

**SWINTON'S SUPPLEMENTARY
READERS. BOOK OF TALES,
BEING SCHOOL READINGS,
IMAGINATIVE AND EMOTIONAL
IN PROSE AND POETRY**

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Swinton's Supplementary Readers. Book of Tales, Being School Readings, Imaginative and Emotional in Prose and Poetry by William Swinton & George R. Cathcart

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WILLIAM SWINTON & GEORGE R. CATHCART

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Swinton's Supplementary Readers

BOOK OF TALES

BEING

SCHOOL READINGS, IMAGINATIVE AND
EMOTIONAL

IN PROSE AND POETRY

SUPPLEMENTARY TO THIRD READER

EDITED BY

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SWINTON'S SUPPLEMENTARY READERS.

THE SUPPLEMENTARY READERS form a series of carefully graduated reading-books, designed to connect with any of the regular series of five or six Readers. These books, which are closely co-ordinated with the several Readers of the regular series, are :—

I. **Easy Steps for Little Feet:** Supplementary to First Reader. — *In this book the attractive is the chief aim, and the pieces have been written and chosen with special reference to the feelings and fancies of early childhood.*

II. **Golden Book of Choice Reading:** Supplementary to Second Reader. — *This book presents a great variety of pleasing and instructive reading, consisting of child-love and poetry, noble examples, and attractive object-readings.*

III. **Book of Tales; being School Readings Imaginative and Emotional:** Supplementary to Third Reader. — *In this book the youthful taste for the imaginative and emotional is fed with pure and noble creations drawn from the literature of all nations.*

IV. **Readings in Nature's Book:** Supplementary to Fourth Reader. — *This book contains a varied collection of charming readings in natural history and botany, drawn from the works of the great modern naturalists and travelers.*

V. **Seven American Classics.**

VI. **Seven British Classics.**

The "Classics" are suitable for reading in advanced grammar grades, and aim to instill a taste for the higher literature, by the presentation of gems of British and American authorship.

PREFACE.

In the series of Supplementary Readers, the plan of which is given on the opposite page, "The Book of Tales" is designed to furnish class-reading supplemental to any Third Reader of the regular series. The book is so graded that it may advantageously be begun early in the grammar-school course.

At this period, in the regular class-room work, pupils are engaged in the study of arithmetic, geography, and grammar; and it is precisely here that a corrective to the one-sidedness of technical routine is demanded. A deep craving is felt in all young minds for the food of fancy and feeling: if not satisfied by the healthful and pure in the realms of imagination and emotion, this craving will only too often find food in the garbage of perverted and sensational reading.

The scope of "The Book of Tales" is well indicated by its sub-title. It consists of readings "imaginative and emotional." The wide domain of the folk-lore of all nations has been explored for those beautiful creations that have instructed and delighted successive generations. A body of these creations forming, so to speak, the classics of fancy,

has been gathered from the treasury of Arabian and Hindu lore, from the Teutonic storehouses of legend, from Scandinavian sagas, and from the finer modern spirits who have caught the inspiration of the elder masters.

Though the old tales and legends are rarely directly didactic, a deep meaning and moral run through them, and form the sweetness and savor that have kept them so long alive. Yet to select indiscriminately from folk-lore would not be fitting for educational purposes. Hence it is that in the choice of pieces for "The Book of Tales," only such have been taken as combine the noblest sentiment with the finest fancy; while at the same time all the pieces have been subjected to such scrutiny and editorship as guarantee the requisites of purity and propriety of sentiment and technical fitness for class-room reading.

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WEBSTERIAN MARKS USED IN THIS BOOK.—*ā, ē, ī, ō, ū, y*, long; *æ, ě, ĩ, ŏ, ū, y*, short; *š* as in *šerān*; *ř* as in *řřm*; *č* as in *čōd*; *č* as in *čōd*; *č* as in *č*; *č*, *ch*, as *k*; *ř* as *j*; *ř* as in *řet*; *ř* as in *řnger*; *ř* as *n*; *ř* as *g*.

CONTENTS

		PAGE
✓ 1.	THE ELVES AND THE SHOEMAKER <i>Grimm</i>	7
✓ 2.	THE LITTLE DREAMER "Nursery Nonsense"	10
✓ 3.	THE FAIRY FOLK <i>Allingham</i>	11
4.	THE BROKEN FLOWER-POT. I. <i>Dulwer</i>	13
5.	THE BROKEN FLOWER-POT. II. <i>Bulwer</i>	16
6.	THE BUTTERFLY'S BALL. <i>Roscoe</i>	19
7.	THE HEROIC SERF <i>Champernays</i>	24
✓ 8.	THE AFTERNOON NAP <i>Eastman</i>	28
9.	LADY-BIRD <i>Harriet Martineau</i>	29
✓ 10.	JACK AND THE BEAN-STALK. I. <i>Perrault</i>	30
✓ 11.	JACK AND THE BEAN-STALK. II. <i>Perrault</i>	34
✓ 12.	JACK AND THE BEAN-STALK. III. <i>Perrault</i>	38
✓ 13.	JACK AND THE BEAN-STALK. IV. <i>Perrault</i>	41
✓ 14.	LILLIPUT LEVEE <i>Bronne</i>	45
✓ 15.	RAKSHAS AND BAKSHAS. <i>Hindu Legend</i>	50
16.	THE BETTER LAND <i>Mrs. Hemans</i>	55
✓ 17.	FLOWERS OF FABLE <i>Esop</i>	57
✓ 18.	THE WALEUS AND THE CARPENTER <i>Leois Carroll</i>	63
✓ 19.	CINDERELLA. I. <i>Perrault</i>	69
✓ 20.	CINDERELLA. II. <i>Perrault</i>	74
21.	TRUST <i>Whittier</i>	80
✓ 22.	THE FIRST SNOW-FALL <i>Lowell</i>	81
✓ 23.	SIX CHILDREN AND ONE FATHER <i>German Tale</i>	83
24.	PAST AND PRESENT <i>Hood</i>	84
✓ 25.	LITTLE ONE EYE, etc. I. <i>Grimm</i>	86
✓ 26.	LITTLE ONE EYE, etc. II. <i>Grimm</i>	90
✓ 27.	LITTLE ONE EYE, etc. III. <i>Grimm</i>	94
✓ 28.	JOHN GILPIN <i>Cowper</i>	98
✓ 29.	SECOND VOYAGE OF SINDBAD. <i>Arabian Nights</i>	109
✓ 30.	THE TWO ANCHORS <i>Stoddard</i>	115

		PAGE
✓ 31.	THE KING AND THE LOCUSTS	<i>Eastern Tale</i> 118
✓ 32.	GEORGE NIDIVER	<i>Bret Harte</i> 122
33.	STORY OF THE NOSES	<i>Bohemian Tale</i> 125
34.	INCIDENT OF THE FRENCH CAMP	<i>Robert Browning</i> 131
✓ 35.	THE GOLDEN TOUCH. I.	<i>Hawthorne</i> 133
✓ 36.	THE GOLDEN TOUCH. II.	<i>Hawthorne</i> 139
37.	THE GOLDEN TOUCH. III.	<i>Hawthorne</i> 147
38.	THE MARINER'S DREAM	<i>Dimond</i> 155
✓ 39.	WHAT CRUSOK BROUGHT FROM THE WRECK. I.	<i>De Foe</i> 159
40.	WHAT CRUSOK BROUGHT FROM THE WRECK. II.	<i>De Foe</i> 166
41.	THE BROOK	<i>Tennyson</i> 174
42.	RUMPELSTILTSKIN	<i>Grimm</i> 177
43.	ALADDIN. I.	<i>Arabian Nights</i> 182
44.	ALADDIN. II.	<i>Arabian Nights</i> 187
45.	ALADDIN. III.	<i>Arabian Nights</i> 193
46.	ALADDIN. IV.	<i>Arabian Nights</i> 197
47.	ALADDIN	<i>Lowell</i> 204
48.	LLEWELLYN AND THE GREYHOUND	<i>Spencer</i> 205
49.	TOM AND ARTHUR. I.	<i>Hughes</i> 210
50.	TOM AND ARTHUR. II.	<i>Hughes</i> 214
51.	THE TWO CHURCH-BUILDERS	<i>Saxe</i> 217
✓ 52.	THESEUS AND THE MINOTAUR. I.	<i>Kingsley</i> 220
53.	THESEUS AND THE MINOTAUR. II.	<i>Kingsley</i> 224
✓ 54.	A TALE OF THE SEA. I.	<i>Charles Reade</i> 231
✓ 55.	A TALE OF THE SEA. II.	<i>Charles Reade</i> 237
56.	A TALE OF THE SEA. III.	<i>Charles Reade</i> 243
✓ 57.	THE YARN OF THE "NANCY BELL"	<i>Gilbert</i> 251
✓ 58.	THE TEMPEST. I.	<i>Lamb</i> 256
59.	THE TEMPEST. II.	<i>Lamb</i> 263
60.	THE TEMPEST. III.	<i>Lamb</i> 267
61.	END OF THE REVELS	<i>Shakespeare</i> 272





1.—THE ELVES AND THE SHOEMAKER.

a-maze'ment, wonder, surprise.

be-times', early.

bus'tled [*bʌs'tlɪ*], moved quickly.

con'science [*kɒn'shəns*], that which tells us what is right and wrong.

cus'tom-er, a buyer.

fin'ished [*fɪn'ɪʃt*], done, brought to an end.

hand'some-ly [*hænd'sʌm-ly*], largely, liberally.

ply, to work hard.

pros'per-ous, well-to-do, thriving.

thriv'ing, well-to-do, prosperous.

serv'ice [*sɜrv'ɪs*], that which does good to another, a benefit.

waist'coat, a vest.

1. THERE was once a shoemaker who worked very hard, and was very honest. Yet he could not earn enough to live upon, and at last all he had in the world was gone,—all except just leather enough to make one pair of shoes. In the evening he cut out the leather, meaning to get up early in the morning to work. His conscience was clear and his heart light amidst all his troubles; so he went peaceably to bed, left all his cares to God, and fell asleep.

2. In the morning he sat down to his work; but what did he see? The pair of shoes already made! There