

**THE ROYAL SCHOOL
SERIES. NO. II. THE
ROYAL READERS**

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The Royal School Series. No. II. The Royal Readers by Anonymous

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ANONYMOUS

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P R E F A C E

THIS book forms No. II. of "*The Royal Readers*." The lessons in it are designed so to interest young people as to induce them to read, not as task-work merely, but for the pleasure of the thing. The pieces are of a character well calculated to give life, and point, and fresh interest to the daily work of the class—to allure the children to read, and to make them delight in exercising their power of reading.

In adapting the lessons for the daily work of the school-room, especial care has been bestowed upon the WORD-LESSONS, so as to make them available for a great variety of exercises.

I. The MEANINGS of the difficult words are given at the head of each lesson. The object here has been, not so much to give dictionary meanings, or synonyms, as to translate the words into the language of children. The definitions are in such a form as to admit of their being readily substituted in the lesson for the words explained.

II. The SPELLING-LESSONS given in the *print-writing* character are intended for Slate exercises. They can be

written either in this character or in the ordinary Script, according to the stage of advancement of the pupil.

III. As a special lesson in PRONUNCIATION, the more difficult words are divided into syllables. Great importance is attached to this exercise, and teachers are advised to make use of it systematically. They will find that when their pupils have learned to pronounce these words correctly in syllables, the difficulty of spelling them will have been greatly reduced.

To each lesson there are appended QUESTIONS on the subject-matter or on the picture. These questions have been prepared with a special view to enable the pupil himself to ascertain whether he has mastered the chief points of the lesson.

NOTE.—An asterisk after a word indicates that its meaning is given at the head of the lesson.

The *Useful Knowledge Lessons* are intended to be prepared at home by the pupil.

SECOND READING-BOOK.

THE SPIDER.

Island, land with water round it. | Pounce, dart down quickly.

Do you see the spider in the picture? He has just got his web done; and there he sits in the very middle of it, ready to pounce upon a fly.

The spider loves work. He begins to work as soon as he begins to live. Every spider is born a *weaver*. Even the youngest spider knows how to weave his web just as well as the oldest.

The spider never has to go to school to learn his task. So, the little duck can swim as soon as it is hatched. And the little bird can



build its nest, and the bee can make the honeycomb, without any teaching.

God has given these creatures the power to do their work. And that is why they never make any blunders. Not all the weavers and spinners in the world could beat the spider in the work that he does.

The spider is never in a hurry. He always takes care to make every thread fast. He takes a pride in doing his work well.

All spiders have not the same kind of work to do. But they all do it in the very best way.



Some spiders are masons. These build houses, the size of a big thimble. They make doors to them, which they shut when they go in. It is even said that they are able to fasten the door of the house inside, so that no robber can get in.

The garden spider lets its threads float in the air till they happen to take hold of plants or branches of trees. It then uses these

threads as the roads or bridges by which it crosses from place to place.

A strange story is told of a spider saving his life by this means. He was put upon the end of a stick which stood a foot or two out of water. He was on a little island* in the midst of a little sea.

What did he do? He walked down the stick to the edge of the water. He went round and round it; but he could find no way to get off.

He then went once more to the top of the stick, and kept still for a while. He seemed to say to himself, "Well, I am in a nice fix now; what am I to do?"

He soon made up his mind. For he at once began to spin a long thread. He made one end of it fast to the top of the stick; and let the thread float away in the wind till it caught a tree on the shore. He then slid along the line, and got safely to dry land at last!

QUESTIONS.—What is every spider, when he is born? Who has taught him? What do the mason-spiders build? How does the garden-spider cross from place to place? What did the spider do when he was put on a stick in the water?

PRONOUNCE in syllables:—

spi-der	weav-er	teach-ing	spin-ners	rob-ber
pic-ture	youn-gest	crea-tures	hur-ry	bridg-es
mid-dle	old-est	pow-er	thim-ble	wa-ter
look-ing	hon-ey	nev-er	ma-sons	him-self
be-gins	with-out	blun-ders	hous-es	safely

WRITE:—

<i>build</i>	<i>thread</i>	<i>float</i>	<i>while</i>
<i>school</i>	<i>caught</i>	<i>pounce</i>	<i>shore</i>