take her portrait with the stick in her hand.

LESSON XXX.

“HOLD OUT YOUR PAW!”

1. In the picture is a hand. 2. A dog's fore-paw is resting on the palm. 3. John and Maggie have been talking about the number of toes on a dog's foot. 4. John called Bose, and said, “Bose, give me your paw!” 5. On each of the fore-paws they found four toes. 6. On the inside of each of the fore-legs, an inch or two above the foot, was another toe, smaller than the others. 7. So each of the dog's fore-feet has as many toes as we have fingers on one hand. 8. The toe on the inside of the leg seems to be in place of the thumb on the human hand. 9. A little way above the foot, behind the fore-leg, is quite a large pad. 10. When a dog crouches down with the fore-paws in front, his fore-legs rest on this pad. 11. Each hind-foot has four toes. 12. The dog then has the same number of toes as the cat. 13. The nails of the cat and dog differ much. 14. The dog's nails are almost straight, while the cat's are very much curved. 15. The cat can push out and pull back its claws, but the dog cannot do this. 16. Both the cat and dog have pads on the underside of the toes and on the bottoms of the feet. 17. On the cat's feet the pads are very smooth, but on the dog's they are quite rough. 18. For this reason, the cat can walk more softly than the dog.

LESSON XXXI.

JOHN GOES TO SCHOOL.

1. John took a seat in his father's library. 2. He wanted to know how to trap owls and hawks. 3. They had become very troublesome in the poultry-yard. 4. John asked his father how such birds could be caught. 5. The father told him that they could be easily caught by steel-traps. 6. The picture shows one of the ways of trapping the hawk. 7. The hawk almost always lights on the dead branch of some tall tree. 8. He is always on the lookout for game, and often takes a dead tree or a dead branch to rest on, because that has no leaves to hide the view. 9. In the picture the upper part of a tall tree, partly dead, has been sawed off low enough to get room to place a trap. 10. The trap chain is fastened to the tree. 11. When the hawk lights upon the top of the tree, his weight bears upon the tongue of the trap, and the bird is caught. 12. It would do no good to try to catch owls in this way, because they fly too low. 13. Both hawks and owls are sometimes caught by traps set upon the ground, and baited with a mouse or a bird. 14. Another way to catch owls is to place a trap upon a post or stump, or on the large limb of a tree. 15. If the trap is placed in this way, the bait must be put eight or ten inches below the trap. 16. The owl is cunning, and lights before he takes the bait, to see that everything is all right. 17. Knowing the bird's habits in this respect, the hunter so places the trap that the owl will put his feet upon the pan as he stops his flight.

LESSON XXXII.

HOW THE MACHINE WORKED.

1. John caught a hawk, that had troubled the poultry-yard, by a very simple and very curious contrivance. 2. He took a piece of thick plank about two feet square, and bored a number of small holes in it. 3. Taking a number of pieces of stiff wire, he filed one end to a sharp point, and drove them through the holes, with the sharp points up. 4. The holes were made smaller than the wires, so that the wires would be firm in their places. 5. The plank was placed outside the poultry-yard, on some grassy ground, and covered lightly with grass. 6. John then tied a chicken among the wires. 7. Hawks were in sight almost every day, and often pounced down upon chickens that strayed away from the yard, and carried them off in their talons. 8. This had happened so often that John made up his mind that he should not have to wait long for his game if the *machine*, as he called it, would work. 9. John hid himself, and kept a close watch of the *machine*. 10. Pretty soon a hawk saw the chicken, and came nearer and nearer to the ground, making wide circles in the air. 11. The hawk did not see the wires, or, if he did see them, did not know what they were. 12. All at once he made a swift swoop downward. 13. He did not catch the chicken, but the picture shows how he was caught. 14. "It is cruel," said Margaret, "to kill a bird in that way, even if he is a hawk." 15. "Perhaps so," said John, "but one chicken is worth more than twenty hawks."

LESSON XXXIII.

THE RELEASE OF THE PRISONER.

1. John asked his father if it was possible to tame Birds of Prey. 2. "Oh yes, it has been done," said the father; "patience and kindness will conquer almost anything." 3. A gentleman in France, taking a walk one day in the country, saw an owl fastened by a nail through each wing above a farmer's gate. 4. The farmer had shot the owl and broken its wing, and then had nailed it, alive, above the gate. 5. The farmers in that country almost always treat owls in this way when they take them alive. 6. The owl was still living, though it had been there two days without anything to eat or drink. 7. The gentleman bought the owl of the farmer, borrowed a short ladder, and tried to take it down. 8. The poor bird fought him savagely at first, and tore his hands with its talons. 9. When the farmer saw the bleeding hands of the gentleman, he laughed. 10. He thought it strange that any one should wish to save the life of such a bird. 11. The gentleman put on his gloves, and at last, after a hard struggle, got the bird down. 12. He handled the owl tenderly, and washed its torn wings. 13. He put a few drops of water into its beak, and gave it something to eat. 14. The poor owl looked astonished, because it was not used to kind treatment, but ate and drank greedily. 15. The gentleman then wound a handkerchief about its wings, put it into a basket, and started for home. 16. "That was kind," said John, slowly; "I am sorry about the *machine* and the hawk." 17. The father smiled.

LESSON XXXIV.

STRIX, THE OWL.

1. When the gentleman came home, he carried the basket into his study, opened it, and took off the handkerchief. 2. The owl scrambled out, and perched itself on the back of a chair. 3. It was now near evening, and the owl's pupils grew larger, and it could see better. 4. It began to smooth down its feathers, and now and then looked steadily at its rescuer. 5. The gentleman went to the chair, and stroked the owl's back gently with his fingers. 6. The bird, in turn, rubbed its head softly against the back of his hand. 7. After awhile it became so tame that it would perch on the gentleman's shoulder and rub its head against his face. 8. In time the bird's wings got well, and it could fly short distances. 9. In the daytime it slept a great deal. 10. If the gentleman came home after an absence, the owl knew his step on the stairs, and would flap its wings and scream loudly as he came in. 11. The gentleman became very proud of his pet, and taught it many things. 12. One day a friend called. 13. "What a strange pet!" said the friend. 14. "He knows a great deal," said the gentleman; "I call him Strix. 15. Strix, welcome my friend." 16. The owl flapped its wings, perched on the friend's shoulder, and rubbed its head against his face. 17. "That sounds good," said John; "I have a great mind to try to tame an owl. 18. Where among domestic animals can you find greater intelligence?" 19. "Where, indeed?" said the father. 20. "Patience and kindness will tame even the savage owl."

LESSON XXXV.

THE EXPERIMENT.

1. John asked if a hen or a goose could hatch the eggs of wild birds. 2. His father said that it had often been done. 3. A gentleman found the nest of a buzzard on an oak-tree that grew near a pond. 4. The buzzard is a kind of hawk. 5. He climbed the tree, and found four eggs in the nest. 6. The gentleman thought the buzzard had begun to sit. 7. He went home and took four eggs from the nest of a sitting goose. 8. Going back, he climbed the tree again, took out two of the buzzard's eggs, and put the goose's eggs in their place. 9. He was able to do this because the buzzard had gone off after game. 10. Going home again, the gentleman put the buzzard's eggs in the goose's nest. 11. He watched the oak-tree carefully, and in a week or two after, on going to the tree, saw the heads of some young birds hanging over the edge of the nest. 12. A few days later he saw the buzzard fly down to the pond and take some tadpoles in her claws and carry them to the nest. 13. Morning and evening the old buzzard fed the young geese with tadpoles and frogs. 14. These happened to be just the food ducks and geese like. 15. The pond was full of them, so that there was no danger that the young birds would starve. 16. A few days later there was a great deal of noise in the buzzard's nest. 17. The goslings were flapping their little wings, and, climbing up on the edge of the nest, were stretching their necks toward the pond. 18. The desire to be upon the water was too strong for a gosling to resist.

LESSON XXXVI.

THE DEATH.

1. The mother buzzard did not know what to make of it. 2. Her children had never done so before. 3. The strongest of the goslings climbed up on the edge of the nest and saw the water. 4. How good it looked! he must go. 5. He spread his little wings and went straight down into the tall grass at the foot of the tree. 6. The little fellow was stunned by the fall, but after awhile he scrambled up and waddled down to the pond. 7. In he went, and was happy. 8. The buzzard was in agony. 9. She flew down to the pond, hovered over and around the little goose, and tried to make him go back. 10. The gosling liked the water, and made up his mind to stay in it. 11. The buzzard tried to catch him in her claws to carry him back to her nest. 12. Every time she tried to grasp him, the little wretch dived and came up ten feet away. 13. The goslings in the nest had heard the calls of their brother on the pond. 14. All at once all three jumped from the tree into the grass, and ran to join the other on the pond. 15. The poor buzzard was in greater distress than ever. 16. She rushed into the pond; she screamed, and beat the water with her broad wings. 17. At last her legs were entangled in the long grass. 18. Tired out, she beat her wings more and more feebly, and soon stretched out her neck and died. 19. She died to protect her young, as she thought them to be, from danger. 20. "If I had been there," said John, "I would have wrung the necks of those little wretches."

LESSON XXXVII.

THE DISCOVERY AND THE EXECUTION.

1. After a time the goose hatched her eggs. 2. Two little buzzards opened their yellow beaks, and cried out for something to eat. 3. The goose jumped off from her nest in a great fright. 4. She had never heard goslings make such a noise as that. 5. The old bird went to a small pond in the yard, and called the young buzzards to come and swim with her. 6. They did not stir a step. 7. They could not, for their feet were not large enough and strong enough to support the body. 8. The old goose, out of patience, went to the nest, and lifted them out with her bill. 9. They screamed, but did not move. 10. She looked at them with great care, but could not understand what was the matter with them. 11. At last she seemed to think that some one had played a trick upon her. 12. She struck them with her wings and her bill, and trampled upon them with her feet. 13. Then she took them, one by one, and flung them into the water. 14. She let them soak for a long time, and then ate them. 15. The buzzard was a better mother than the goose.

LESSON XXXVIII.

HURRAH FOR THE MENAGERIE!

1. "We are all going to the menagerie!" 2. This was John's shout, as he saw the long train of wagons moving slowly along the road to the next town. 3. These wagons

contained wonderful birds and animals. 4. Posters had been up for a long time on the sides of old sheds and board fences. 5. The wagons were all closed, and the children could not get a sight of any of the curious things inside. 6. There was only one hole left open in the front of each wagon. 7. That was for fresh air. 8. The only animals to be seen were the black, the white, and the mottled horses that drew the wagons, two big elephants, and some Shetland-ponies. 9. The wagon that contained the band was drawn by black horses, with red plumes on their heads. 10. They looked very handsome in their glossy black suits. 11. The two big elephants led the procession. 12. The children were most interested in looking at the long ivory tusks, the big trunks, and the huge ears of these animals. 13. In the picture Jemmy is standing, as usual, with his hands behind his back. 14. He always stands in this way, and says it makes him tired to stand as other folks do. 15. I do not know why he stands so. 16. He is not very thin of flesh: perhaps Jemmy can balance himself better in this way.

LESSON XXXIX.

THE ORATOR AND THE AUDIENCE.

1. In the picture the children have come together to talk about the menagerie. 2. They are going to-morrow. 3. There are four others present—Tom the cat, Bose, Chicken-Little, and a toad. 4. John is the orator, and has his arm extended in making a gesture. 5. Bose is seated on his

haunches, and seems to be listening to John. 6. Tom the cat is holding his tail straight up in the air, and is rubbing his fur against Bessie's dress. 7. That is a sure sign that Tom feels pleased. 8. Chicken-Little looks dignified. 9. He is the fine gentleman of the poultry-yard, and is better dressed than any one in the company. 10. Everybody knows the very young gentleman who wears his cap far back on his head, and is holding his hands behind his back. 11. The toad is one of John's pets. 12. He feeds him with flies and other insects. 13. John says he knows a great deal, even if he does look stupid. 14. John had read in books that the toad, once a year, takes off his skin, rolls it up neatly in a little ball, and—swallows it. 15. He wished to see him do it. 16. Yesterday the toad went through the operation of skinning himself. 17. To-day he appears in a new suit of clothes, neat and clean. 18. He did not employ a toad washer-woman. 19. John has just been showing the toad to the children.

LESSON XL.

WHO ARE GOING TO THE MENAGERIE.

1. John, you see, is interested in the natural history of animals. 2. In the picture he is saying to the company that he will tell them the names of the animals and birds in the menagerie, and will explain their habits. 3. John has a good deal of knowledge of Natural History. 4. A part of it he got from books, and a part by using his eyes. 5. All the children were anxious to go to the menagerie ex-

cept Jemmy. 6. He does not like animals. 7. He calls insects bugs, and says they sting. 8. Cats and dogs he calls beasts, and says they scratch and bite. 9. He calls hens, turkeys, ducks, and geese dirty birds, and says they are always in the way. 10. The old gander hisses at him. 11. The old gobbler runs after him, if he has a red garment on. 12. "Now," said John, "we will go to-morrow." 13. Bose thought John spoke to him. 14. He jumped up, wagged his tail, pricked up his ears, and barked. 15. "Well," said John, "you *shall* go, Bose." 16. It was of no use to invite Tom, because he had a case to settle with the two old rats. 17. Chicken-Little could not go, because there would be nobody left at home to crow the daylight up the next morning. 18. The children had a long way to go to reach the menagerie; so they proposed to start in the afternoon, and stop overnight at an uncle's house, and then on the morrow they would not get too tired in seeing all the sights.

LESSON XLI.

ON THE WAY.

1. The picture shows the whole party on the way to the menagerie. 2. John and the father have the front seat of an open wagon. 3. Maggie and Jemmy are on the other seat. 4. Bessie is sick, and has been left at home. 5. Bose is seen on the other side of a stone wall that lines the road on one side. 6. He is busy, as usual. 7. Just now he is running at full speed after a small bird. 8. He knows very

well that he cannot catch it, but he has the pleasure of running and barking. 9. If you had been one of the company, and had looked back, you would have seen the mother standing at the door of the house. 10. There she stood and watched the father and the children until they were out of sight. 11. Now and then Bose took his place under the wagon. 12. The children asked him to get into the carriage, but Bose felt that he could do more as he pleased outside. 13. If a small stream crossed the road under a bridge, Bose was sure to take a look underneath, just to see how it was made. 14. Jemmy had been silent ever since they started. 15. All at once he asked if the roar of the lion was louder than the bellowing of a calf. 16. "Goose!" said John. 17. Jemmy looked over the wall, and said, "No, there is no goose there." 18. Maggie laughed, and the father smiled. 19. The father said that he had never heard a lion roar, but he had been told that the sound was very loud indeed.

LESSON XLII.

THE LION ROARS.

1. The children stopped at the uncle's house overnight. 2. The next day they went to the menagerie. 3. In the picture the whole company are standing before the lion's cage. 4. The man that made the picture thought there would not be room to put in the whole menagerie, so he has shown only the lion's cage and a few other things. 5. You can see a man pushing a pole into the cage. 6. In

side there is a lion and a lioness, looking very fierce indeed. 7. Jemmy is standing, as usual, with his hands behind his back. 8. The man is pushing the pole into the cage to oblige Jemmy. 9. While they were standing before the cage, one of the keepers of the animals passed by. 10. "Mr. Man," said Jemmy, "when will the lion roar?" 11. The keeper stopped, looked puzzled, and then smiled. 12. "He has no regular times to *roar*," he said, "but we can make him *snarl* easily enough." 13. So he got a pole and pushed it into the cage. 14. Sure enough, the lion did not like it, and snarled loudly, but it was not much of a roar. 15. Jemmy was not at all pleased. 16. He wanted to hear a roar that would make his hair stand on end. 17. He seemed to wish to shiver. 18. "He is like all the rest of them," said Jemmy; "he is nothing but a beast."

LESSON XLIII.

WHAT JOHN SAID ABOUT THE CAT FAMILY.

1. Here is a picture of a lion, a tiger, and a leopard. 2. The color of the lion is a dark yellow, or tawny. 3. On his neck he has a shaggy mane, and on the end of his tail a tuft of hair. 4. The tongue, the teeth, and the claws of all the animals in the picture are like the cat's. 5. They differ only in size. 6. "The fact is," said John, "all these animals are only cats of a larger size." 7. They hunt for their prey, and seize it in the same way the cat does. 8. They move toward it slowly and silently, until they are near enough

for a spring; then they leap upon it suddenly. 9. Like the cat, they can see well in the night, and most of their game is taken at that time. 10. Most animals of the cat family can climb trees, but the lion and the tiger cannot. 11. When we tickle a cat, it will often throw itself upon its back, bring its hind claws forward, and then suddenly push them back. 12. A sheep was once tied to a stake, and a tiger was brought near it. 13. The tiger instantly crouched down, and moved slowly toward the sheep until near enough for a spring. 14. Then he made a sudden leap, seized the sheep by the throat, and turned over upon his back. 15. He brought his hind-feet forward and pushed them suddenly back, to tear the flesh of the sheep. 16. He acted just as the cat does when in play it pretends to do the same thing with our hands.

LESSON XLIV.

THE DOG FAMILY.

1. The children came to cages that contained wolves, hyenas, and foxes. 2. Here is a picture of a wolf, a spotted hyena, and a fox. 3. John says the wolf and the fox belong to the dog family. 4. "They are your cousins, Bose," said John. 5. Bose looked at them, but did not seem to know his own relations. 6. There is one thing very curious about animals of the dog family; they walk on their toes, and not on the soles of their feet. 7. "Look at Bose's hind-leg," said John: "he seems to have a knee; that is really his

heel." 8. Animals of the dog family have five toes on the fore-feet, and four on the hind-feet. 9. The cat family have the same number. 10. None of the dog family can seize their prey with their claws, as cats do, neither can they climb trees. 11. The shape of their teeth shows that they were made to eat flesh like the cat family. 12. The man that made the picture has put a spotted hyena with the wolf and fox. 13. He looks as though he might belong to the dog family, but really he does not. 14. He is a kind of second-cousin to Bose and Tom. 15. The hyena has claws like the dog's claws, but he has only four toes on his front-feet. 16. His tongue, though, is not smooth, like the dog's, but covered with horny claws, like the cat's tongue. 17. All of these animals have been tamed. 18. John says he can trust one of the dog family. 19. He means Bose, I suppose. 20. "I do not think," said John, "that I should like to trust myself in a dark night, on a lonely road, with a tame wolf or a tame spotted hyena."

LESSON XLV.

SOME OF THE SCRATCHER FAMILY.

1. "Now," said John, "let us see if we cannot find some handsome birds that are *scratchers*." 2. In the picture there is a peacock, a pheasant, a jungle-fowl, and a guinea-fowl. 3. Sometimes we see peacocks in our poultry-yards. 4. There is no bird that has prettier feathers. 5. The peacock can push up his tail-feathers in the shape of a fan,

just as the turkey does, but the feathers are very much longer and very much prettier than the turkey's. 6. The round spots on the tail look a little like eyes. 7. They have all the colors of the rainbow—red, green, golden yellow. 8. The pheasant has his home in China. 9. He has no comb on the top of his head. 10. Instead of a comb, he has a tuft of feathers. 11. He can make these feathers stand up when he pleases, and that gives him a proud look. 12. The prettiest part of him is his very long and narrow tail. 13. His feathers, too, are almost as handsome as the peacock's. 14. The jungle-fowl comes from India. 15. His tail-feathers do not stand out almost straight behind like the pheasant's, but hang down in a very long curve. 16. Chicken-Little has very pretty tail-feathers, but they cannot compare with those of the pheasant and the jungle-fowl. 17. Next comes the guinea-fowl. 18. Almost everybody has seen it. 19. It has dark-gray feathers, almost black, sprinkled all over with round white spots. 20. This bird is not pretty. 21. The guinea-fowl makes a noise that sounds like "go back—go back." 22. The voice of the peacock is a loud scream that is not very pleasant to hear.

LESSON XLVI.

THE DUCK FAMILY.

1. Here is a picture of a swan, a wild duck, and gray goose. 2. The duck and the swan are swimming on the water. 3. The goose is standing on the shore. 4. They all

belong to the duck family, and have webbed feet. 5. The swan has a neck much longer than the duck or goose. 6. It cannot walk so well as they can, but it can swim much better than either of them. 7. Most of the swans that we see are white, but some that come from other countries are black. 8. Some have black necks and white bodies. 9. The tame swan is very strong. 10. It is said that it can break a man's leg by a blow of its wing. 11. One kind of swan is called the whistling swan, because it sings or whistles in a very pleasant way as it flies. 12. The swan's bill is very thick near the head. 13. It does not taper, as the goose's bill does, almost to a point; but, like the duck's bill, it is of even width to the tip. 14. There is a kind of duck called the eider-duck, that lives in cold countries. 15. The feathers are very light and soft, and are made into quilts, and sometimes into garments. 16. "Everybody knows," said John, "that the feathers of the goose are used to make pillows and beds." 17. The feathers are called *live geese* feathers, because they are pulled out or plucked from the living goose.

LESSON XLVII.

THE PENGUIN AND THE ALBATROSS.

1. In the picture there are some penguins standing upright on the sea-shore, and an albatross is rushing down from above. 2. There are some swimmers that have very broad and strong wings, and some that have no wings at all. 3. The wings of the penguin have little remnants of feath-

ers that look like the scales of a fish. 4. The wings, such as they are, look more like the fins of a fish than they do like the wings of a bird. 5. Perhaps they look still more like the flippers of a turtle. 6. The penguin does not look much like a bird, but we know that it is a bird, because it is covered with feathers. 7. "No feathers, no bird," said John. The sure sign of a bird is *feathers*. 8. When there are a good many penguins standing on the shore, they place themselves in rows, and look like soldiers in ranks. 9. Look carefully at the feet, and you will see that they are webbed. 10. "No web, no swimmer," said John. 11. If you look at the feet of the albatross, you will see that they are webbed ; so he is a broad-winged swimmer. 12. The fact that his wings are so large and powerful shows that he must spend much of his time in the air. 13. Still, as he gets his living out of the water, he must need to use his feet sometimes in swimming, so they are webbed.

LESSON XLVIII.

THE FLAMINGO.

1. Here is a strange-looking bird. 2. The legs of the flamingo are so very long, and look so much like a pair of stilts, that most people would say he is a wader. 3. In the picture the bird has lifted one of his feet out of the water, and you can see a web between the toes. 4. So we know that he is not a wader, but a swimmer. 5. When the flamingo stands up straight, he is nearly six feet high.

6. His neck, as you see, is very long, but the oddest part of him is his bill. 7. His head is very small, but his bill is very long, and has a curious bend in the middle. 8. He would be very homely, if it were not for one thing; he is covered with beautiful scarlet feathers. 9. The flamingo's long neck and his oddly shaped bill are, after all, of great use to him. 10. As he stands in the water, he twists his neck in such a way that the upper part of the bill rests on the ground. 11. Then he stirs up the mud and water with his webbed feet, and catches the insects and spawn that he feeds on. 12. The flamingoes go in flocks, like ducks and geese. 13. When they light on the shore of some river they appoint a sentinel. 14. If danger approaches, the sentinel gives a loud scream, and the whole flock rises into the air with loud cries.

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