

UNIVERSAL  
LIBRARY

**OU\_166943**

UNIVERSAL  
LIBRARY



**OSMANIA UNIVERSITY LIBRARY**

Call No. *820-8/M16N* Accession No. *8013*

Author *Mae McLean,*

Title *New English High School Readers.*

This book should be returned on or before the date last marked below.







MACMILLAN'S  
NEW ENGLISH HIGH SCHOOL READERS  
READER I



MACMILLAN AND CO., LIMITED

LONDON • BOMBAY • CALCUTTA • MADRAS  
MELBOURNE

THE MACMILLAN COMPANY

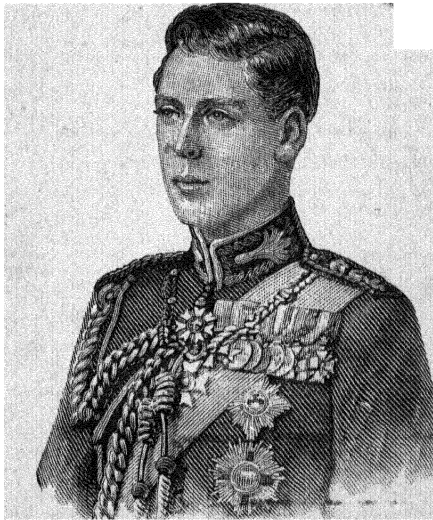
NEW YORK • BOSTON • CHICAGO  
DALLAS • SAN FRANCISCO

THE MACMILLAN CO. OF CANADA, LTD.

TORONTO

MACMILLAN'S  
NEW ENGLISH  
HIGH SCHOOL READERS

READER I



H.R.H. THE PRINCE OF WALES

MACMILLAN AND CO., LIMITED  
ST. MARTIN'S STREET, LONDON  
BOMBAY, CALCUTTA, AND MADRAS

1922

COPYRIGHT

PRINTED IN GREAT BRITAIN

## NOTE

THE New English Readers for High Schools continue the series of New English Readers for Junior Classes, intended mainly for use in Lower Secondary Schools. The style is a little more advanced and most of the lessons are longer.

It will be seen that a good deal of this book, which is the first of these Readers, contains a fairly full account of the most popular personage in the British Empire—the Prince of Wales—a very suitable study for young India.

The lessons on birds have been written by Mr. D. Dewar, the well-known ornithologist, the first living authority on the subject, which has been very little noticed hitherto in Readers for Indian schools, although it figures largely in Readers for schools in England. Indeed, Natural History is sadly neglected and often altogether ignored in Indian schools.

The accounts of the first ten Indian V.C.'s, those gallant soldiers who fought for the King and the Empire in France and Mesopotamia, will no doubt be welcomed by Indian boys. So will the poem by Sir Henry Newbolt on Sir Pertab Singh and the verses by the two patriotic Muhammadan noblemen, Syed Hussein Bilgrami and Nizamut Jung, as well as the lines of the gifted poetess Sarojini Naidu and the

prose-poem by Sir Rabindranath Tagore, one of the greatest of the sons of India.

In accordance with requests from several head-masters of schools where this series of Readers is used, notes on difficult words and phrases or words used in an unusual sense, and on idioms and allusions and figures of speech, have been added at the end of the text, together with a few notes and exercises on grammar and analysis which may be found useful by students who are working for University matriculation or High School examinations.

These grammatical notes and exercises are in continuation of those in the author's New English Readers, II., III., IV., in which there will be found an elementary sketch of Grammar and Analysis, in the shape of a series of simple lessons, in concentric order, the examples being taken and the exercises based on the text.

The exercises at the end of this book are on the same lines. When rules of grammar are based upon text which is being studied, the examples which illustrate them being taken from a lesson just read, boys are more likely to understand them, to be interested in them, and to remember them, than if they learn them from a special book on General English, where examples are given from text which has not been read, and the context is unknown. Often the force of a word or phrase depends upon the context and is lost when it is isolated.

Notes on the etymology of words, omitted in the earlier Readers in this series, have been given in some detail. This most interesting and useful study is easy enough for English boys who know something of Latin

and possibly of Greek, but it is not so simple a matter for Indian boys or even teachers who have never learnt these languages. Yet the knowledge of the exact meaning of the root of a word, particularly a root from which many other words are derived—each with a different shade of meaning—is of very great help to its accurate use, not to speak of the interest of the study of words as words.

Dean Trench in his fascinating book on this subject says :

“You will not find that the study of words will be dull. Only try your pupils and mark the kindling of the eye, the lighting up of the countenance, the revival of the flagging attention with which the humblest lecture upon words will be welcomed.”

One of the best literary magazines of this year (1922) in a short essay on the study of English says :

“Trace words to their roots. Often the current meaning of a word will have wandered away from its root, but a knowledge of the derivation and history of a word will help the student to use it with precision, with an exact sense of its purport.”



## CONTENTS

	PAGE
1. THE PRINCE OF WALES: CHILDHOOD . . . . .	1
2. <i>GOD BLESS THE PRINCE OF WALES</i> . . . . .	12
3. THE PRINCE OF WALES: BOYHOOD . . . . .	13
4. <i>WELCOME TO ALEXANDRA</i> . <i>Tennyson</i> . . . . .	27
5. THE PRINCE OF WALES: MANHOOD . . . . .	29
6. <i>TO VICTORIA</i> . . . . <i>Syed Hussein Bilgrami</i>	39
7. THE PRINCE OF WALES: IN THE COLONIES . . . . .	40
8. <i>NEW NATIONAL ANTHEM</i> . . . . .	77
9. GOVINDA AND HIS DISCIPLE . . . . <i>Rabindranath Tagore</i>	78
10. NAPOLEON'S PROMISE . . . . .	80
11. <i>NAPOLEON AND THE BRITISH SAILOR</i> . . . . <i>T. Campbell</i>	83
12. TWO PAIRS OF GLOVES . . . . .	86
13. <i>BIRDS</i> . . . . <i>Mary Howitt</i>	92
14. INDIAN BIRDS AND THEIR ENGLISH COUSINS . . . . .	94
15. <i>THE SONG OF THE KOIL</i> . <i>William Waterfield</i>	101
16. INDIAN BIRDS AND THEIR ENGLISH COUSINS ( <i>continued</i> ) . . . . .	102
17. <i>TO THE CUCKOO</i> . . . . <i>W. Wordsworth</i>	110
Do. . . . <i>Grahame</i> . . . .	111





THE PRINCE AS A BABY.  
From a Photograph by W. D. Downey.

## 1. The Prince of Wales.

### CHILDHOOD.

1. THE eldest living son of the reigning King or Queen of England has, for more than six hundred years, borne the title of Prince of Wales. The eldest son of Queen Victoria, who reigned for sixty-four years, from 1837 to 1901, was Prince of Wales for sixty

years during the lifetime of his mother. When she died he became King Edward VII. His eldest son, the Duke of Clarence, had died in 1892, so that the second son of King Edward VII., who had the title of Duke of York during the lifetime of his father, was made Prince of Wales and became heir to the throne. In 1910 King Edward passed away, and his son, Prince George, became King with the title of George V.

2. The present Prince of Wales was known as Prince Edward till his father became King. He was born on the 23rd of June 1894 and had seven names given to him: Edward, Albert, Christian, George, Andrew, Patrick, David. He was named Edward after his grandfather Edward VII., Albert and Christian after his two great-grandfathers, and George, Andrew, Patrick and David in honour of the Patron Saints, respectively, of England, Scotland, Ireland and Wales—the four countries which make up the United Kingdom, over which, if God will, the Prince will one day rule as Edward VIII. But at home, as a child, he was always known as David. When he was quite a baby, before he could speak, his nurse held him up in her arms at an open window in Buckingham Palace and pointed out the crowds below who had come to see the bride and bridegroom depart in a grand coach and horses after a Royal wedding. The little Prince laughed and held out his hands to the crowd and “blew kisses” to them. They were highly delighted and cheered him heartily. The nurse got him away from the window with difficulty. “Hullo!” said his father, who was much amused; “the little chap is beginning his public life already!”

3. On the opposite page you see four generations.



**FOUR GENERATIONS.**

- |                     |                             |
|---------------------|-----------------------------|
| (1) Queen Victoria. | (2) King Edward VII.        |
| (3) King George V.  | (4) Edward Prince of Wales. |

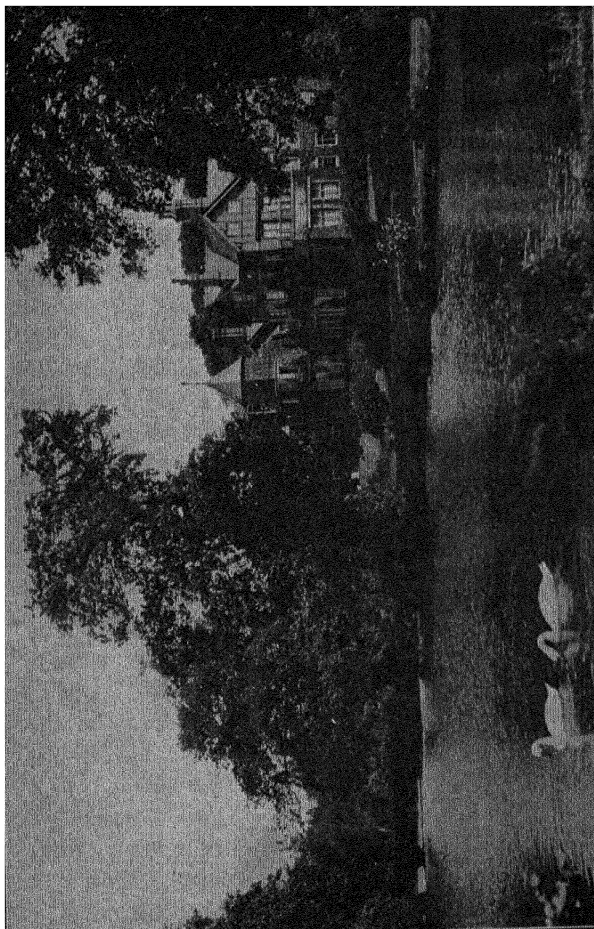
**From a Photograph by Beagles & Co.**

There is the aged Queen Victoria, seated. On the right there is the bluff, good-natured King Edward VII., the "Peace-maker." On the left is our present gracious sovereign George V. And holding the stick of his grandfather is the little Prince standing close to his "Granny."

4. The first important event in the life of the little Prince was the death of his great-grandmother, Queen Victoria. She loved him fondly and was never known to speak a harsh word to him, indeed the aged Queen almost worshipped her "little David" as she called him. He used to call her "Granny." The little boy, six years old, was present at the funeral of the great Queen. He looked on with wistful and wondering eyes at the solemn rites, and sobbed bitterly when he was told that he would see her no more.

5. Next year came the coronation of King Edward VII., and the gorgeous ceremony was full of interest to the two youthful Princes—Edward and his brother Albert. They asked all sorts of questions about it, why Grandma and Grandpa were to be crowned and what it all meant. They gazed in childish wonder at the Kings and Queens, the Dukes and Duchesses, the Lords and Ladies, at the wonderful crowns and coronets, the sparkling jewels and splendid uniforms of scarlet and gold, and talked about it to each other for weeks afterwards.

6. Many stories are told of the sayings and doings of Prince Edward when he was a child. His father, then Duke of York, and the Duchess, sailed from England in 1901 on their voyage round the world and left their young family in the charge of their grandparents. When they bid them good-bye, the Duchess



**YORK COTTAGE, SANDRINGHAM, HOME OF THE PRINCE AS A CHILD.**

**From a Photograph by Valentine & Sons.**

had tears in her eyes. "Don't cry, mother," said the little Prince, "it will be all right, I will look after them while you are away." And when they returned after their long voyage, his first words were, as he pointed to his little brother and sister, Albert and Mary, "They are quite well, you see, I took good care of them."

7. The children were all very fond of their grandfather, King Edward, of whom they saw a good deal during the absence of their parents. He would romp and play with them as if he were himself a boy. He often gave them little "tips," for they had very little money of their own. The Prince's allowance at that time was only a shilling a week, to spend as he liked. With his little savings he bought birthday presents for his grandparents, his parents and his brother and sister, for he had the dates of these important family events carefully noted down in a little book. He would go to the village shops and pick out what he thought would do, after careful calculation as to how much he could afford, and he always insisted on paying with his own hands, though the good-natured shopkeepers were not inclined to take any payment from "little David," who was well known in the village of Sandringham. Needless to say, his childish gifts gave as much pleasure to his parents as if they had been priceless jewels.

8. The Duke and Duchess of York were very careful to teach their children good manners. They were brought up to be kind, polite, and considerate to everybody, to their servants, tutors, and nurses. Once, when the little Prince was ill, he grew restless and would not do as his nurse told him. The good

lady then described to him how good and how obedient the last child whom she had nursed had been. "She was a little girl younger than you are, David, and she was in very great pain, but she never cried or complained and always did exactly as I told her." The little boy's eyes filled with tears and he said, "I want to give that little girl a present because she was so good and so patient when she was ill. Will you give it to her from me?" As he said this he put into his nurse's hands one of his most highly prized treasures—a tiny statuette of Lord Roberts, who was his chief hero. The little girl, who was still very ill, was delighted with the gift. "Put it on my table, close to my bedside," she said, "so that I may always see it." Soon afterwards she died.

9. As a boy, one of his amusements was to make little articles of wood, for he had a set of carpenter's tools which he learned to use very well. The things he made he gave to his parents, who still treasure them. He was fond of gardening and had a tiny garden of his own, and so had each of his brothers. They worked in them with little spades and forks, and grew flowers of which they were very proud. The young Prince was overjoyed when he could present to his mother a rose grown by himself on his own rose tree.

10. At a very early age he learned to swim. His sailor father, King George, can swim perfectly and he took care that his sons should be able to do the same. And when he grew a little older, he learned to handle a boat and to row. He had a bicycle and could cycle for miles. He also had lessons in riding. He had a pony of his own named Bunny of which he was very fond. It would follow its young master about anywhere.

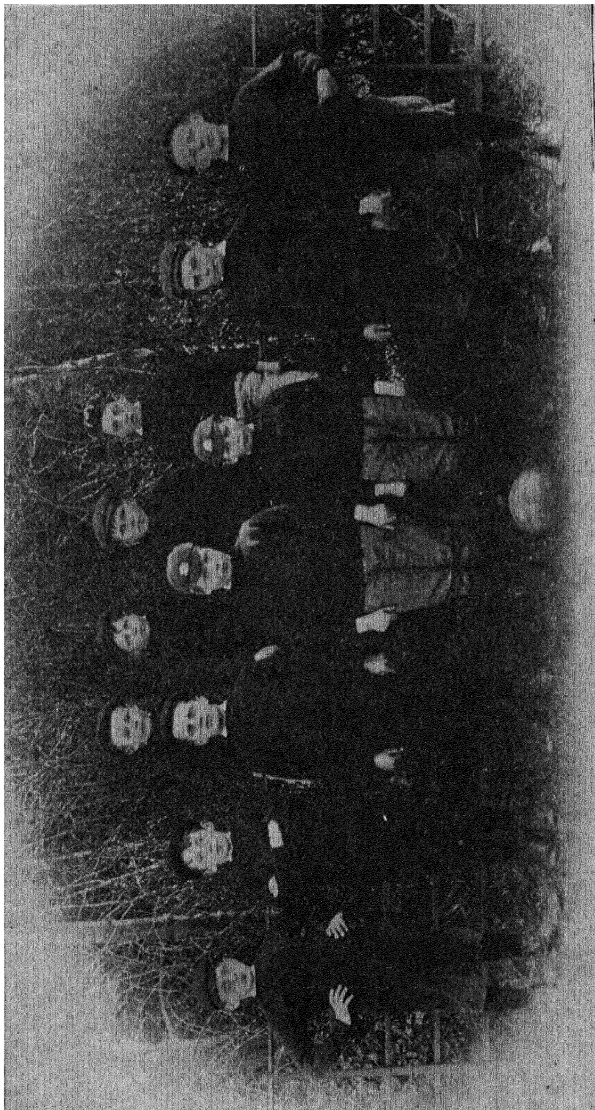
Indeed the Prince was fond of all animals. His grandfather's dog "Cæsar" was a great pet. He loved to play with it. And when he lived in London he often went to the "Zoo" (the Zoological Gardens) and spent hours watching the numerous animals there,—the lions and tigers and bears and monkeys, not to speak



THE PRINCE ON HIS FIRST PONY, BUNNY.

By permission.

of the birds and snakes. Many a ride did he have on the tame elephant "Jumbo," and great was his wonder at the hippopotamus, the rhinoceros, the giraffe, and the ostrich. He read many books on Natural History and stories of animal life, especially the charming books of Mr. E. T. Seton. He played cricket and football with the boys of Sandringham village, where



THE VILLAGE FOOTBALL TEAM,

*Edward Albert.*

SANDRINGHAM, 1906.

he lived for years on the Royal estate. In the picture on the preceding page you see Prince Edward and his brother, Prince Albert, in the middle of the front rank of the village football team. There is the Prince's own handwriting underneath. All nine of these village boys fought in the Great War in the Army or Navy. All were wounded, four were killed, and two disabled for life. They were gallant fellows, these Sandringham village boys. His favourite game, however, has always been "squash rackets," in which he can hold his own against any one. He still plays it when he wants to take vigorous exercise.

11. In his schoolroom, where he learned to read and write, he was carefully instructed at first by the Kindergarten system, for his mother, Queen Mary, looked after the education of her children herself and has studied the most modern methods of teaching. She is a good linguist, and while the Princes and their sister were still children they learned to converse in French and German. At first they were taught by a governess, and then, from the age of eight years to thirteen, the Prince was under a tutor, who taught him just what other English boys of the same age are taught. No other heir to the British Crown has ever had such a careful and thorough education as the Prince of Wales.



PRINCESS MARY, PRINCE HENRY (ON THE RIGHT), DUKE OF YORK  
(ON THE LEFT), AND PRINCE GEORGE (BEHIND).

From a Photograph by the Central News Agency.

## 2. God bless the Prince of Wales.

1. AMONG our ancient mountains,  
And from our lovely vales,  
Oh! let the prayer re-echo—  
God bless the Prince of Wales!  
    With heart and voice awaken  
    Those minstrel strains of yore,  
    Till Britain's name and glory  
    Resound from shore to shore.
  
2. Hail! England's cherished daughter  
The noble Princess May!  
With loyal hearts we greet her,  
Princess of Wales to-day.  
Heaven guard and guide her footsteps  
In the paths of righteousness,  
And grant her every blessing,  
And life-long happiness.  
    Then let the prayer re-echo  
    Among our hills and dales—  
    God bless our noble Princess,  
    God bless the Prince of Wales!

### 3. The Prince of Wales (*continued*).

#### BOYHOOD.

1. THUS the years passed till 1907, when the Prince was thirteen years old. This was the age at which cadets for the Navy enter on their training. His father, King George, had been through this training himself as a boy and was indeed known as "Our Sailor Prince." He sent his son to the Royal Naval College at Osborne which had been founded by King Edward VII. But before he could enter the College he had, in accordance with the rules, to pass the Entrance Examination like any other candidate. For this the Prince had been carefully prepared by his tutor. He did very well, being bracketed first with another boy, with 150 marks. In this examination the last test was the recitation of some short poem relating to the sea. The Prince, who has an excellent memory, recited in a clear voice and with perfect intonation and emphasis Tennyson's well-known lines entitled "Crossing the Bar," beginning :

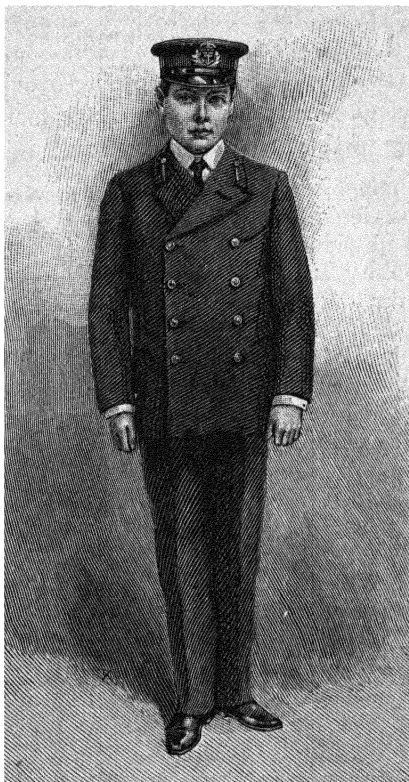
*Sunset and evening star,  
And one clear call for me!  
And may there be no moaning of the bar,  
When I put out to sea.*

2. At Osborne the Prince, now a Naval Cadet, went through exactly the same training as the other cadets. He mixed with them and played games with them as one of themselves, sat at the same table and ate the same food. What was a day's work like ?

The cadets all rose at half-past six in the morning. After a bath, they had a light meal of ship's biscuit and a cup of hot cocoa. Then came the daily morning drill. Morning prayers followed. When this was over, there was the regular class work, where they were taught all that a sailor ought to know—how to tie knots in a rope, to climb masts, to reef and unreef sails, to row and steer a boat, to handle the helm of a ship, and so on. At one o'clock they went to lunch. The afternoon was devoted to games—cricket in summer, football in winter. The Prince played with the other cadets like one of themselves. At four o'clock they prepared their lessons for the next day, and after a light supper they were in bed by a quarter past nine. The Prince was treated in every way like one of the other cadets, no special favour being shown to him. Once, when he was not very well, the officer in charge brought him an extra nice dish to tempt his appetite. But the Prince shook his head. "My father ordered me," he said, "to eat only what the other boys have. I do not want anything else."

3. When the course at Osborne was over, he went, in 1909, at the age of fifteen, to the Royal Naval College at Dartmouth, where he stayed a year. It is a more advanced college than that at Osborne, and here cadets for the Royal Navy complete their training. The Prince was in a class with sixty other cadets and, as at Osborne, he was treated exactly like the others. According to rule, the cadets were divided into sets of two each, called pairs. On alternate weeks one of the two in a pair had to fold up the clothes of the other, after brushing them carefully, and put them tidily away in his sea-chest. This duty of course,

among others, fell to the Prince, and he did it punctually. There is a "tuck-shop," where refreshments are



THE PRINCE AS A NAVAL CADET.

sold, at Dartmouth. It is about two miles from the College, and cadets are allowed to walk there and have tea, if they like to do so, as a change, instead of having it at College. To it the Prince often went

and paid ninepence for his tea and bread-and-butter or bun like any other boy. Like the other cadets he was very fond of all games and took part in them with great zest. He was a good runner, and was always well to the front in all "cross-country races," which involve a good deal of jumping over hedges.

4. A naval officer,<sup>1</sup> who had a good deal to do with the training of the Prince at Dartmouth, writes:—

"I well remember the Prince of Wales as a little fair-haired good-looking naval cadet, with nice manners, courteous and pleasant to everybody and yet with such a sense of duty and discipline as to treat all those in authority over him with the utmost respect and deference. Little 'Prince Eddie,' as he was called at Dartmouth, was a general favourite with the other cadets, who treated him as one of themselves, and this he liked very much. The first time I saw him he was running up the long corridor of the college. He was a very junior cadet then and all the junior cadets had, in accordance with an old-standing college rule, to run whenever they passed the door of one of the studies, or 'gun-rooms' as they were called, of the senior cadets. At his work he was always careful and attentive. He used to come on board the ship I then commanded for instruction in engineering. He wore a 'dungaree' sailor suit, and I often noticed that the Prince was always the dirtiest cadet on leaving the ship just as surely as he was one of the cleanest when he came on board. This was because he was always trying to do everything and handle everything himself, and never shirked any job however dirty it might be."

5. When he left Dartmouth his father suggested that he should give farewell presents to five of his "chums," the cadets whom he considered his best friends. But this the Prince would not do. "It is

<sup>1</sup> Commander A. Marsden, R.N.

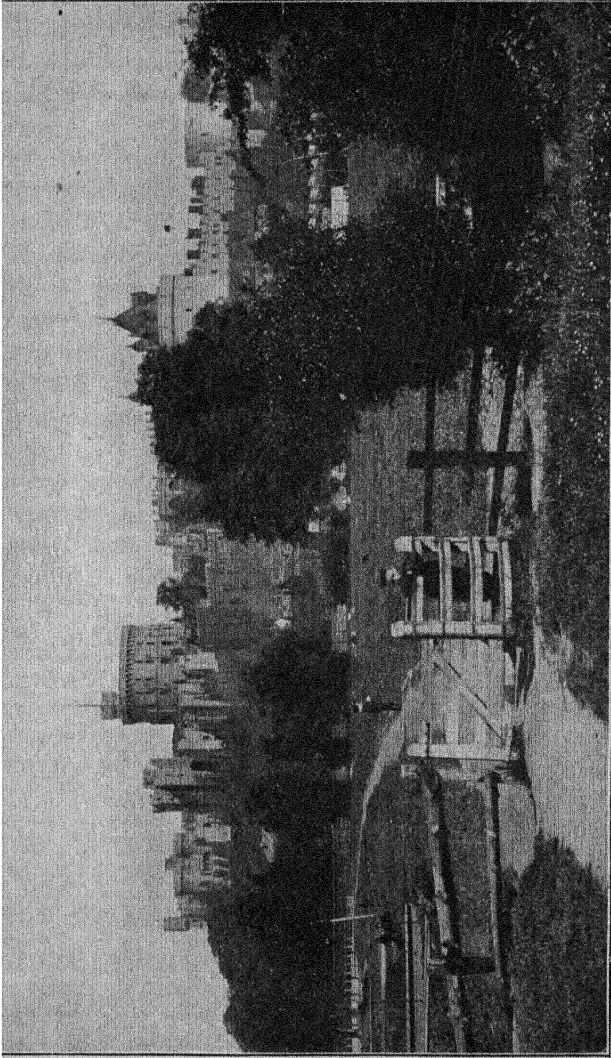
not the custom here," he replied, "the other fellows don't do that, and they'll think it such awful 'side.'" And to be thought guilty of "side"<sup>1</sup> was what the Prince dreaded above all things.

6. In May 1910 King Edward passed away, and his eldest surviving son succeeded him as King George V. This event made Prince Edward heir to the Throne and Duke of Cornwall. His training at Dartmouth College continued, however, till his appointment as midshipman, the lowest rank of officers in the Royal Navy. As a midshipman he joined the battleship *Hindustan* for three months. On board this ship he put into actual practice at sea the lessons he had learned at College. Here he did all the work of a midshipman. He was treated exactly like every other officer of his standing, not the smallest difference being made on account of his high rank. The captain of the *Hindustan* made the following report on his work :

"The Prince has done his part in every duty in the working of a great battleship. He has cheerfully and efficiently discharged every task assigned to him, even in the coaling of the ship. He has worked hard in the gun-room and at drill. Throughout the period of his training he has been a very hard worker. He liked the life on board and earnestly tried to do credit to himself and his tutors. Everybody on board the *Hindustan* will be sorry to lose so good a comrade."

7. From the *Hindustan* he returned to Dartmouth

<sup>1</sup> "Side" is a very common word in colloquial English, but it will not be found in the dictionary. It means "swagger," literally, showing off by swinging the body in walking, and hence, "talking big," acting or talking as if one thinks oneself better or grander than others. This is what boys detest.



WINDSOR CASTLE, WHERE THE ORDER OF THE GARTER WAS CONFERRED ON THE PRINCE.

to conclude his training there, particularly in engineering, in which he took great delight. This time he was accompanied by his brother Prince Albert. King George is very fond of the Navy. He had himself been trained, as a boy, at Dartmouth, and had spent several years at sea. He rose to the rank of captain and commanded a battleship. His career would have been in the Navy if the death of his elder brother, the Duke of Clarence, had not made him heir to the Crown. As England is the greatest Naval Power in the world, as "Britannia rules the Waves," it is a good thing for the country, and indeed for the whole Empire, that her King is a sailor and that his sons should have had a naval training.

8. In June 1911 the Prince attained the age of seventeen. It was then time for him to go through two very important ceremonies. He had been known as Prince of Wales since his father's accession, but he had not been formally invested. And he was of an age to be invested with the Knightship of the Garter; the latter came first in order.

9. The most noble Order of the Garter was founded in 1347 by Edward III.<sup>1</sup> To this ancient Order have belonged all the kings and great nobles of England for centuries, and the chief sovereigns of Europe have thought it a high honour to be made a "Knight of the Garter." It is so called because the symbol of the Order is a Garter. The ceremony took place in the Royal Palace at Windsor in Windsor Castle. The Prince was conducted by his uncle, the Duke of Connaught, to the throne on which the King was seated.

<sup>1</sup> For an account of the origin of the Order see *Encyclopædia Britannica*, vol. xv., "Knight."

He buckled the Garter on the left leg of the Prince, and the Prelate of the Order addressed to him the ancient admonition of the fourteenth century in these words:

“Be courageous, and having undertaken a just War, stand firm, valiantly fight and successfully conquer.”

10. Then the Cross of St. George—the Patron Saint of England—and the Star of the Order were placed on the Prince’s left shoulder and left breast. The King put the Collar on him and gave him the “Accolade,” that is, he laid his sword on the head of the kneeling Prince, saying, “I dub thee Knight. Rise up, Sir Edward, Knight.” When he rose, the first to shake hands with him was the veteran Knight of the Order, Lord Roberts. The Prince was thrilled with emotion on his admission to the same Order to which the gallant old General belonged, for he had been his hero, his Perfect Warrior, his Ideal Knight, from childhood.

11. Next came the coronation of King George and Queen Mary in Westminster Abbey. The Prince had to take part in the ceremony and to do homage to the King as one of his liege Knights. Taking off the coronet, or little crown, which he wore as Prince, he knelt before the throne and said, in the ancient words of homage:

“I, Prince of Wales, do become your liege man of life and limb and of earthly worship. And Faith and Truth I will bear unto you, to live and die against all manner of folk. So help me God.”

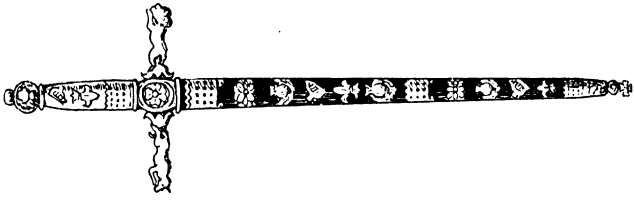
Then he arose and touched the crown which had just been placed on the King’s head and kissed him

on his left cheek. The King was touched deeply by the act of his darling son, little more than a boy, doing homage to him, his own father. Stretching out



THE PRINCE IN HIS ROBES AS KNIGHT OF THE GARTER.

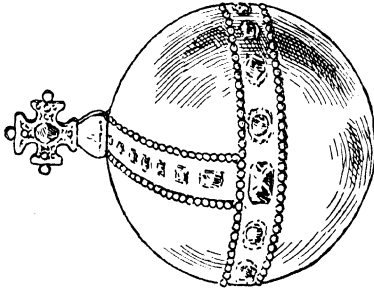
his arms, he embraced him and fondly kissed him on his right cheek. When the coronation ceremony was over, the Royal party drove through London in the State coach in the splendid procession which



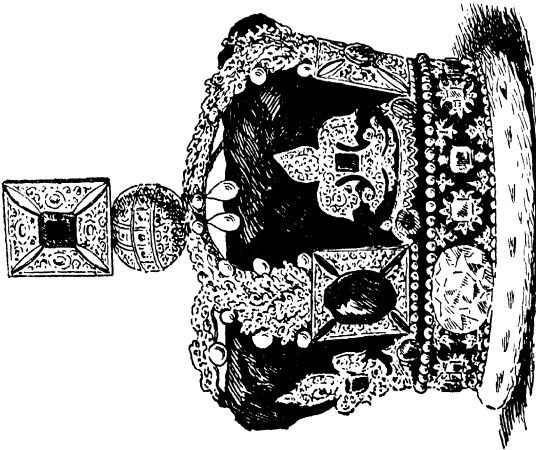
Sword of State.



Sceptre.



The Orb.



Imperial Crown.

THE ROYAL REGALIA.

followed the crowned monarch. The road was lined for miles with crowds of delighted spectators, who cheered the Prince as they did the King and Queen. Father and son smiled and bowed right and left as they passed along.

12. There were many festivities held in honour of the coronation. One of them was the entertainment of 100,000 children in the grounds of the great Crystal Palace. Another was the review of 17,000 young gentlemen who were being trained for military service in the Officers' Training Corps. They came from Oxford and Cambridge and the great public schools of England—Eton, Harrow, Rugby, and many more. The next day there was a review of 34,000 Boy Scouts, under the Chief Scout, Sir R. Baden Powell; the Prince was delighted with the scene and consented to be made the Chief Boy Scout for Wales.

13. Shortly after the coronation came the investiture of the young Prince as Prince of Wales at Carnarvon. He had been created Prince of Wales in 1910, on his sixteenth birthday, and now came the formal investiture. He was the first of a long line of nineteen Princes of Wales to be invested in his own Principality among the Welsh people. Former Princes had been invested at Windsor Palace or elsewhere in England. Now, however, the Welsh people, with Mr. Lloyd George, the Welsh Prime Minister, at their head, insisted that this time the investiture should be in their midst in Wales.

14. In the time of the Plantagenet line of kings Wales was conquered by Edward I. Before that time Wales was ruled by its own chiefs and princes. The Welsh are descendants of the ancient Britons or Celts

and at that time they could not speak English. Their last Prince was Llewellyn. After his defeat and death, King Edward I. told the Welsh that he would give them a Prince born in Wales, one who could not speak English. Then he brought his Queen Eleanor into Wales, and in the Castle of Carnarvon his eldest son, Edward II., was born in the year 1284. The gateway by which the Queen entered the castle is still known as Queen Eleanor's Gate. When he was a few days old, King Edward held the baby out to the Welsh chiefs and said, "Here is your Prince. He has been born in Wales and cannot speak a word of English."<sup>1</sup> Since then Wales has been a part of Britain and the eldest son of the King has been known as the Prince of Wales. The title, however, is not hereditary, but is granted at the will of the sovereign in each reign and has not always been accompanied by the full ceremony of investiture. Edward VII. was created Prince of Wales by his mother, Queen Victoria, when he was only a month old.

15. The Duchy of Cornwall, however, which was first granted by Edward III. in the fourteenth century to his eldest son for his support and maintenance, is hereditary. It includes large estates chiefly in Cornwall and the west of England. Every King of England since then has been Duke of Cornwall until his accession to the throne.

16. The investiture of the Prince was a splendid ceremony. It was held in the ancient castle of

<sup>1</sup> This was in 1284. The actual investiture was not till 1301, when the Prince was sixteen years old. See *The Queens of England*, by Mary Howitt, p. 105.

Carnarvon. He delighted the Welsh by speaking to them in their own language, for he had learned to talk Welsh from Mr. Lloyd George, whose Christian name is David. The Archdruid and his Druids, representing the ancient priests of Wales and of Britain before the time of the Romans 2000 years ago, walked in procession, while a Welsh regimental band played the National Anthem, "God save the King,"



CARNARVON CASTLE.

followed by the other well-known anthem, "God bless the Prince of Wales." The great national choir sang it in Welsh as the Prince passed into the Robing Room to be dressed in his robes.

17. Then their Majesties, the King and the Queen, seated in the castle in which Edward I. declared his son to be the first Prince of Wales 600 years ago, summoned the Prince, by the Earl-Marshal, to appear before the throne. The Prince came forth bare-headed, between two Peers in their robes. Before him walked

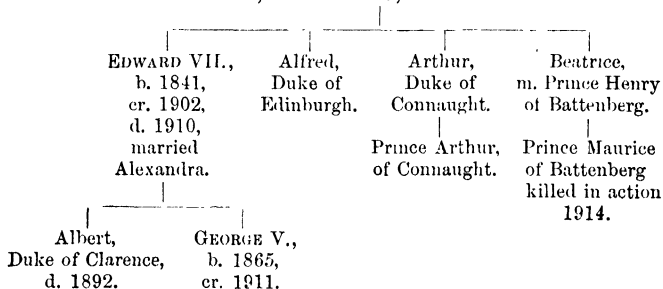
the heralds and Lords bearing his insignia. Behind him came his tutor and the officers of his household. When they reached the throne, the Prince fell on his knees at the King's feet and did homage in the same words that he used when invested with the Order of the Garter. Then he arose, was kissed by his father, and took his seat by his side, on a throne which was waiting for him.

18. An address of welcome from Wales was then read by a great Welsh Lord, to which the Prince replied in a clear but trembling voice, for he was moved by deep emotion :

“ I thank you with all my heart for your kind and hearty welcome, and, with you, I hope that this may only be first of many visits to your beautiful country. My Tudor descent, the great title that I bear, as well as my name David, all bind me to Wales, and to-day I can safely say that I am in *hen wlad fy nhadau*—the ‘old land of my fathers.’ I hope to do my duty to my King, to Wales, and to you all.”

QUEEN VICTORIA

Born 1819, crowned 1837, died 1901.





Welcome her, thunders of fort and of fleet !  
 Welcome her, thundering cheer of the street !  
 Welcome her, all things youthful and sweet,  
 Scatter the blossom under her feet !  
 Break, happy land, into earlier flowers !  
 Make music, O bird, in the new-budded bowers :  
 Welcome her, welcome her, all that is ours !  
 Clash, ye bells, in the merry March air !  
 Welcome her ; welcome the land's desire,  
 Sea-kings' daughter as happy as fair,  
 Bride of the heir of the kings of the sea.—  
 O joy to the people and joy to the throne,  
 Come to us, love us, and make us your own ;  
 For Saxon, or Dane, or Norman we,  
 Teuton, or Celt, or whatever we be,  
 We are each all Dane in our welcome of thee,  
 Alexandra !

A. TENNYSON.

His Royal Highness the Prince of Wales is—

Earl of Chester  
 Duke of Cornwall  
 Duke of Rothesay  
 Earl of Carrick  
 Baron of Renfrew  
 Lord of the Isles

Great Steward of Scotland  
 High Steward of Windsor  
 Personal A.D.C. to the King  
 Colonel of the Welsh Guards ;  
 of the Grenadier Guards ;  
 of the Cadet Corps

Captain Royal Navy  
 and

K.G. ; G.M.M.O. ; G.M.R.A. ; M.C.



THE PRINCE OF WALES.

## 5. The Prince of Wales (*continued*).

### MANHOOD.

1. THE boy Prince had now grown up to manhood. In 1912 he was eighteen years old. His school-days

were over and it was time for him to go to the university. Students at a university are always known as "men." At school they were "boys." Ordinary men do not attain their legal majority till their twenty-first birthday. Before that, in the eyes of the law, they are "minors." But it is different with Princes, who "come of age" on their eighteenth birthday.

2. King Edward VII., as Prince of Wales, had been a student at Cambridge University as a nobleman, a Fellow-Commoner, who is considered to be above ordinary students and does not have his meals at the same table. But his grandson went to Oxford, to Magdalen College, where he matriculated as an ordinary undergraduate. Before this, however, he spent a few months in France, in order to perfect his knowledge of French, in which he learned to converse fluently. France is the chief Ally of England among European nations. King Edward VII. was quite at home in France. He spoke French like a Frenchman, and knew as well the manners and customs and habits of Frenchmen. The French were very fond of him. It is related of him that on one occasion a stationmaster at a railway station laid down a cloth for him to step on where the ground was muddy. But King Edward's sharp eye saw that it was an old flag bearing the Arms of France. Quick as thought he stepped aside and took off his hat to the flag. The spectators were mad with delight and the story spread everywhere. Little acts like this made the King of England very popular in France. The Prince of Wales has as much tact as his grandfather.

3. At Oxford he attended College lectures like any other student, dined in the College hall at the same

table with the other undergraduates, and became a personal friend of many of them. He was particularly interested in mechanics, knew all about the working of a motor-car, and drove his own car all over the country. In this way he became well acquainted with the features of central England, its hills and dales, its streams and lakes, its fields and hedges, the towns and the villages. The country people soon learned to know him, and many a "God bless him" followed him, for every one loved the young Prince. He was not a haughty, pompous grandee attended by guards, but a smiling, fair-haired English boy, who went in and out among the people as one of themselves. Often he would stop and chat with some old farmer. He won all hearts.

4. Like most "undergrads" the Prince engaged in all the afternoon sports with great zest. He rode well, he hunted, and played polo. He ran races on foot across country and was always well to the front. He played lawn tennis and now and then he had a round of golf. He rowed on the river. King George when in the Navy was a keen football player, and his son when at Magdalen played hard for the College second eleven. He was very fond of cricket, and nothing pleased him more than to persuade his mother, the Queen, to come with him to some great cricket match, where he would sit by her side among the spectators explaining the game, telling her why some hit of a batsman was very good, how a catch was missed, or why the umpire gave a man out "leg before wicket," and no one clapped louder at a good "drive to on" for four or a fine hit to "leg" for six.

5. His military training was not neglected. He

was a private in the Officers' Training Corps, and took part in the "field operations" with his brother-officers. He loved to march long distances and never seemed to tire. This training was soon to stand him in good stead in actual warfare. The "operations" included imaginary battles, in which one army fights another and an umpire decides which army wins—that is to say, would have won if it had been a real battle.

6. He was just twenty years old when he and his company saved their "army" from being caught in an ambush laid by the "enemy" (the opposite army). A spectator of the scene says:<sup>1</sup>

"A hot and dusty khaki-clad youth armed with a rifle rushed up to a civilian, who was looking on, and asked him to point out which of the several hills in the distance was Furze Hill. The civilian without a word unceremoniously gripped the youth by the sleeve of his jacket and swung him round to follow the direction of his outstretched finger. He did not know that he was holding the Prince of Wales, who, as a lance-corporal, was in charge of the scouts of the Oxford University battalion of the Officers' Training Corps. They were trying to find exactly where a hostile force of the Cambridge University Corps was posted. They suspected that it was in hiding at the foot of Furze Hill. The Cambridge force had heard of the march of the Oxford men and prepared an ambush for them, the object being to annihilate them. Thanks to the skill of their scouts, led by the Prince of Wales, the Oxford force avoided the ambush."

7. The terms he spent at Oxford were to him, as they have been to many Englishmen, the happiest days

<sup>1</sup> *Daily Chronicle.*

of his life, and the Prince was a typical Englishman. Manly, modest, and courteous, his unassuming demeanour made him a general favourite. When he left College he did so with the warm affection of his personal friends and the best wishes and respectful admiration of the whole University.

8. Every man in England was thrilled by the news on the morning of August 5, 1914, that war with Germany had been declared the midnight before. The Prince was as deeply moved as any one. He was a soldier of the King and he burned with zeal to fight for him, as he had twice solemnly vowed to do when he did homage as a Knight of the Garter and as Prince of Wales. He longed to emulate the deeds of his famous ancestor the Black Prince at Cressy and at Poitiers six hundred years before. He was wellnigh heart-broken when his regiment, the Grenadier Guards, to which he had been appointed as Second-Lieutenant at the close of his College career, sailed for France without him. Lord Kitchener, the Secretary of State, had refused to let him go on the ground that he had not completed his military training. The Prince saw his comrades and friends, many of them younger than he was, dashing off for "the front" and he was not to go with them. He went himself to Lord Kitchener and begged him to send him. "What will it matter!" he exclaimed passionately. "What will it matter if I *am* shot, have I not four brothers!" "If I were certain you *would* be shot," coolly replied the Commander-in-Chief, "I do not know that I should be right to restrain you. What I cannot permit is the chance—which exists

until we have our settled line—of the enemy securing you as a prisoner.”

9. Bitterly disappointed, the Prince went back to his training. But he was very eager to do something to help, and so he started a fund to help those of the poorer classes who might be left in distress by the death on the battlefield of a father, a brother, or a son who had been the support of a family. It was called the National Fund and the Prince was Treasurer. He wrote to all the newspapers and asked for subscriptions. Within twenty-four hours £250,000 had been collected. Subscriptions and donations poured in from all classes and all ranks of people in England, and then from all parts of the Empire. In three months, three millions of pounds sterling were raised, and, as the war went on, relief was sent from the funds to thousands of poor families. Princess Mary, his sister, did her part by starting another fund from which every soldier serving at the front, Indian as well as English, and every sailor afloat received a “Christmas box” to remind him that he was not forgotten at home. With each gift the Princess sent a photograph of herself, which, it is needless to say, was cherished as a treasure. Many instances there were of a soldier who, when dying, handed over the picture of his Princess to a comrade, begging him to send it home to be kept by his family as an heirloom.

10. At last, in November 1914, four months after the war had begun, the Prince was allowed to join the army fighting in France. He was appointed Aide-de-Camp to Field-Marshal French, Commander-in-Chief of the Expeditionary Force, on whose staff his cousin, Prince Arthur of Connaught, had been from the

beginning. Another cousin of his—Prince Maurice of Battenberg—had been killed on the battlefield.

11. He was now what he had longed to be—a soldier on active service, fighting in the Great War for



THE PRINCE OF WALES LEADING HIS COMPANY OF THE GRENADIER GUARDS,  
SEPTEMBER 1914.

From a Photograph by Sport and General.

his King and his country. No Prince of Wales had left England on active service in the army since 1346, when the Black<sup>1</sup> Prince, son of King Edward III, went a second time to France and helped to win the victory of Cressy. He soon showed that he was one of

<sup>1</sup> So called because he always wore black armour.

the keenest soldiers in the army and could work as hard as anybody. He would walk six miles before breakfast, he drove his own motor-car, he spent every hour of the day in the field, going from corps to corps with orders from his Chief, visiting the "trenches" when the fiercest fight was raging incessantly. The King was often there too with his son, encouraging the men by his presence and the interest he took in their work. On one occasion King George went into Belgium to confer with King Albert, who with his brave little army had withstood the first shock of the German host and saved France while the Allies were coming to his aid. With King George went the Prince of Wales and the splendid old Rajput warrior Pertab Singh, who had come over from India to fight for the Empire. The big guns were roaring around them as King George conferred on King Albert of Belgium the highest honour he could confer—the Order of the Garter.

12. Like every British soldier the Prince was always eager to take part in the actual fighting. His impetuous ardour caused great anxiety to the Chief in Command, who did not want him to rush to certain death. He was the heir to the crown, his life was, so to speak, not his own to give. It belonged to the nation, and the Chief felt that it was his duty to preserve it if he could. But he could not hold him back. He had more than one very narrow escape. Once he left his car for a short time to deliver an important message on foot. Immediately afterwards the car was smashed to pieces by a German shell and the "chauffeur," who was sitting in it and had been the servant of the Prince for years, was instantaneously killed. Very

quietly and thoughtfully the Prince put his servant's watch and ring into his handkerchief and walked back to headquarters. Another time, as he was standing in the trenches, the man next him on his right hand fell dead, shot through the head. Often as he tramped along the front line, wearing his heavy trench coat, clad in khaki, covered with mud, a tin hat on his head and a gas-mask hanging round his neck, the shells dropped all around him, but by the mercy of God not one hit him, though many of his comrades fell on both sides of him.

13. In March 1915 the Prince went home from France as King's Messenger, taking with him a long despatch from the Commander-in-Chief, Sir John French, to the Secretary of State for War, giving an account of the great battle of Neuve Chapelle. It was published in the newspapers and every one was delighted to read the report on the work of the Prince as a soldier. Sir John French wrote :

“His Royal Highness the Prince of Wales, who is the bearer of this despatch, continues to make most satisfactory progress. During the battle of Neuve Chapelle he acted on my general staff as a Liaison officer. Reports from the general officers commanding corps and divisions to which he has been attached agree in commending the thoroughness with which he performed any work entrusted to him. I have myself been very favourably impressed by the quickness with which His Royal Highness has acquired knowledge of the various branches of the service and the deep interest he has always displayed in the comfort and welfare of the men. His visits to the troops both in the field and in hospitals have been greatly appreciated by all ranks. His Royal Highness did duty for a time in the trenches with the battalion to which he belongs.”

14. Many soldiers at the front wrote home about

the Prince to their friends. One private soldier in the Coldstream Guards wrote :

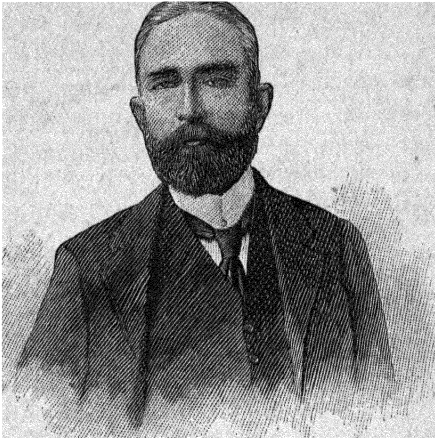
“The Prince is a brave hero, always in the thick of it. Only last night he passed me when the German shells were coming over. You may take it from me that he is not only the Prince of Wales but a soldier and a man, and we are all proud of him. He is not very big, but he has got a bigger heart than a lot of men who are hanging back in Great Britain. I hope that, please God, he will come home safe and sound without a scratch.”

Often a soldier would say to another as the Prince went by, “He is doing his bit—he is.” “Bless me, he is indeed,” was the reply, “just like one of us.”

15. In March 1916 the Prince went to Egypt as Staff-Captain to the Commander-in-Chief of the Mediterranean Army. Here he assisted in defending the Suez Canal against the Turks, who were attacking it. It was held largely by Indian troops. Then in May he went on to Italy, where the line on the Alps was being defended by the Allies, chiefly Italians, against the Austrians. There the Italian soldiers saw the young heir to the British throne high up in the clouds firing at the Austrian front-line trenches from his aeroplane.

16. At length, on the 11th of November 1918, the war came to a close, and the Prince returned home. He was now a man. In May 1919 he was admitted to the Freedom of the City of London. In his speech to the Lord Mayor, returning thanks, he said :

“The part I played in the war was, I fear, a very insignificant one, but from one point of view I shall never regret my period of service overseas. *In those four years I mixed with men. In those four years I found my manhood.*”



SYED HUSSEIN BILGRAMI.

## 6. To Victoria.

*Mother—Empress—Queen.*

1. WHEN alien lands—not alien *now*!—were given  
Thee—mighty realms for which great kings had  
striven!  
He gave thee clemency—an added grace,—  
With equal love who loveth every race,  
Great Mother—Empress—Queen!
2. Would that my country could behold thy face,  
Thy sovran brow, whereon sits queenly grace  
Woven with weft of many-tangled care,  
Pale with high thought, but kind, and oh! how fair!  
Great Mother—Empress—Queen!

3. Once stood I in thy presence, even I,  
Thy bondsman, and beheld thy Majesty ;  
I bent my knee in service, heard thee speak  
Accents most kind, hailed thee in rev'rence meek,  
Great Mother—Empress—Queen !

SYED HUSSEIN BILGRAMI.

## 7. The Prince of Wales (*continued*).

### IN THE COLONIES.

1. THE Prince was now twenty-four years old. He had had a more thorough education and had been through more thrilling scenes than any Prince of the British Royal house before him. He had been through four years of the greatest war ever fought, not as a mere looker-on, but in fierce fight, in many parts of the battlefield, when he had met men from all the colonies—Canada, Australia, New Zealand—and from India. Many a talk did he have with his “comrades-in-arms” from these distant lands as they stood shoulder to shoulder in the trenches or as they sat around their camp-fires at night. They were all eager that he should visit their far-off homes, and this he himself longed to do. He had all the sailor’s love for travel and adventure. He had read much of the colonies, and he wanted to see them himself.

2. Moreover, his grandfather, Edward VII., and his father, George V., had made tours through the Empire, and it was natural that the Prince should wish to do so too. And the colonists were as anxious to see him

as he was to see them. Was he not their future King?

3. Accordingly, in August 1919 he left England for a four months' tour through Canada, with a small staff, in the battleship the *Renown*. In six days he landed in Newfoundland. Nearly every family in this "ancient and loyal" colony had given a life for their King in the war, and the Newfoundlanders, one and all, greeted the Prince warmly, not only as the son of their King, but as the comrade of their own beloved lost ones.

4. Then he sailed over to Canada, landing in Quebec, and travelled in a special train right across the great Dominion—3000 miles—from Quebec to Vancouver—from the Atlantic Ocean to the Pacific—and back again, visiting many places on the way. Everywhere he was welcomed with the greatest enthusiasm. The Canadians all loved him. He was young, he was a Prince, he was stout-hearted and brave, he had fought for them, he was gentle in his manners and kind and polite to everybody. In every town, great crowds gathered to gaze upon him. At every little wayside station, people came from long distances, hundreds of miles, to see his face and, if possible, to hear him speak. Here and there he would recognize the face of some one he had seen in the war. He seemed never to forget a face he had once seen nor a voice he had once heard. He would walk up to the owner, shake hands with him, and say a few kind words to him. Those words will never be forgotten.

5. On this tour, the Prince travelled over 10,000 miles by train, motor-car and steamer, and paid formal visits to about fifty towns, besides many flying visits

to smaller places and halts on the way. He reviewed



H.R.H. THE PRINCE OF WALES IN NAVAL UNIFORM.

troops of Boy Scouts and Girl Guides, visited hospitals, colleges, and institutions of many kinds, and laid the

foundation-stones of many war memorials. He was there to see and to be seen, and never seemed to tire. The country "went wild" over him, wild with delight. In French Canada, where the people are French by descent although good and loyal citizens of the Empire, he gratified and pleased the people by talking to them in French. He visited Toronto, Ottawa—where he opened the new Parliament buildings—Montreal and Winnipeg, the great cities of Canada.

6. In Toronto the Prince made a speech to a large gathering of distinguished men, which made a great impression on the minds of all thinking men in the Dominion. He said :

"The Dominions are no longer colonies, they are sister nations to the British nation. They played a part in the war fully proportionate to their size, and their international importance will steadily increase. Yet they all desire to remain within the Empire whose unity is shown by common allegiance to the King. That is the reason why, if I may be personal for a moment, I do not regard myself as belonging primarily to Great Britain and only in a lesser way to Canada and the other Dominions. On the contrary, I regard myself as belonging to Great Britain and to Canada in exactly the same way. This also means that when I go down to the United States next week I shall regard myself as going there not only as an Englishman and a Britisher, but also as a Canadian and as a representative of the whole Empire."

7. In Winnipeg he was obliged to carry his right arm in a sling, for it was nearly dislocated by the countless handshakes he had given to innumerable visitors, and had to content himself with bowing. In

the "Far West" of Canada there are vast "ranches" or farms for breeding cattle. The Prince took great delight in riding the horses of the "cow-boys," as the rough-riders of the ranch who "break in" horses are called, and in driving with them great herds of half-wild cattle. The farmers were overjoyed to see how well he could ride, for, in their eyes, good riding is everything: the greatest virtue a man can have. These cow-boys made splendid cavalry soldiers in the war, they were ready to go anywhere and do anything. The Prince had seen them and admired them in France.

8. He also visited a tribe of North American Red Indians who lived on the slopes of the Rocky Mountains, carefully protected and looked after by the Canadian Government. In bygone times, their ancestors owned the whole of the vast continent of North America, over which they roamed in their thousands. But they have all gone, except a few who live on in their painted wigwams—their mat-tents—smoking their pipes over their wood fires.

"Young Thunder," the chief of the tribe, attired in his native dress and covered with war-paint, addressed the Prince in his native tongue, spoken only by himself and his tribe. "I and my tribe," he said, "are loyal to your great father, our King. We offer to you this Indian suit, the best we have. It will remind you of us. We welcome you to this land of our forefathers, and we beg you to allow us to elect you our chief and to give you the name of 'Chief Morning Star.'" That Indian suit is now not the least valued among the Prince's treasures at home.

Later on, he visited another very ancient tribe of

Indians called the Black-feet, who also elected him to be their chief.

9. To show how interested he is in Canada, the Prince purchased a small ranch of 4000 acres in Alberta, one of the provinces in the Far West. This private ownership of property in the West made him a "Westerner" and delighted the Canadians. The ranch is to be the home of a famous breed of short-horned cattle from the model farm of the Prince in his Duchy of Cornwall, and the introduction of this type of cattle will greatly benefit the Western states.

10. At Niagara the Prince visited the world-famed Falls, where he spent a day, and did not fail to cross the whirlpool below the Falls in the little cage which runs by a wire rope over the deep water below. Not far off is a settlement of six tribes of Indians, which he visited, and was duly elected their chief with the title of "Chief of the Dawn," after their talk to him, which they call a "pow-wow." It was a great event for them, an event never to be forgotten, the "pow-wow" with the son of the great White Chief beyond the seas, one who ruled over countless tribes of men.

11. At Ottawa, the political capital of Canada, the Prince laid the foundation-stone of the tower of the new Parliament buildings. Addressing the Premier or Prime Minister he said:

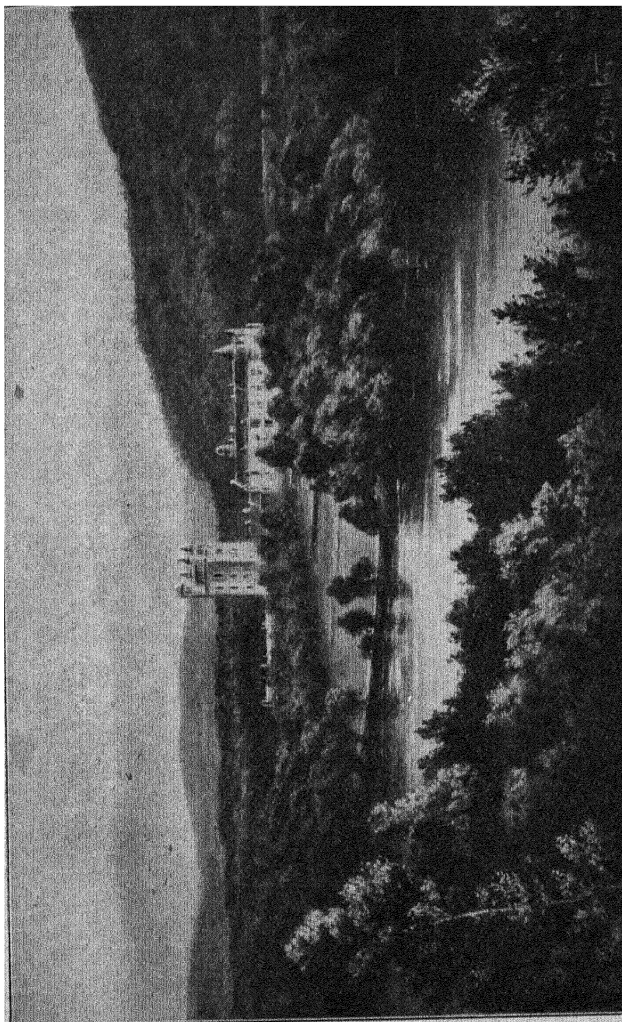
"The merits of Parliamentary government are almost universally acknowledged to-day, but it is five centuries since it began to influence the development of the British race. I am proud to remember that it was my ancestor and namesake, Edward I., who first summoned knights and burgesses from all parts of his Kingdom, requesting that each should have power to

speak for the local community from which he came, and thus laid the foundation of representative government. This Parliament is as closely identified as the Mother of Parliaments herself with the great Parliamentary tradition which has gradually developed since the time of Edward I. Your Parliamentary procedure is the same and your Parliamentary officers the same as those in the Palace at Westminster (the House of Commons).”

12. Just after crossing the “Rockies” (Rocky Mountains) at a station 10,000 ft. above the sea, the Prince ordered his train to stop, for he found that a train coming from the opposite direction from Vancouver was taking back about 100 English soldiers on their way from Siberia, where they had been fighting, to England. This train, too, stopped. The Prince stepped down from his own train and so did the soldiers from theirs. Here in this lonely spot, 8000 miles from their homes, the Prince greeted them in kindly words which went to their hearts. On the crowded platform stood a soldier who had been “gassed”<sup>1</sup> on one of the battlefields in France and had been seen by the Prince in hospital. Great was the delight of the poor soldier when the Prince recognized him in the midst of the crowd, beckoned to him to come up, shook hands with him, and said how glad he was to see him again and wished him a pleasant journey home. Little acts of thoughtful kindness like this endear Prince Edward to his future subjects.

13. Before returning to England from Canada, the

<sup>1</sup> *I.e.* inhaled the poisonous gas which the Germans, against the laws of civilized warfare, ejected in clouds from their machines on the Allied troops.



BALMORAL CASTLE, HIGHLAND HOME OF THE PRINCE.  
From a Photograph by Valentine & Sons, Ltd.

Prince decided to pay a visit to the United States, for a great many pressing invitations had been sent to him, especially from American soldiers and officers with whom he had made friends in France during the Great War. The States had sent over a million of men to help the Allies in the fourth year of the war. It was the aid of this great army that practically gave the Allies the victory. At first the United States were neutral. "The war," their leaders said, "is a European war. It does not concern us." But when they heard of the brutal actions of the Germans, how they broke all the laws of God and of man, murdering innocent civilians—men, women, and children—destroying churches, poisoning the wells and even the air, breaking solemn treaties, killing and torturing their prisoners, they were filled with horror. And when the German submarines blew up ordinary passenger ships and many American lives were lost, their indignation could not be restrained. They declared war on Germany, and hundreds of thousands rushed to arms and joined the Allies.

14. The United States of America is the greatest "Democracy" in the world. There is no King or Queen or Prince in this great country with its 100 millions of people, nor is there any Duke, or Marquis, or Lord, or Knight, or nobleman. It is not a part of the British Empire, yet here the Prince of a Royal and ancient house was welcomed as warmly as he had been in Canada.

His father, King George, is very popular in the States too. The *New York Times* in June 1918 said:

"The King of Austria said to the Emperor of Germany the other day, 'We kings must stick together.'

George of England says, 'We democrats must stick together,' and he means what he says. His day is spent in 'doing his bit' like one of his subjects, who are really his fellow-citizens. A busy king is George; he is seen everywhere, and at all times of the day and night—in camps and hospitals 'over there' (*i.e.* on the battlefield in France) as well as in England—sometimes in munition factories, or at reviews, anywhere where his presence and kindly words may count. He loves a 'hero' as much as any one, likes to talk to the private soldier, and has a great desire to be hospitable to the fighting men from overseas. Heart and soul he is in the war all day long. Edward VII. was born to be a Royal statesman and to negotiate alliances on the Continent which should prove a safeguard to the British Empire. It is just as certain that George, the Sailor Prince, was born to show that a King can be a genuine democrat and a lover of liberty in the great war that is now being waged to preserve the British Empire, and to save the world from autocracy and the odious German ways of thinking and acting which they call 'cultur.'"

15. But it was not on account of his father that the people of the United States welcomed the Prince. The welcome was for himself personally. He was, they all felt, one of themselves, a "Prince of good fellows," a Democratic Prince, as they called him. He said nothing, he did nothing, to show that he thought that he was higher in rank or better in any way than any American citizen. Yet he was treated with the greatest respect everywhere, by everybody, in Washington, the capital of the States, and in New York, the largest city in the world after London. He

was, after all, the Prince of Wales, and although the American nation includes millions of emigrants from nearly every country in Europe, the old families and the leading men in the States are the descendants of men and women who came originally from Great Britain. Many of them have relatives in the old country. English is their native language and English literature they consider their own. They still regard their old homes with affection, and they welcomed the Prince as the representative of England as well as for himself.

16. In Washington, in the Library of the "Congress," as the Parliament of the States is called, "he stood for two hours, at the head of the great white marble staircase, receiving with a smile and a word for everybody the members of the House of Representatives (House of Commons) and of the Senate (the Higher House) and their wives," the members of the Foreign Embassies and a large number of officials and prominent citizens and their families. He was obliged to offer his left hand to each of them, for his right hand was in a sling, owing to the countless vigorous handshakes of the Canadians, who had, indeed, as he remarked with a smile, "nearly shaken his hand off." Everybody was delighted with his boyish charm and engaging manners. The *New York Times* newspaper said, "The Prince has captured the United States. And why? It's the smile of him, the unaffected modest bearing of him, the natural fun-loving spirit that twinkles in his blue eyes."

17. The Prince reached Washington on the 11th of November. This date is the anniversary of the signing of the armistice which ended the war. King

George instituted a ceremony in commemoration of this solemn event which is observed throughout Great Britain and is known as the "Great Silence." For two minutes after 11 o'clock on that day, every one stands still, whatever he is doing or wherever he is going, and stands in silence, speaking no word. The railway trains, the carriages, the motor-cars, the tramways all make a dead stop for two minutes. The busy streets are still, not a sound is heard. Men think of those who died in the war fighting bravely for them. In their hearts they thank God for the peace. Everywhere grave silent faces are seen, many with their eyes closed as they think of the past.



"IT'S THE SMILE OF HIM."

From a Photograph by the Central News Agency.

18. In accordance with this national custom, the

Royal train halted for two minutes at 11 o'clock, and the Prince and all on board "stood to attention"—the soldier's salute—in silence. On the platform of the station a little band of soldiers in British uniforms, men who had been through the war but had come to America, stood to attention likewise. The quick eyes of the Prince saw them. They had come from far to see him pass through the station and to salute him. He stopped the train for a few minutes longer, got out on the platform, and shook each of them warmly by the hand.

19. Among other places, the Prince visited the National Press Club of Washington, to which belong the editors and correspondents of all the great newspapers. There they stood, about three hundred of them, watching every look and every gesture, listening to every word of the Royal visitor, for every one of them had to write an account of what he saw and heard for his newspaper, to be read the next day all over the States. The Prince thanked them for their kindness in inviting him to their Club and said:

"I know that you gentlemen of the Washington Press are highly trained critics and writers and I am not at all your equal in that respect, but, happily for me, what I have to say is easily said. It is to tell the American people through you with what pleasure I recall my visits to their gallant forces in Europe last winter and how glad I am now to be making an acquaintance with the great people from whom those forces came. The fine spirit of your soldiers and sailors, officers and men, appealed to me very strongly and made me wish to know their country and their

kin. The rapidity of your organization,<sup>1</sup> moreover, enabled me to realize with what devotion and what strength this mighty nation can espouse a noble cause."

"He'll do," remarked one editor to another. "Yes, he'll take, right away," was the reply.

20. In New York his welcome was just as warm as in Washington. He was made a "Freeman of the City," the highest honour the city has to bestow. People came from long distances to see him, and as he passed through the streets in his motor-car, flowers were showered on him, flags and streamers were hung out of the windows, and thousands of voices shouted welcome as he stood up in his car bowing and smiling. There were numerous entertainments to which he went, and he was kept busy from early morning to late at night, often far into the night. He did not forget to drive out to the cemetery in which President Roosevelt was buried and lay a wreath of flowers on his grave. He had died not long before, and the Prince, who had admired and respected the gallant American in life, revered his memory. The Americans were very pleased at this thoughtful action of his.

21. When the Prince returned to London from his visit to the lands across the Atlantic, King George gave a great banquet in his honour at Buckingham Palace. He welcomed his son home in a very touching speech, which went to the hearts of the distinguished guests. In reply the Prince said :

---

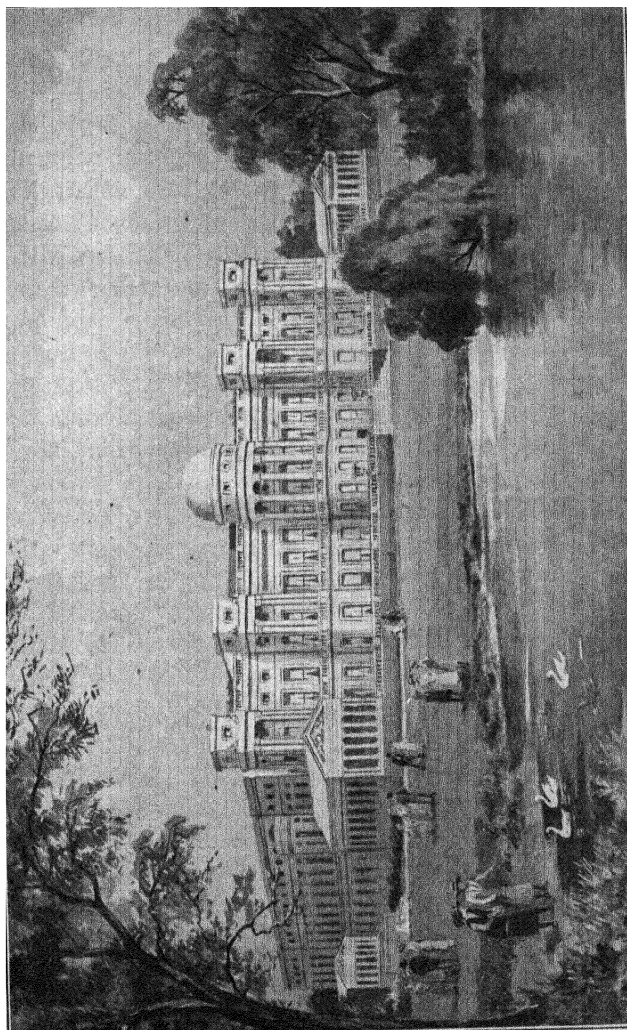
<sup>1</sup> The rapidity with which the Americans organized an army. They had no "standing army." They had to enlist and train their soldiers. As in England, thousands and thousands of volunteers rushed to join the ranks of the new army.

“I am not conceited enough to suppose that the warmth of my welcome in Canada was personal to myself. It was everywhere given to me as your son and heir in one of your Dominions, where the happiest memories of the visit of yourself and the Queen, eighteen years ago, are deeply cherished to-day. I am the bearer of numberless messages which I was asked to convey to your Majesties—messages of true affection and loyalty to your throne. I can assure you, sir, of Canada’s deep devotion to all that you, as Sovereign of the Empire, represent.”

22. A month later, at the official welcome given to him at the Guildhall of London, he made a speech which showed how clearly he realized how the whole British Empire is knit together as one body. He said :

“The people in the old country must understand that the patriotism of the Dominion is national patriotism and not merely loyalty to Great Britain. It is loyalty to the British institutions, it is loyalty to the world-wide British system of life and government ; and it is, above all, loyalty to the British Empire of which Great Britain, like the Dominions, is only one part.”

23. The Royal Family have several Palaces in England and Scotland, which are their homes. *Windsor Palace* is in Windsor Castle. It stands high over a great bend of the River Thames and overlooks four counties. It can be seen for miles around. It stands in a great deer-park. Close to it is Eton College, attended by the sons of many noblemen and gentlemen of high rank. The Castle was built a thousand years ago by the Norman Kings. It is one of the “Ceremonial Palaces”—in which State ceremonies are held,—the other being *Buckingham Palace* in the heart of London,



BUCKINGHAM PALACE, TOWN RESIDENCE OF THE KING.

while close by stands *St. James's Palace*. The Highland home of the Royal Family is *Balmoral Castle* in Scotland. Queen Victoria was very fond of living here. "Granny's Castle" the little Princes used to call it. The months of autumn are spent here, for the climate is cold and bracing. *Sandringham*, in East Anglia, is a model country house in an estate of about eight thousand acres. It was bought by King Edward VII., and there he and Queen Alexandra, as Prince and Princess of Wales, spent most of their married life.

24. In May 1918 the Prince paid a visit to Rome. There was a grand ceremony attended by nobles from all parts of Italy, as well as by representatives of all the Allied Powers. The Premier welcomed him in an eloquent speech. He said:

"For the united help of the Allies in this great war I express, in the name of Italy, our deep gratitude. England could not send a nobler messenger than your Royal Highness, who brings to us a message reaffirming friendship with our country; a friendship strengthened in these days of grief, still more than in those of joy." Turning to the distinguished company, he continued: "I saw yesterday a young Prince in whose eyes the soul of the old nation of Britain was reflected, a spirit of goodwill and kindness. I asked him whence he came. He replied, 'I have come from the Asiago Plateau,'<sup>1</sup> and added, 'I have been there six months.' This young Prince is the heir of the greatest Empire in the world, and he has come to share our troubles and dangers and has taken part in the defence of our country in the Alps.

<sup>1</sup> In the north of Italy, where the Italians were fighting with Austrians and Germans, who had invaded their country.

Italy will never forget that after the terrible days of November 1917, the Chiefs of the British and French Governments came to Italy of their own accord with the kindness of brothers. Italy will never forget that."

25. The Prince replied :

"Your Excellency! allow me to thank you and all the people of Rome for the very hearty welcome which your venerable town has given me on the occasion of my first visit, a visit which I shall remember to the end of my life. I have come to you from the front, from the battlefield on which our soldiers are fighting, shoulder to shoulder, to uphold the same ideals and to defend the same inalienable rights. I come to you to bring you a message of the sympathy of the King, my father, and his subjects in Great Britain and in the Dominion overseas. I come to assure you of the constant friendship and sincere affection of the British people for your nation. In this city of Rome, the ancient capital of the world, the source of social order and justice, I proudly proclaim my conviction that the great object for which our two nations are fighting is inevitably destined to triumph."

26. When the Australians and New Zealanders heard of the Prince's visits to Canada and the United States they were eager to have him too. The soldiers, particularly, who had seen him at the front in the war were loud in their calls for "Our Prince." He, too, longed to see for himself those distant lands—"outposts of the Empire"—and so, in about four months after he had returned home from Canada he set out in the *Renown* for Australasia.

27. The shortest way from Europe to Australia is

now through the new Panama Canal, which divides North from South America. It is a marvellous piece of engineering, one of the wonders of the world. By a system of "locks" huge steamers are lifted, at the rate of five feet a minute, from the Atlantic Ocean to the summit of the Isthmus, and lowered by the same means on the other side to the level of the Pacific. This short cut saves a voyage of thousands of miles. Through the tropical seas sailed the Prince, past California and Honolulu, and at every port a tumultuous welcome greeted him.

28. At length the *Renown* reached the equator, and when the Prince crossed "the line," which he did for the first time in his life, he had to submit to the time-honoured ceremony of sailors, who delight to hold a court of King Neptune, the monarch of the ocean, on this occasion. No one who crosses the equatorial line for the first time is allowed to escape it, and the Prince was only too glad to go through the rites which he had often heard of, and to enjoy the fun, which he did with all the zest of a boy.

29. The *Renown* crossed the line in the dead of night. Promptly King Neptune, an old man with a hoary white beard, boarded the vessel, greeted the Prince, who stood ready for him on the deck, and demanded from him the customary homage for entering his dominions. The Prince returned his greeting and promised to comply with his request the next day. On the morrow, the monarch of the ocean appeared on deck with his retinue of fifty sailors attired as his heralds, marine police, barbers, and polar bears. They opened the ceremony by singing the time-honoured verse :



SANDRINGHAM HOUSE, COUNTRY RESIDENCE OF THE ROYAL FAMILY.  
From a Photograph by Valentine & Sons, Ltd.

*Shave him and bash him,  
Duck him and splash him,  
Torture and smush him,  
And don't let him go.*

King Neptune sat on his throne with his courtiers around him, and every one on board, from the Admiral and the Captain of the *Renown* down to the youngest cabin-boy, did homage to His Oceanic Majesty, who proceeded to invest the Prince with the "Order of the Equatorial Bath," and this is how it was done.

30. The Prince had to take off his coat and sit on a chair. Then King Neptune's royal barbers lathered his face plentifully with soap, first pink, then white, then black. Then they shaved him, and finally ducked him three times in a huge tub of salt water, amid the shouts and yells of the crew, who were in high glee. He was now declared free to sail anywhere in the southern seas, for had not Neptune, the monarch of the ocean, given him leave to do so. "Now," exclaimed the Prince, "I am a sailor indeed, a real jack-tar."

31. Not far from Australia, to the north-east, lie the lovely Fiji Islands, and here the *Renown* stayed for a day or two. The capital city is a small town named Suva, built on a hill about 1000 feet above the sea. It has its Fijian vernacular newspaper called the "*Nu Mata*." In December 1920 it published a letter from a Fijian boy, who had learned to read and write in a village mission school. The letter tells how the Prince paid a visit to a village about nine miles from Suva. Only the women and children were there, as the men were all at work in their fields. This is a literal translation of the letter:

“SIR—Here is my tale about my village Colo-i-Suva and the coming to it of our Child Chief (Prince), the son of our King, the Prince of Wales. It was like this :

“On the 24th of August 1920, at eleven o'clock in the morning, there came into the midst of our little village of Colo-i-Suva the Child Chief, the son of our King, and eleven of his companions who came with him. Then the women and children ran towards them taking some *Wi* (a Fijian fruit) for them to eat. An old woman named Mary took hers and held them out to the Child Chief, the son of our King, and she said to him, ‘Sir, Chief, here are some *Wi*,’ but she did not know that it was in truth the Child Chief to whom she was offering her *Wi*. Then one of the other gentlemen, who came with him, asked Mary, ‘Do you know who this Chief is?’ and Mary replied, ‘Who may he be, sir?’ He said, ‘This is the Child Chief, the son of *Tire-Peritania* (the King of Britain).’

“Then were all the villagers astounded that it was indeed the Great Chief who was in our midst. Then the Child Chief got off his horse and trod the ground, and the old woman thus thought to herself in her mind, ‘Well, my Lord, many great countries and many big towns have desired to see you, and many old women there, but have not succeeded in doing so. How blessed I am to have seen you with my own eyes and my villagers who have done so too!’

“Then mats were spread in the middle of the village and there they had their lunch at mid-day. When they had finished eating they got ready to return to Suva, and the Child Chief picked up a pussy cat in the middle of our village and nursed it. Then he got on his horse and left to go back to Suva about four o'clock in the evening.

“Therefore I now set forth before you this event, *Ratu Na Matu* (My Lord the Editor), that it was HE, our Child Chief of great renown, whose name is so well known in every part of the world and whose lordly flag has been flown in every place to which he has been. It was my

own little village that the great Child Chief trod, and it is a most joyful thing for us to have seen his face.

“I beg you, Ratu Na Mata, that you will proclaim in every district that ours was the only village to which the Prince of Wales went.”

32. The *Renown* left Fiji, and the Prince was now to see for himself the glorious islands of New Zealand, the “Britain of the Southern Seas.” Auckland, the capital of the North Island, was first visited. The day the Prince landed it looked like one great flower-garden. On every side there were flowers, nothing but flowers. Thousands of children swarmed around. Every boy and every girl held a nosegay and showered flowers upon him as he passed. They went mad with delight, no one could stop them. They climbed into his car and stood on the steps and laughed and shouted for joy if they could but touch his hand or even his coat, for the beaming, smiling face of their young Prince filled them with rapturous delight. They all looked so happy that the policemen did not like to remove them, but at last they managed to pull them off the car. The Prince will long remember that spontaneous child-welcome.

33. Four days afterwards he went on through a fertile land of fields and orchards to Rotorua, a tiny town in Maori-land, the country of extinct volcanoes. Here the chiefs of the Maoris, the old inhabitants of the Northern Island, gathered to give him their simple welcome. He walked among them and talked to them, as they bowed low to the ground in token of obeisance, and esteemed it the highest honour to kneel and kiss his hand. Then they sang their ancient songs and danced in the old Maori style. Just before he left,

the grey-headed chiefs paid him a farewell visit in his hotel and presented him with one of their few remaining heirlooms, a chief's battle-axe made of greenstone. Not many of this fine race of aborigines remain. They are taken care of and treated with great kindness by the British Government. They went back to their villages happy and contented that the eye of the son of the great King, who lived beyond the seas, had rested on them. They felt that he was kind and good.

34. The other places visited were Wellington and Stratford. Here the knowledge that the Prince had fought in the trenches side by side with the New Zealand soldiers in the war endeared him to them, for nearly every family was in mourning for a son or a brother or a father. One out of every six men who had left Stratford to fight for the Empire had been killed in Europe, and many more had been wounded and limped along on crutches.

35. The Prince then went on to the South Island of New Zealand, where he was welcomed with the same ardour as in North Island. Farmers and miners came from long distances to see him. It was a great holiday in every town to which he went. "We loved you," one address to him said, "we loved you as a boy, we respect you as a man." The *Southland Times*, the chief newspaper of the country, said that he was, in deed and in truth,

*"A gracious, simple, truthful man  
Who walks the earth erect,  
Nor stoops his noble head to win  
From fear or false respect.*

"He appeals to our colonial mind. In him we see the man in the King. We love where we do homage.

He is one of us and we feel that he will always be *for* us."

36. On May 21 the Prince went on in the *Renown* to Australia. In this very democratic country he pleased everybody. The *Sydney Sun*, one of the chief newspapers, said:

"The Prince of Wales, like Caesar, came, saw, and conquered. His visit has been a very great success. The popular idea of a prince is that of somebody haughty and 'stand-offish,' but this smiling, appealing, youthful Prince, so pleased with everything and everybody, has won our hearts. He has smiled away the difference which Australians believed to lie between a King and common folk."

37. Melbourne, the chief city of South Australia, was taken by storm. The dense crowds that filled the streets saw at once that the Prince was as much pleased to see them as they were to see him. Everybody tried to get as close to him as possible, and the cheering was deafening. Numbers of men, women, and children waited all day long and often till late at night around Government House, where he was staying, on the bare chance that they might catch a glimpse of him going out or coming in. It was the same when he went on to Sydney, the capital of New South Wales, famous for its horses. A thousand men, each riding his own horse, came in, all together, from the distant farms to see him and to show him what "walers" (Australian horses) are like. Canberra, the future capital of the whole Dominion, was also visited. At one place, the train carrying the Prince and his staff broke down and his carriage was overturned. He took it as a matter of course and hauled himself out of the

wrecked carriage, last of those who were in it, for he



THE PRINCE IN TASMANIA.

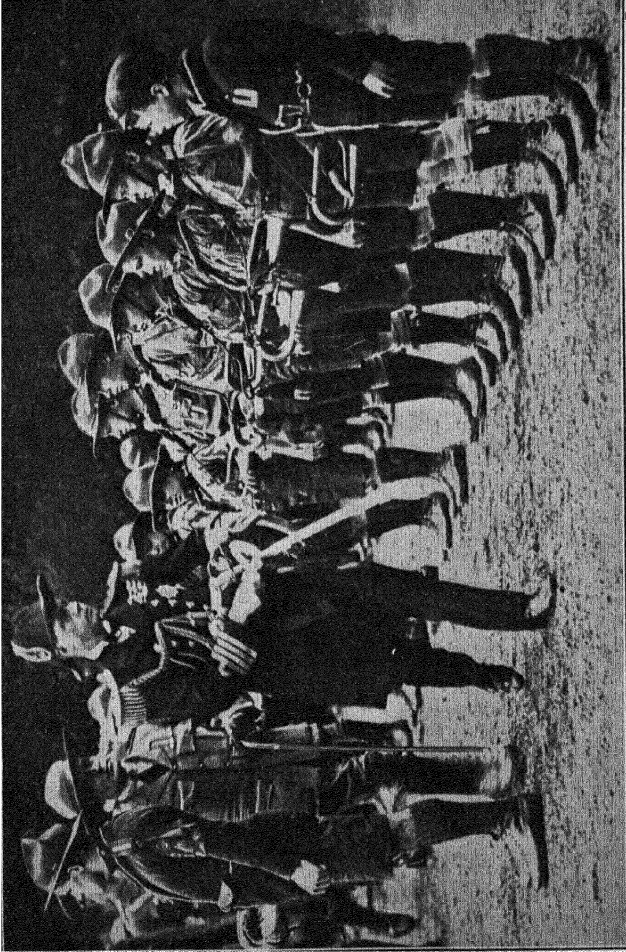
From a Photograph by the London News Agency, Ltd.

would not get out till every one else was safe. Then he went on to Adelaide, the beautiful capital of South

Australia, where the people were as enthusiastic as in Melbourne and Sydney. He then went on to Tasmania, the fair and fertile island lying south of Australia. He visited Launceston and Hobart, where he was greeted as warmly as he had been elsewhere. He had been, by this time, seven months on his tour, and the fatigue and excitement and the strain of making incessant speeches were getting too much for him. The doctor in charge said he must have rest and go home. But he felt that he must first visit Northern Australia or the good people there would feel greatly hurt. Accordingly, in spite of the fact that he was quite worn out, he gallantly made the seven hundred mile journey by train to Brisbane, the capital of Northern Australia, and delighted the hearts of the King's loyal subjects in that distant colony. As a "rest cure" he rode a great part of the way back to New South Wales, and was often in the saddle for fifty miles in the day! He hunted kangaroos, drank tea, and ate the simple rough food of the farmers on the great sheep-farms that lie on the way, and saw for himself how the wool is prepared that comes to England in such vast quantities.

38. At length, in October 1920, the Prince reached home in the *Renown*, the long voyage from Australia doing him a world of good. He came back feeling fresh and strong and fit for anything. His parents and brothers and sister were overjoyed to see him safe at home again, and the people of London welcomed him back with delight.

39. Not long after his return, the Prince visited Brighton for an important ceremony. This was to unveil and dedicate a memorial to the Hindu and Sikh



THE PRINCE INSPECTS COLONIAL BOY SCOUTS.

soldiers who had died in the great Pavilion Hospital in Brighton from wounds received in the war. Every care had been taken of the wounded men. They were tended by nurses, and skilled doctors did all they could for them. They were fed by men of their own caste from India, by whom their food was cooked. Many of them recovered, but some were so badly wounded that no human skill could save them. Those who died were taken to a large open piece of rising ground near the sea, and there they were cremated by their own castemen as far as possible in the same way as they would have been in India. The ashes were then dropped into the sea.

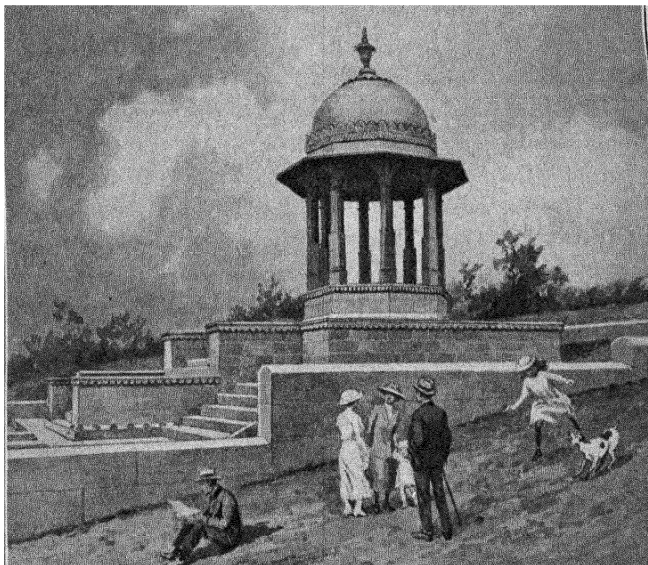
40. A beautiful domed memorial, shaped and built like an Indian "Chattri," has been erected on this spot. Any Hindu or Sikh who visits the place will be pleased with the Chattri consecrated to the "passing through the fire" of their dead fellow-countrymen. The inscription on the monument is :

*"To the memory of all the Indian soldiers who gave their lives in the service of their King-Emperor in the Great War, this monument, erected on the site of the funeral pyre where the Hindus and Sikhs who died in hospital at Brighton passed through the fire, is in grateful admiration and brotherly affection dedicated."*

41. First the Mayor of Brighton delivered a moving speech on the steps of the Chattri. He said :

"Below these three slabs of granite lie the blocks on which the sacred flame released the spirits of the faithful soldiers, who died in hospital, from the last entanglements of the flesh and transmuted their mortal bodies into incorruptible elements of earth. The

ritual of the burning ghat was strictly observed as far as could be done. Elaborate was the symbolic use of metals, grain, fruits, spices, scent and other articles, and we heard at intervals the low chanting of Vedic hymns."



BRIGHTON'S MEMORIAL TO THE INDIAN TROOPS WHO SERVED IN  
THE GREAT WAR.

42. The Prince then drew aside the veil which rested on the monument, while the assembled troops stood to attention and the civilians bared their heads in token of respect to the dead. His Royal Highness then said :

" We are met here to dedicate a memorial to brave men, our fellow-subjects, who, after deadly fight, were here accorded the last sacred rites of their religion.

“It is right that we should remember, and that future generations should not forget, that our Indian comrades came when our need was highest—free men and voluntary soldiers who were true to their salt and gave their lives in a quarrel of which it was enough for them to know that the enemy were the foes of their Sahibs, the Empire, and their King. It was a great adventure for them to leave home and their native land to pass over the black water and to give their all in a conflict<sup>1</sup> of which the issues were to them strange and impersonal.

“This monument marks, too, another fact. When the wounded Indian soldiers were brought to England, there was no place ready for their reception, and your generous town came to the rescue and, with a hospitality which will ever be remembered in India, gave not only her finest buildings but gave also her friendship and respect to those gallant men. Brighton has erected this memorial to the Hindus and Sikhs who died in her noble hospitals, and has testified to the affection and admiration she felt for men who fought so gallantly and bore themselves so patiently and so nobly during the long months they lay by the sea thinking of their village homes so far away.

“Though this is purely a memorial to the Hindu and Sikh soldiers, I am thinking too of the Muhammadan soldiers who passed away in your care. These were buried with all military honours at Woking. And I hear that, before long, a gate of Oriental character, the gift of Indians, will adorn the Pavilion. May these two memorials, so historical and so instinct with

<sup>1</sup> *I.e.* the causes of the war did not affect them personally, nor did they clearly understand them.



THE GATEWAY, ST. JAMES'S PALACE, THE PRINCE'S RESIDENCE IN LONDON.  
From a Photograph by Valentine & Sons, Ltd.

compassion and mutual regard, strengthen the ties between India and our country."

Three volleys were fired in the air.<sup>1</sup> Buglers blew



THE PRINCE IN CIVIL DRESS.

From a Photograph by the London News Agency, Ltd.

the "Last Post"<sup>2</sup> and the "Réveillé,"<sup>2</sup> which sounded strangely sweet in that vast space between sky and sea.

43. At the age of twenty-five the Prince of Wales took up his residence in St. James's Palace, apart from

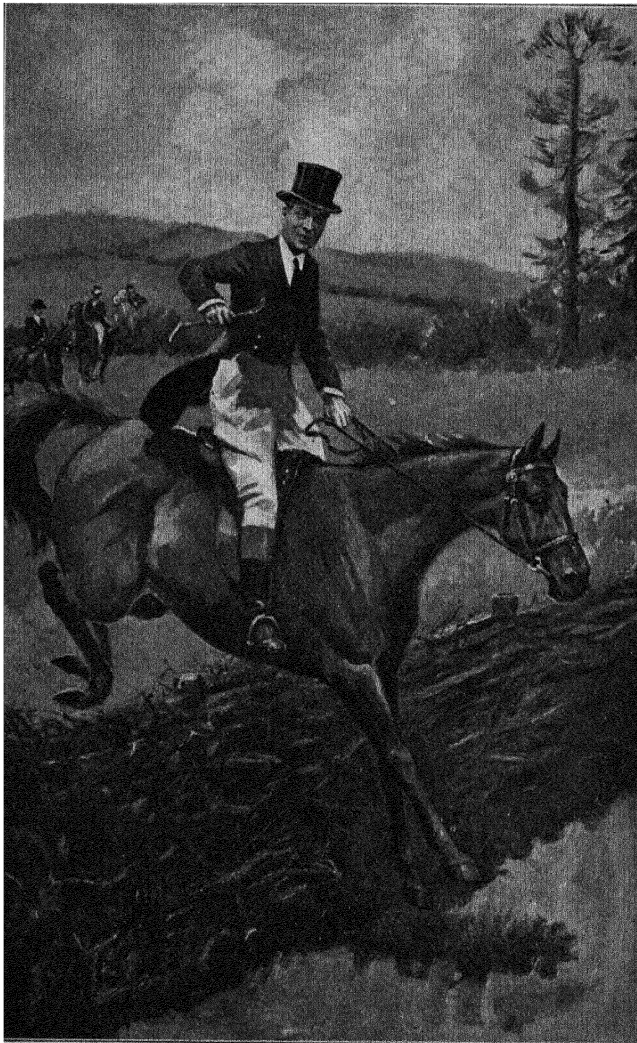
<sup>1</sup> This is always done at the funeral of British soldiers.

<sup>2</sup> Solemn tunes.

the rest of the Royal family. He has his own "establishment" of officers and servants of his household, his own secretaries and treasurer. He has many engagements and is, in fact, a very busy man, for his correspondence is enormous. His private life is extremely simple. He is a "young athlete," very fond of games and especially of riding. Every morning very early he walks or rides his favourite bay Arab horse in the park or indulges in a run on foot on the path round Buckingham Palace grounds. It was a proud day for him when he won the "Point to Point" race in the Pytchley Hunt at the third attempt. This is a race over three and a half miles straight across country from one point to another, and involves jumping all the ditches and hedges in the way. The Prince was first of fourteen competitors, all very keen riders.

44. Perhaps the most important speech the Prince has yet made is that delivered at the Guildhall on his return from his tour in Canada and the United States. He said :

"I have come back with a much clearer idea of what is meant by the British Empire, or, as it is often more appropriately called, the British Commonwealth. The old idea of Empire handed down from Greece and Rome was that of a mother country surrounded by daughter states which owed allegiance to her. Now, we Britishers have left that obsolete idea behind a long time ago. Our Empire implies a partnership of free nations, nations living under the same system of law, pursuing the same democratic aims, and actuated by the same human ideals. The British Empire is thus something far grander than an Empire in the old



THE PRINCE WINNING THE "POINT TO POINT" RACE AT PYTCHLEY.

sense of the term, and its younger nations—Canada, Australia, New Zealand, South Africa, and India—are now universally recognized as nations by the fact that they are signatories to the Peace Treaties which they fought so magnificently to secure.

“Now, among these new nations of the British Empire recognized as signatory at Versailles is India. India occupies a special position. Like the Dominions, she played a gallant part in the war, and we owe much to her soldiers and Government and men for all they endured in the common cause. I am looking forward to the day when I shall be able to pay a visit to that wonderful country.

“The position of self-governing Dominions is different. They are made up of peoples long trained in the management of their affairs. They are inhabited by highly advanced and progressive democracies who have made new civilizations out of wildernesses, and they look back on their achievements with intense and legitimate pride. Think of what they have achieved in four generations. Think of their noble devotion and sacrifice in the Great War. There is no limit to the bounds to which their progress and development may some day attain.

“It is no exaggeration to say that the united action of the British Empire in the war was one of the factors least expected by the enemy, and the most effective in securing liberty. But the people in the old country must realize that the patriotism of the Dominions is national patriotism and not merely to Great Britain. It is loyalty to their British institutions; it is loyalty to the world-wide British system of life and government; and it is, above all, loyalty

to the British Empire, of which Great Britain, like the Dominions, is only one part. I have felt the inspiration of this great idea throughout my journey, but I have also learned that the loyalty of the Dominions is, in a very special sense, loyalty to the Crown—and the Crown represents the unity of the Empire. The King, as constitutional Sovereign of the Empire, occupies exactly the same place in Canada and in the whole British Empire as he does in Great Britain, and his house, although originally founded in Great Britain, belongs equally to all the other nations of the Commonwealth.”

---

### THE HOUSE OF WINDSOR.

GEORGE V.

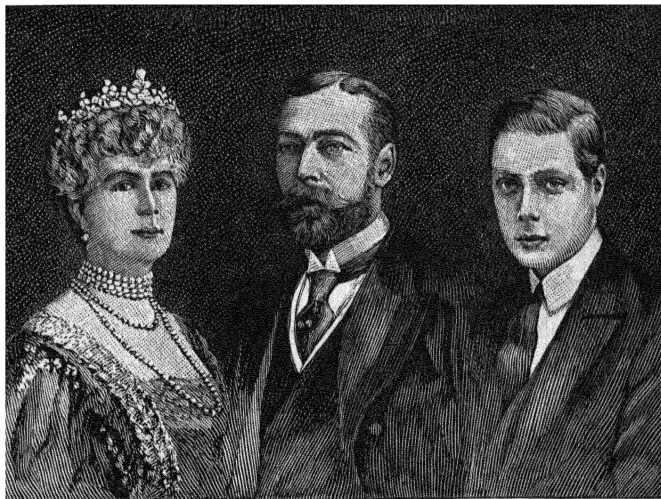
Born 1865, King 1910,

Married 1893, Princess Mary of Teck.

1. Edward, Prince of Wales, b. 1894.	2. Albert, b. 1895.	3. Mary, b. 1897.	4. Henry, b. 1900.	5. George, b. 1902.	6. John, b. 1905, d. 1919.
--	------------------------	----------------------	-----------------------	------------------------	----------------------------------

---

His Most Excellent Majesty GEORGE THE FIFTH is:—By the Grace of God, King of the United Kingdom of Great Britain and Ireland and of the British Dominions beyond the Seas; Defender of the Faith; Emperor of India [Kaisar-i-Hind].



KING GEORGE, QUEEN MARY, PRINCE EDWARD.

## 8. New National Anthem.

1. GOD save our gracious King,  
Long live our noble King,  
God save the King!  
Send him victorious,  
Happy and glorious,  
Long to reign over us,  
God save the King!
2. One realm of races four,  
Blest more and ever more,  
God save our land!  
Home of the brave and free,  
Set in the silver sea,  
True nurse of Chivalry,  
God save our land!

3. Kinsfolk in love and birth  
From utmost ends of earth,  
God save us all!  
Bid strife and hatred cease,  
Bid hope and joy increase,  
Spread universal peace,  
God save us all!



RABINDRANATH TAGORE.

## 9. Govinda and his Disciple.

FAR below flowed the Jumna, swift and clear, above  
frowned the jutting bank.

Hills dark with the woods and scarred with the  
torrents were gathered around.

Govinda, the Great Sikh teacher, sat on the rock reading scriptures, when Raghunath, his disciple, proud of his wealth, came and bowed to him and said, "I have brought my poor present unworthy of your acceptance."

Thus saying he displayed before the teacher a pair of gold bangles wrought with costly stones.

The master took up one of them, twirling it round his finger, and the diamonds darted shafts of light.

Suddenly it slipped from his hand and rolled down the bank into the water.

"Alas!" screamed Raghunath, and jumped into the stream.

The teacher set his eyes upon his book, and the water held and hid what it stole and went its way.

The daylight faded when Raghunath came back to the teacher tired and dripping.

He panted and said, "I can still get it back if you show me where it fell."

The teacher took up the remaining bangle and throwing it into the water said, "It is there."

- 
1. What you are, you do not see,  
What you see, is your shadow.
  2. The Bird wishes it were a Cloud,  
The Cloud wishes it were a Bird.
  3. "Who is there to take up my duties?" asked the  
setting sun.  
"I will do what I can, my Master!" said the  
earthen lamp.



## 10. Napoleon's Promise.

1. MORE than a century ago a boy named Napoleon Bonaparte was in the Military School at Brienne. Like most boys, he was fond of fruit, and a poor woman who sold fruit in the town found him a good customer. Napoleon was not always able to pay at the time for what he bought, but the woman had confidence in him, and he always paid her directly he had the money.

He was in the woman's debt for a few shillings when the time came for him to leave Brienne. When he told her that, though he could not pay her then, he would not forget her, she answered :

“ Oh ! do not worry about that ; it does not matter.”

2. Many years passed before Napoleon again visited Brienne. Strange and wonderful things had happened during those years, and all remembrance of the poor woman and his debt had long since passed out of his mind. He who had once been a mere nobody in the land had become its head, and the schoolboy Napoleon was now the Emperor of France.

3. Napoleon entered Brienne in disguise, and as he walked through the streets of the town his thoughts flew back to those far-off days when, as a boy, he had dreamed of a brilliant and glorious future—a dream which had been more than realized.

4. Then at last he remembered the poor fruit woman and the promise he had made her so long ago.

He experienced little difficulty in finding out her home, and soon, accompanied by an attendant, he entered a small, bare but spotlessly clean room. He was now in the presence of the poor woman, who had never once in all those years doubted his word. She was kneeling by the stove preparing the supper for herself and her two children.

5. The Emperor asked if he could get any fruit there.

“ Oh, yes,” replied the woman, “ melons are in splendid condition just now ” ; and she hastened to place some before her customer.

“ The Emperor is said to be here to-day ; do you know him ? ” asked Napoleon as he ate the fruit.

"Why that I do," answered the woman, a smile brightening her careworn face; "he was one of my best customers when he was here at school."

6. There was a moment's silence, then the Emperor asked if he had always paid her regularly. "Always," was the prompt answer.

"That is not true," cried her visitor; "either your memory must be very short or you are telling me a falsehood. I know well that the Emperor was not regular in his payments, and that he even now owes you several shillings."

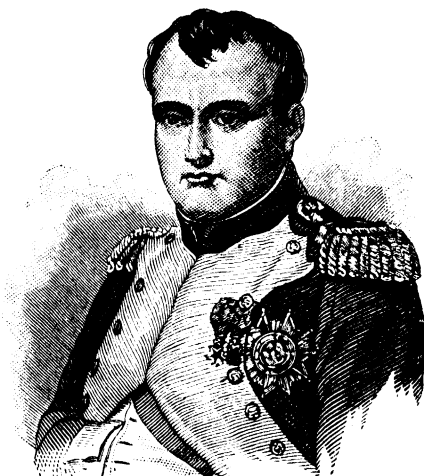
Then seeing the woman's astonishment he added, "You evidently do not know the Emperor well, for I am he."

7. The poor woman, now for the first time recognizing him, fell on her knees at his feet, but he took her hand and gently raised her.

"That promise made so long ago shall now be redeemed," he said.

8. Not only did Napoleon bestow a large sum of money upon the poor woman, but he rebuilt her house, giving it his own name. With his help the daughter was happily married and well settled in life, while the son was sent to the very school at which the Emperor himself had been educated.

Whatever his faults may have been, Napoleon's word once given was never broken.



NAPOLEON BONAPARTE.

\* 11. Napoleon and the British Sailor.

1. I LOVE contemplating—apart  
 From all his homicidal glory—  
 The traits that soften to our heart  
 Napoleon's story !
2. 'Twas when his banners at Boulogne  
 Armed in our island every freeman,  
 His navy chanced to capture one  
 Poor British seaman.
3. They suffer'd him—I know not how—  
 Unprisoned on the shore to roam ;  
 And aye was bent his longing brow  
 On England's home.

4. His eye, methinks, pursued the flight  
Of birds to Britain half-way over  
With envy ; *they* could reach the white,  
Dear cliffs of Dover.
5. A stormy midnight watch, he thought,  
Than this sad state would have been dearer,  
If but the storm his vessel brought  
To England nearer.
6. At last, when care had banish'd sleep,  
He saw one morning—dreaming—doating,  
An empty hogshead from the deep  
Come shoreward floating ;
7. He hid it in a cave, and wrought  
The live-long day laborious, lurking,  
Until he launched a tiny boat  
By mighty working.
8. For ploughing in the salt-sea field,  
It would have made the boldest shudder,  
Untarr'd, uncompass'd, and unkeel'd,  
No sail,—no rudder.
9. From neighbouring woods he interlaced  
His sorry skiff with wattled willows ;  
And thus equip'd he would have pass'd  
The foaming billows ;—
10. But Frenchmen caught him on the beach,  
His little Argo sorely jeering ;  
Till tidings of him chanced to reach  
Napoleon's hearing.

11. With folded arms Napoleon stood,  
 Serene alike in peace and danger ;  
 And, in his wonted attitude,  
 Address'd the stranger :—
12. “ Rash man, that would'st yon channel pass  
 On twigs and staves so rudely fashioned,  
 Thy heart with some sweet British lass  
 Must be impassion'd.”
13. “ I have no sweetheart,” said the lad ;  
 “ But—absent long from one another—  
 Great was the longing that I had  
 To see my mother.”
14. “ And so thou shalt,” Napoleon said,  
 “ Ye've both my favour fairly won ;  
 A noble mother must have bred  
 So brave a son.”
15. He gave the tar a piece of gold,  
 And, with a flag of truce, commanded  
 He should be shipp'd to England old,  
 And safely landed.
16. Our sailor oft could scantly shift  
 To find a dinner, plain and hearty ;  
 But never changed the coin and gift  
 Of Bonaparté.

T. CAMPBELL.

## 12. Two Pairs of Gloves.

1. IN the year 1870 there was a great war between France and Germany. The Germans had long coveted the fair and fertile lands of France. They had a much stronger army than the French, and they had been secretly making ready for war for many years, while the French were quite unprepared for war. The Germans suddenly invaded France with large armies of fierce, savage soldiers, and laid siege to Paris. They took that city, defeated the French army in the field, and then forced the French to give up to them two of their fairest provinces along the river Rhine. The following story tells of an event in this war, known as the Franco-German War of 1870.

2. On the 27th of November 1870 the frost in Paris was frightful. The whole city was in mourning. Hunger and cold had taken possession of every home, and the thunders of the cannon resounded through the air. The snowflakes fell heavily; the passers-by, gloomy and silent, sought in haste the shelter of their homes.

Still, one man walked slowly along, wrapped in deep thought. He wore a military cloak, such as is generally worn by an officer of the army; but nothing showed his rank. He was on his way to visit a wounded friend in the Grand Hotel.

3. As the officer, with head cast down, passed along the street, he saw an old woman, neatly dressed, spread an old carpet on the ground. Then she took from her basket a number of thick-lined gloves, some woollen, and some of leather lined with common fur.

Having put down her gloves on the carpet, the woman sat down on one corner of it, and began to warm her half-frozen fingers at a small dish of burning charcoal.

4. Just then two young French soldiers stopped to stare at the gloves. One was named Louis and the other was named Jean. We say to stare, and not to look, for the poor lads had never seen such fine gloves before, their bodies were bent forward, their hands on their knees, their eyes fixed on the gloves. Neither of them was yet twenty years old, and they had just left their Breton homes to come to the defence of Paris.

5. They did not look at all like soldiers on this bitterly cold day. Their eyes watering from the cold, their trembling lips and red ears were more like those of children just let out of school, than of warriors. Their coats also were thin, worn, tight, uncomfortable, and most unfitted for the season.

6. "Come, buy my gloves, good gentlemen; they are very warm, I assure you," said the old woman.

One of the soldiers murmured between his teeth, "Ah, we have no money."

Every limb was shaking with cold, and their hands could not, just then, have raised a straw in defence of the capital; and in their homes beside the sea they had parents, and friends, and fires.

"It will freeze hard at the outposts to-night," said one, "and the worst of it is, that we must not light a fire."

7. The officer had just stopped behind the two soldiers, who had not seen his approach. Laying his hands on their shoulders, he said, "Come, comrades, choose your gloves. I will be paymaster. Two pairs, my good woman!"

8. The lads seemed to hesitate in surprise. They thought it was not right for soldiers to take anything they could not pay for. The officer set their minds at ease by adding : " I am one of you, a soldier like yourselves ; comrades do not refuse each other."

9. The soldier boys looked at each other. Then they felt they could not refuse such a kind offer. Wool is soft, and fur is warm. At last each of them took a pair of gloves, and never did a fine lady look more lovingly on her diamonds than these two soldiers on their fur-lined gloves. The younger one, not knowing how to express his gratitude, whispered to the officer, " God reward you !"

They then went their ways, the soldiers back to their arms, the officer to visit, perhaps for the last time, his wounded friend.

10. The next day, the 28th of November, a great battle began. The Commander-in-Chief was encouraging his soldiers by his words and example, and a number of brilliant charges were being made upon the ranks of the enemy.

11. A regiment of Breton soldiers was just then moved up to support a regiment which was being beaten back.

In front of the remains of this regiment an officer on horse-back was giving his orders for a new attack ; he turned to meet the Breton regiment and saluted it with his sword. In the Breton regiment there were our two little soldiers. They recognized the officer as their friend of the previous day. This time his rank could be seen, for the badge of a Commander shone on his breast.

" Why, he is a colonel !" said Louis.

“More than that; he is a general!” replied Jean.

“More than that, he is good,” said both together.  
“May the good God bless him.”

12. None that were there will ever forget that terrible day. Multitudes of wounded were frozen to death during the cruel night that followed. When the regiment re-formed after the fight, the two Breton youths looked in vain for the officer who commanded it; they had lost sight of him during the confusion of the conflict. The little soldiers anxiously inquired of a passing sergeant what had become of the officer.

“He was struck down by a bullet out of a shell and left dead on the field,” was the answer.

13. Night came black and dark, the ground was covered with snow and strewn over with corpses everywhere. The French soldiers, worn out, sad, and silent, gathered round the camp-fires. Presently two soldiers with a lantern rose to leave.

“You boys will be shot if you don’t mind,” growled the captain.

“We must find our good officer,” answered the two Breton lads, and soon they had disappeared in the dark.

14. They went from corpse to corpse, turning the light from their lantern on the ghastly faces of the dead, while the German balls came whistling about their ears. After about two hours of this dreary search, Louis, one of the two young men, gave a shrill yelp of pain, and fell. A bullet had passed through his leg; but as he and his friend Jean soon found that the bone was not broken, they tied a handkerchief tightly round the wounded limb, and bravely resumed their search. Very soon Louis gave another cry, this time half of grief, half of joy. Their officer lay before them, stiff,

frozen, almost hidden. The blood had dried on his wound; and he lay there with his arms extended in the form of a cross, and a dead soldier lay on his breast in the blood-stained snow.



THE FRENCH GENERAL STRUCK DOWN BY A BURSTING SHELL.

“He is dead, Jean, but let us carry him away, that he may be buried near a church.”

15. Then between them they lifted the body of this man, whose name even was unknown to them; they risked their lives for him because he had been kind. The tears rolled down their cheeks and froze as they fell.

16. At last they reached the camp-fire with their precious burden. The officer was quickly recognized, and the news spread. Many surgeons came in haste, officers gathered round. Every effort was made to recall the life into that poor, wounded, frozen body. Four hours they strove, with varying hope; but about four o'clock in the morning the body gave some sign of life. The efforts were redoubled, and that evening the officer opened his eyes. He looked round with a puzzled, wondering glance. All at once a light came into his eyes, his lips tried to smile, for he saw and remembered the gloves which the young soldier Jean had given to the surgeons to rub on the chest of the officer and which had made the frozen blood warm, so that it flowed freely once more.

17. Twenty years after this event happened, the two Breton boys returned, one to his farm, the other to his workshop. Both kept their fur-lined gloves. Louis was envious of Jean, whose gloves were worn out by the rubbing. "But," as he said gleefully, "I had the bullet!"

18. The officer often thought of the two little soldiers, and how the grateful words were heard in heaven, "God reward you!"

Both were decorated for having saved their General's life.



MARY HOWITT.

### 13. Birds.

*The tree is the home of the bird.*

1. How pleasant the life of a bird must be,  
Flitting about in each leafy tree ;  
In the leafy trees, so broad and tall,  
Like a green and beautiful palace hall,  
With its airy rooms for a walk or a run,  
That open to stars, and moon, and sun,  
That open unto the bright blue sky  
And the frolicsome winds as they wander by.

*The young birds leave their nests and fly about.*

2. They have left their nests in the forest bough ;  
These homes of delight they need not now ;  
And the young and the old they wander out,  
And traverse their green world round about :  
And hark ! at the top of this leafy hall,  
How one to the other they lovingly call ;  
“ Come up, come up ! ” they seem to say,  
“ Where the topmost twigs in the breezes sway ! ”

*The birds call to one another.*

3. “ Come up, come up, for the world is fair,  
Where the merry leaves dance in the summer  
air ! ”  
And the birds below give back the cry,  
“ We come, we come, to the branches high ! ”  
How pleasant the life of a bird must be,  
Flitting about in each leafy tree ;  
And away through the air what joy to go,  
And to look on the bright green earth below !

*Birds can fly wherever they please.*

4. How pleasant the life of a bird must be,  
Wherever it pleases, there to flee ;  
To go, when a joyful fancy calls,  
Dashing deep down to the waterfalls,  
Then wheeling about with its mates at play,  
Above and below, and amidst the spray,  
Hither and thither, with screams as wild  
As the laughing mirth of a rosy child !

## 14. Indian Birds and their English Cousins.

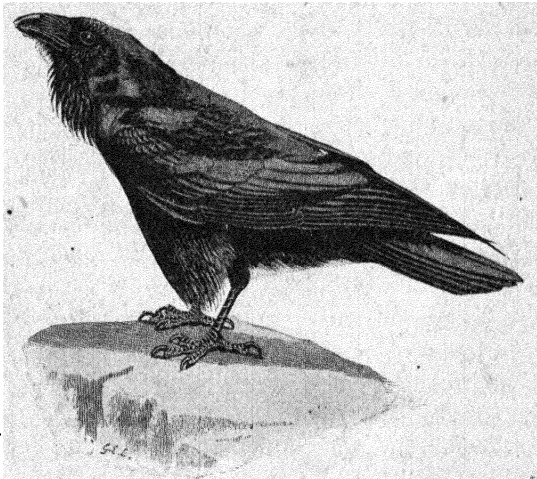
1. Most English writers mention in their books various birds. Indian boys who read these books and who have not been to England, must often wonder what these birds look like. The best way of enabling an Indian to picture to himself the common birds of England is to compare them with their Indian cousins.

2. English writers, when they mention a bird, do not as a rule put any adjective before the name of the bird; thus they speak of the Cuckoo, the Starling, the Thrush, the Robin, the Nightingale, the Kite, the Swallow, the Swift, and the Kingfisher. The reason of this is that there is only one kind of each of these birds found in England. If a person writing of Indian birds were to talk of the Cuckoo, or the Swift, we should wonder which of the many Cuckoos or Swifts found in India that writer had in mind. As compared with India, England is a country very poor in species. In England there is one kind of Swift, in India there are twenty-one kinds. Similarly, there are twenty-nine different kinds of Starlings, eighteen different kinds of Kingfishers, and eleven different kinds of Swallows in this country, as compared with but one of each kind in England.

3. Let us take the commonest of our Indian birds and see whether they or any near relations are found in England. The most abundant of our birds are doubtless the **Crows**. The two commonest Indian crows, the Grey-necked or House-crow, and the Corby or large black Crow, do not occur in England, but

there are two English crows nearly related to our Indian crows.

4. Allied to the Crows proper are three birds which are very common in England; these are the Jackdaw, the Rook, and the Raven. The Jackdaw is like a small House-crow with a white eye; the Rook is like our black Crow, but it has a whitish patch free from

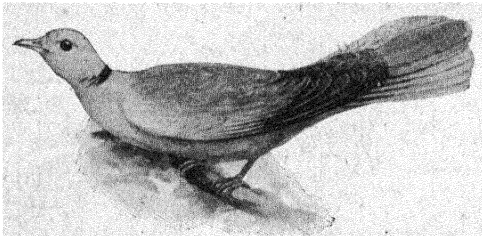


RAVEN.

feathers, behind the beak. The Raven is like a very large black Crow. All these three birds visit the Punjab and the North-West Frontier Province in winter, but they do not come into any other part of India.

5. Next to the Crows, the **Doves** are the commonest birds in India. There are four widely-distributed Doves in this country. They are the Spotted-dove, so called because of its spotted wings; the little Brown-dove; the Ring-dove, which gets its name from the

black half-collar round the back of its neck, and the Red Turtle-dove. This last is easy to know because the cock has brick-red wings and it utters a curious grunting note. It is seen in Northern India in the hot weather and rainy season only. None of these doves is found in England. In that country there are only two kinds of dove, one of these is very nearly related to the Indian Ring-dove; the other, which is known as the Turtle-dove, sometimes visits the north-western parts of India. There are many kinds of



RING-DOVE.

Pigeon in India. In England there are only two pigeons, which are both allied to the blue Rock-pigeon or *Kabutar*, so abundant in India. In England there are no such things as Green-pigeons (*Harrial*). All the different kinds of pigeons that are kept as pets are varieties of the wild blue Rock-pigeon. These, like the various kinds of dog, are all tame birds; there are no wild ones.

6. After the Doves, perhaps the **Mynas** are the commonest birds in India. Of these the best known are the Common myna, the Bank myna (*Darya maina*), the Brahmany myna (*Pawai*), and the Pied myna (*Ablak*). There are no Mynas in England, but there

is a member of the Myna family known as the common Starling. The plumage of this bird is black, glossed



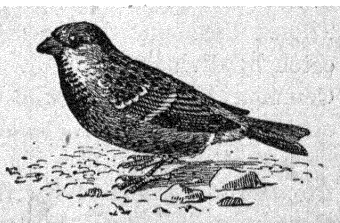
STARLING.

with green and purple, and spotted all over with white on dull yellow.

This particular Starling does not occur in India, but in winter several species of Starling visit us which are so like the common Starling to look at, that many people find it difficult to believe that there is more than one kind of Starling. One of these birds, known as the Indian Starling, visits the plains in winter

and often mixes with the flocks of Mynas. Another common bird in India is the Sparrow (*Gonrya*). This bird is even more common in England than it is in this country.

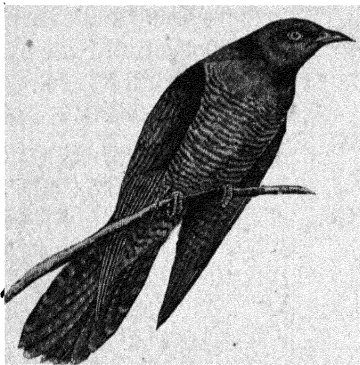
7. The green Paroquet (*Tata*), Bulbul, and Kingcrow (*Thampal*), which are three of the commonest birds in India, do not occur in England nor do any of their near relatives.



SPARROW

8. India is very rich in **Cuckoos**. No fewer than thirty different kinds are found here as compared with the one species in England. The commonest Indian

Cuckoos are the Koel, the Brain-fever-bird (*Popiya*), the Pied Crested-cuckoo (*Chatak*), the Indian Cuckoo



CUCKOO.

(*Kaiphāl pakka*), and the Coucal or Crow-pheasant (*Mohawk*). None of the above is found in England. In that country there is only one Cuckoo, and that is merely a summer visitor to the British Isles. This bird has a curious call—*cuckoo, cuckoo*—from which it gets its name.

Many of these Cuckoos visit the Himalayas in the spring and a few come to the plains.

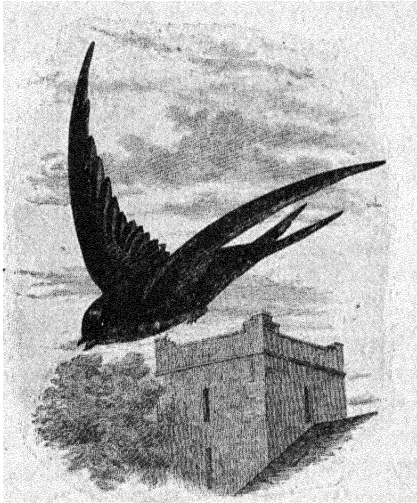
9. As we have seen, there are eighteen different kinds of **Kingfisher** in India; of these, three are very common, namely the Pied, the Common, and the White-breasted Kingfisher. These all feed on fish, which they catch by diving into water. The Common Kingfisher is the only one found in England.



WHITE-BREASTED KINGFISHER.

10. There are in this country twenty-three kinds of **Swift**, of these two, known as the Indian and the Palm-swift, are very abundant. The former is a black bird with a white bar across the lower back; the latter has no white bar and is a much smaller bird. It attaches its nest to the underside of a palm leaf; for this

reason it is called the Palm-swift. The Indian Swift builds its nest in verandahs and deserted buildings. The nest is saucer-shaped; it is composed of mud, straws, and feathers which are stuck together and to the wall to which the nest is attached by the birds' sticky spittle. Neither of these Swifts is found in England. The only Swift in that country is merely a



SWIFT.

summer visitor; it is about the size of the Indian Swift, but has no white bar across the back. It sometimes visits the Himalayas. Swifts are truly wonderful fliers. They can move through the air much more rapidly than the fastest railway engine, and they can fly hour after hour without growing tired. Their wings are much longer than the body. These strong wings are necessary, because the birds live on tiny insects which they catch in the air. If Swifts were

not very strong fliers they would die, because they could not catch enough insects to keep them alive. Swifts never descend to the ground, and their toes are so arranged that they cannot walk or grasp a perch. When a Swift wishes to rest, it has to fly to its nest. All the four toes of the Swift point forwards. Most birds have at least one toe that points backwards, this plays much the same part as a man's thumb does when he grasps anything; but there is a great difference between the grasp of a man's hand and that of a bird's foot. The muscles in the hand are arranged so that to grasp anything an effort has to be made. A bird, on the other hand, grips a perch without effort, because when the muscles of the leg and foot are at rest they cause the toes to close together. This explains why a bird is able to grasp its perch when it is fast asleep. It is when a bird wishes to relax its grasp that it has to put forth an effort.

11. Swallows are like Swifts in appearance, but they are very different in structure. Swallows have one toe pointing backwards, so that they are able to grasp a perch; they are fond of resting on telegraph wires. They are powerful fliers, but much less powerful than Swifts.

The one Swallow found in England visits that country in summer only. This bird is a winter visitor to India.

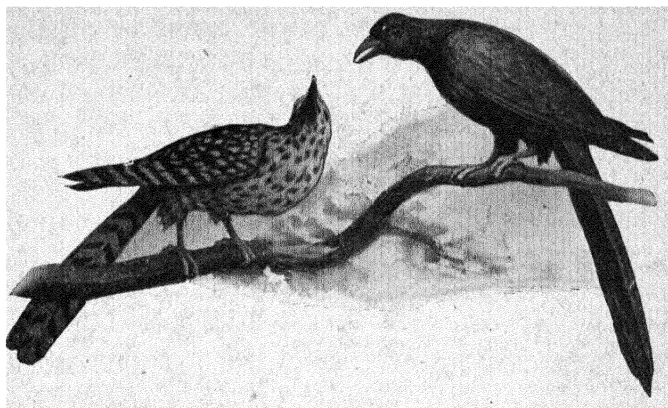
And is the swallow gone ?

Who beheld it ?

Which way sailed it ?

Farewell bade it none !

W. SMITH.

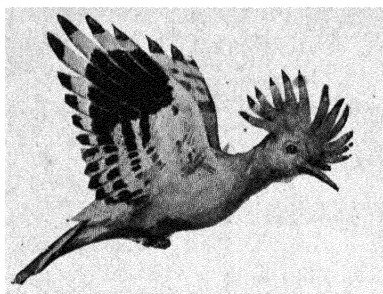


THE KOIL.

### 15. The Song of the Koil.

1. O YOUTHS and fair maidens, arise and sing !  
The Koil is come who leads the spring :  
The buds that were sleeping his voice have heard,  
And his call is passed on by each nesting bird.
2. The trees of the forest have all been told ;  
They have donned their mantles of scarlet and gold ;  
To welcome him back they are bravely dressed,  
But he loves the blossoming mango best.
3. The Koil is come—glad news to bring !  
On the blossoming mango he rests his wing ;  
Though its hues may be dull, it is sweet, oh ! sweet,  
And its shade and its fruit the wanderer greet.
4. The Koil is come, and the forests ring :  
He has called aloud to awake the Spring.

WILLIAM WATERFIELD.



HOOPOE.

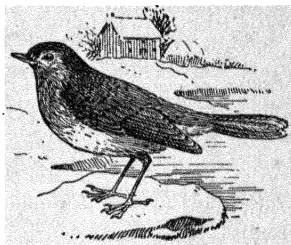
## 16. Indian Birds and their English Cousins

(continued).

1. FOUR of the most beautiful birds in India are the Hoopoe (*Hudhud*), the Bee-eater (*Patringa* or *Harrial*), the Roller (*Nilkant*), and the Oriole (*Pilak*). These birds, or near relations, occur in England, but only as very rare visitors.

2. Several species of **Robins** live in India, of which the commonest are the Magpie-robin or *Dhayal*, and the Indian Robin or *Kalchuri*. Every Indian boy and girl must know these two birds. The cock *Dhayal* is black and white and the hen is grey and white. Both this Robin and the Indian Robin have the habit of raising the tail so that it almost touches the bird's head. The Indian Robin is a smaller bird than the *Dhayal*. The hen is reddish brown, while the cock is black with a patch of white in the wing. In Northern India his back is brown, while in South India it is

black. Both the cock and the hen have a patch of dull-red feathers under the tail, which is quite easy to see, because the birds keep erecting the tail. The cock Magpie-robin sings a very fine song in the spring. The cock Indian Robin also sings sweetly. Neither of these Robins occur in England. But there is a Robin in that country of which Englishmen are very fond, because it has such friendly ways. That little bird will often perch on a man's shoulder and take food from his hand. It will sometimes come in at the open window for food, and where boys and girls have been in the habit of



ROBIN.

feeding it, it will fly to the window and tap at it with its bill if it be shut. The English Robin is about the size of the Indian one, but has the breast bright red. On this account English children always call the bird Robin Redbreast. The familiar Tree-pie or *Mootri* does not occur in England, but his cousin, the Magpie, who is a much larger and finer bird, lives there. The English Magpie is a black-and-white bird; he looks very like a large *Dhayal*, having a very long tail. Englishmen call the *Dhayal* the Magpie-robin, because that bird is a Robin with the plumage of the Magpie. The English Magpie is found in Kashmir and Baluchistan, but does not come into the plains of India.

3. **Woodpeckers** are very interesting birds. They spend their time on the trunks and the larger branches of trees. They climb over these, tapping the bark with their beaks. These taps cause insects which lie

hidden in the cracks of the bark to leave their hiding-places, then the Woodpecker pushes out its very long tongue, which is covered with sticky spittle. Every insect which this touches, sticks to it and is drawn into the Woodpecker's mouth and eaten. In India there are no fewer than fifty-six kinds of Woodpecker, most of them are found only in the hills, but two are to be seen in all parts of India. One has a golden back, the other is smaller and its plumage is white with many black spots and markings. The cock in each species has a red crest. You cannot mistake a Woodpecker. A large bird that, with head pointing upwards, moves up and down the trunks of trees in a series of jerks is a Woodpecker.



GOLD-BACKED WOODPECKER.

Although these two Woodpeckers are both common birds they have not any general Indian name. There are three kinds of Woodpecker in England; none of these is the same as any of the Indian ones.

4. **Flycatchers** are birds that feed on small insects which they seize on the wing. There are fifty-one kinds of Flycatchers in India. One kind is common everywhere; this is called the Fantail-flycatcher or *Chakdil*. It is a little black-and-white bird that continually spreads its tail into a fan and sings a cheerful song of six or seven notes. There are three kinds of Flycatcher in England, and these come only in the summer.

5. Of **Wagtails** there are twenty-three kinds in India, but most of them visit us only in the cold weather. There is, however, one species—the Pied or black-and-white Wagtail that lives in the plains of India all the year round. Three kinds of Wagtail visit England in summer. These birds feed on the edges of ponds and, curiously enough, are known as the *Dhobin* or washer-woman both in India and in England.

6. The beautiful **Minivets**, of which the cocks are red and black, and the hens yellow and black, are not found in England, nor are those strange birds called Hornbills, that are common in the forests of this country. These birds have enormous beaks.

Cranes and Storks used to be found in England, but now they, like the Kite, are seldom seen there.

7. The following birds are common both in India and in England—Snipe, Mallard-duck, Barn-owl, Kestrel, Sparrow-hawk, Merlin, Greylag-goose, Redshank, Coot, Martin, Skylark, Pipit, and Heron. But while there is one kind, or at most two kinds of these birds in England, there are several species of each in India.

8. We have been speaking of the common birds of this country and compared them with their English relatives. We have now to notice some birds that are very abundant in England but which are not found in this country. The best known of these is the Nightingale. This is a very fine singer, many people say that it is the best song-bird in the whole world. It is no larger than a Bulbul, and its plumage is not more handsome than that of the *Sāth bhai*. It is only a summer visitor to England, and it loves to pour forth its sweet melody at night-time. A near relation of the English Nightingale occurs in Persia.

This is sometimes caught and sent in cages to India, where it is sold for many rupees on account of its splendid song.

9. Next to the Robin and the Nightingale the Thrush and the Blackbird are the favourite birds of the English people. These birds live all the year round in Great Britain. The Blackbird is a little smaller

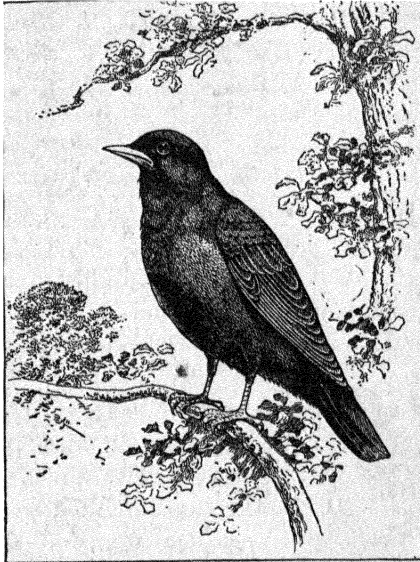


NIGHTINGALE.

than the Myna. As the name indicates, the plumage of the cock is black, that of the hen is brown. Near relations of the Blackbird are found in the hills of India. The *Kusturi* or *Kustura* is the Blackbird of the Himalayas and is a very fine singer. A Blackbird is found on the Nilgiris which has a magnificent song. There are several kinds of Thrush found in the Himalayas, and in the cold weather some of them

visit the plains of the Punjab and the United Provinces.

10. There are three kinds of Thrush in England, known as the Common thrush, the Missel-thrush, and the Redwing. These are brown birds with the breast white with large black spots.



BLACKBIRD.

11. The Jay is a bird often spoken of by English writers. It is about the size of a Crow. The upper plumage is light brown. The chin is white. The head is crested. The tail is black. The wings are black with blue and white in them. There are no Jays in the plains of India, but there is in the Himalayas a Jay very like the English one.

12. The Wren, which is often called Jenny Wren in English books, is a tiny bird, not much bigger than a man's thumb. It is coloured brown, but has a number of narrow black bars in the plumage. There is in India no bird quite like it. Imagine a small Warbler (*Phutki*) with a very short tail and you will gain some idea of the look of the English Wren. The



WREN.

Yellow-hammer is a bird very abundant in England. It has a curious call, which English boys declare sounds like "A little piece of bread and no chee-e-e-ese"! When the *Rabi* crops

are being cut in India, you may have noticed in the fields a number of birds like large sparrows with much yellow in the plumage; these are known as Corn-buntings, and are cousins of the English Yellow-hammer. These Buntings visit India in the winter, leaving the country



THE YELLOW-HAMMER.

as soon as the Spring crops are cut.

13. Another bird you may read about in English books is the Linnet. This is like a sparrow with a rosy red forehead. It does not occur in the plains of India, but in winter a relation of the Linnet visits India. This is called the Rose-finch or *Tuti*. It is common

in mango topes, where it is found in small flocks that feed on the ground and fly into trees when frightened.

14. There are other birds in England besides those we have talked about, and a great many more in India ;



LINNET.

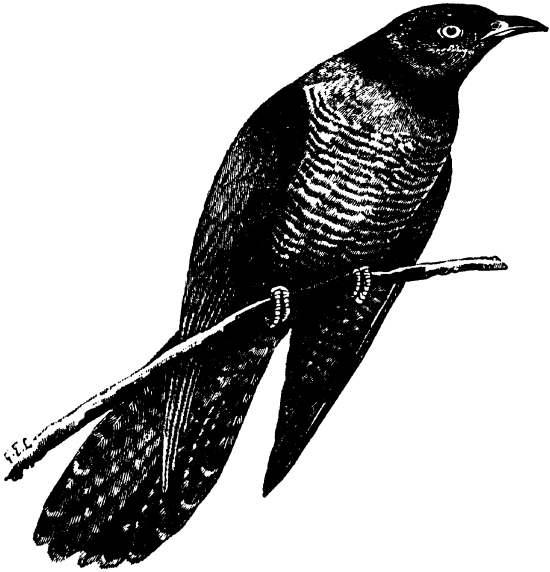
but we have made the acquaintance of most of the common birds of this country and learned something about the birds of England. Next time we come across the name of an English bird in a book we shall have some idea of what the bird looks like.

D. DEWAR.

---

A Blackbird, perched on that old tree,  
Kept whistling clear and loud,  
Its little heart brimful of glee,  
Seemed running o'er with joy, to be  
In a spot without a cloud.

E. COOK.



THE CUCKOO.

### 17. To the Cuckoo.

1. O BLITHE New-comer! I have heard,  
I hear thee and rejoice.  
O Cuckoo! shall I call thee Bird,  
Or but a wandering Voice?
  
2. While I am lying on the grass,  
Thy twofold shout I hear,  
From hill to hill it seems to pass,  
At once far off, and near.

3. Thrice welcome, darling of the Spring!  
Even yet thou art to me  
No bird, but an invisible thing,  
A voice, a mystery ;
4. The same which in my school-boy days  
I listened to ; that Cry  
Which made me look a thousand ways,  
In bush, and tree, and sky.
5. To seek thee did I often rove  
Through woods and on the green ;  
And thou wert still a hope, a love ;  
Still long'd-for, never seen !
6. And I can listen to thee yet ;  
Can lie upon the plain  
And listen, till I do beget  
That golden time again.

W. WORDSWORTH.

---

Meanwhile the cuckoo sings her idle song,  
Monotonous yet sweet, now here now there  
Herself but rarely seen . . . .

How sweet the first sound of the cuckoo's note !  
Whence is the magic pleasure of the sound ?  
Nor do we long recall the very tree,

The bush near which we stood, when on the ear  
The unexpected note, Cuckoo ! again  
And again came down the budding vale  
It is the voice of Spring among the trees.

GRAHAME.



KING-CROW.

## 18. Sharpbill, the King-crow.

1. Do you see that bird sitting on the top branch of that tamarind tree over there? That is Sharpbill, the King-crow. He was born in the grove, and he has lived there ever since. But he is a great hunter, and will go a long way in pursuit of the insects upon which he lives, so you will find him at one time down by the river or tank catching the flies and gnats that hover over the damp ground, at another out in the fields where the cattle are feeding, settling on the backs of the cows and buffaloes to pick up the ticks that are sticking to their skins. It is because of the help he gives to cows and buffaloes, by destroying the insects that worry them, that he is called the protector of the cattle. Would you like to hear his story?

2. He is just two years old. He is the son of

Bhim Raja, who, after living for nearly ten years in the grove, died three months ago at the beginning of the hot weather. Every year, as soon as the rains began, Bhim Raja and the Rāni, his wife, used to build their nest and bring up their young. It seems a strange time to build, does it not? We should not think of building a house in the rainy season, but with many birds this is the building time. Do you know why it is so? If you asked the birds, most of them could give no better answer than "It is the custom of our caste. Our elders have always built in the rains." The King-crows, however, have a better reason than that. They think not of themselves, but of their little ones, for whom they are preparing the nest, and they build in the rains, because there is no other time when the insects, which form their food, are so numerous or so easy to catch. If they built, as many birds do, in the dry season, there would be a danger of their little family dying of starvation.

3. Two years ago Bhim Raja and his wife, according to the custom of their caste, began to build their nest. They chose for it the branch of a tamarind tree about twenty feet from the ground, and laid its foundations in the fork where the branch divided into two, some ten or sixteen feet from the stem. They brought good tough twigs five or six inches long, and after placing a few of these across the fork, built on them a round nest, shaped like a shallow cup. While they were building, a pair of Orioles, those beautiful yellow birds you see in the grove at times, came along, and thinking it would be well to have brave birds like the King-crows for neighbours, began to build their nest in the next tree.

4. The day after the King-crows had finished

building, the Rāni laid her first egg, and in the morning, for the next two days, she laid two more. The eggs were about as large as the first joint of a man's little finger. They were white in colour with a few red spots, most of them at the big end. When she had laid three eggs, she settled down upon the nest to keep them warm, for, as you know, unless eggs are kept warm, the young birds will not come out. As she never left the nest, except for a few minutes, her husband had to catch flies for both of them. It was tiresome work, but she stuck to it, covering the eggs so carefully with her feathers that not a drop of rain or breath of wind could touch them.

5. For twelve days nothing happened, but on the morning of the thirteenth day a faint "tap, tap" came from one of the eggs, and when the mother looked down she saw a little chick trying to break its way out into the air. She helped it to force the crack open, and in a few minutes her eldest son, Sharpbill, crept out of the shell and nestled under her wing. He was not pretty to look at, for he was a little naked creature with nothing to cover his skin but a few yellow hairs. His stomach seemed far too large, and so did his eyes and bill, but he was her son, as the proverb says, "To the Crow the crow-chick is a darling." Before evening, the other two eggs opened and two little sisters were born.

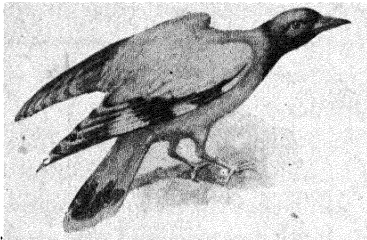
6. For four or five days the little ones were so weak and tender that their mother could not leave them. So their father was kept busy from morning till night, catching flies for her and for them. After that, when the little ones grew stronger, and the quill feathers came on their wings and tails, the Rāni was

able to join her husband in his search for food. It was well that she could do so, for it was hard work providing for the three hungry chicks. They never seemed satisfied. Every two or three minutes, the father or mother would come with a fat grub or three or four mosquitoes, and settle on the edge of the nest and give a sharp "cheep." Three little black bills would fly open with a "cheep, cheep, cheep," and in a moment, white ant or mosquitoes had gone down a little yellow throat. There seemed to be no end to it. The parent birds kept coming and going from morning till evening, and before night put an end to their toil, each little one must have eaten some hundreds of flies.

7. It is no wonder the little birds grew fast, their wings and legs becoming daily stronger and stronger, and their bodies more shapely. By the end of a fortnight they were so changed that you would not have known them. Their big ugly stomachs were gone, their bodies were covered with glossy black feathers, and the ugly quills, that had looked like rows of pins, had expanded into beautiful long plumes. Now, instead of lying all day with closed eyes thinking of nothing but their food, they began to look about them and to take an interest in what was going on. They could move about in the nest, and when their parents flew up with food they would stand up and stretch forward to receive it, fluttering their wings with pleasure as it dropped into their mouths.

8. Before they left the nest, they knew a good deal of the world and its ways. They had learnt, and this is the most important lesson for every bird's chick, that they had enemies against whom they needed to be on

their guard. One day, when their father and mother had followed the village cattle for some distance on their way to the fields, a wicked black Crow stole across from the other side of the tope and made a sudden dash at the nest. It seemed as if nothing could save Sharpbill and his little sisters, but happily a friend was at hand. The hen Oriole was at home, and though she knew she was no match for a Crow, without



BLACK-HEADED ORIOLE.

hesitating a moment, she rose and flew straight at the enemy, flapping her wings and screaming as loudly as she could. In a minute her husband joined her; and together they gave the Crow such trouble that he had to turn from the little birds and to defend himself. For a few minutes he kept his place on the branch beside the nest, and then, all of a sudden, something came with a whizz and bang like a rocket, struck him full on the chest and knocked him head over heels from his perch. It was Bhim Raja, Sharpbill's father, who, hearing the cries of the Orioles, had rushed back to defend his children. The Crow was a coward, though he was so big, so when the Rāni joined her husband, he could stand it no longer, and with a loud "caw" spread his wings and flew off as quick as he could. The four friends chased him right out of the tope, striking him now from this side, now from that, and abusing him vigorously as a thief and a murderer.

9. A few days after this, Sharpbill left the nest for

the first time. He had been wanting to do so before but when at last his parents gave him permission and pushed him to the edge of the nest, he stood for some minutes looking down into the great gulf below him, shivering with fear, like a boy on the bank of a tank on a cold morning. A slight push from his mother and over he went, down and down, until some spring in his shoulder seemed to loose itself, he flapped his wings, and instead of coming with a crash to the ground, he went fluttering in amongst the twigs on one of the lower branches. His father and mother were with him in a minute, praising his skill and telling him that if he would only keep trying he would soon find flying quite easy. Encouraged by them, he did try, and before the day was over, he was able to fly to the next tree, and the next, and from that right back to the nest.

10. Sharpbill's sisters soon followed his example, and after two days' practice they left the nest entirely, and spent even the nights out on the branches of their tree. It took longer to learn to catch flies; so, for more than a month, they were dependent on their parents. You might see them, all three, sitting in a row on a branch, twittering softly, and then with open mouths and quivering wings gulping down the food their parents brought them. But this time too came to an end. Day by day they went a little farther from their homes, and every day they learnt something of what things were good for food and what were not, till very soon they could swoop down on a fly or bee and seize it as it dashed past, almost as cleverly as their parents.

Sharpbill, from the first, proved himself worthy of

his name. He is two years old now, and there is not a cleverer or braver King-crow in this village, or indeed anywhere in India. Just look at him and you will see that he knows he has a good name, and is feared and respected by all his neighbours. No Crow or Kite will dare to come near his nest.

W. H. CAMPBELL.

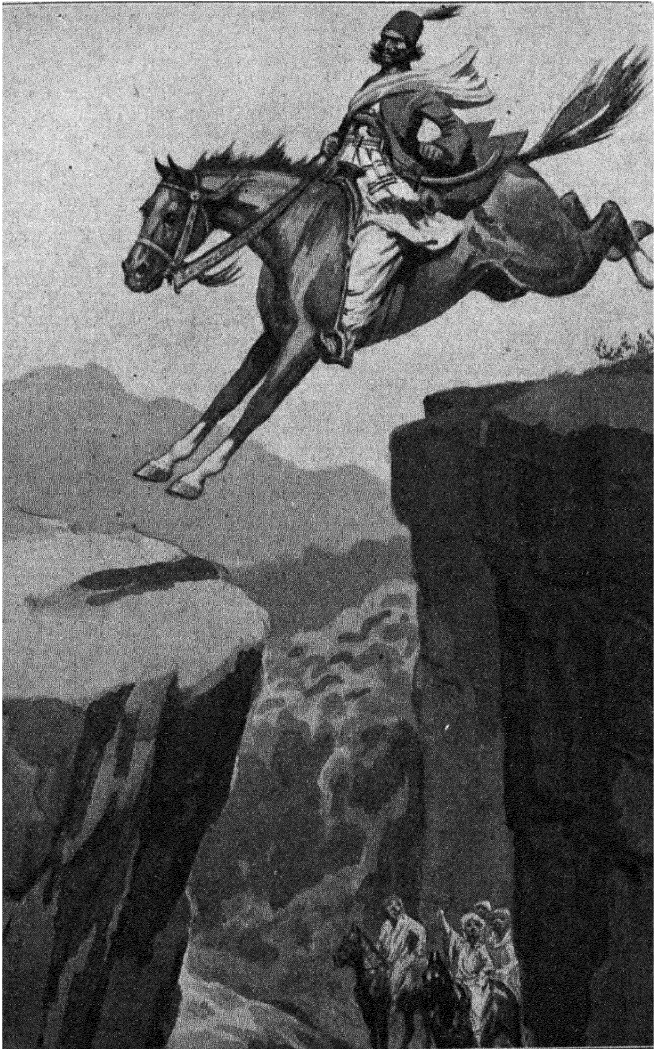
## 19. The Leap of Roushan Bey.

*Roushan Bey and Kyrat his horse.*

1. MOUNTED on Kyrat strong and fleet,  
His chestnut steed with four white feet,  
Roushan Bey, called Kurroglou,  
Son of the road, and bandit chief,  
Seeking refuge and relief,  
Up the mountain pathway flew.

*How he loved his horse.*

2. Such was Kyrat's wondrous speed,  
Never yet could any steed  
Reach the dust-cloud in his course.  
More than maiden, more than wife,  
More than gold, and next to life,  
Roushan the Robber loved his horse.



THE LEAP OF ROUSHAN BEY.

*How he lived on plunder.*

3. In the land that lies beyond  
Erzeroum and Trebizond,  
    (Garden-girt his fortress stood ;  
Plundered khan, or caravan  
Journeying north from Koordistan,  
    Gave him wealth and wine and food.

*How he lost his way.*

4. Seven hundred and fourscore  
Men-at-arms his livery wore,  
    Did his bidding night and day.  
Now, through regions all unknown,  
He was wandering, lost, alone,  
    Seeking without guide his way.

*He comes to a deep ravine.*

5. Suddenly the pathway ends,  
Sheer the precipice descends,  
    Loud the torrent roars unseen ;  
Thirty feet from side to side  
Yawns the chasm ; on air must ride  
    He who crosses this ravine.

*He is closely pursued by Reyhan the Arab.*

6. Following close in his pursuit,  
At the precipice's foot,  
    Reyhan the Arab, of Onfah,  
Halted with his hundred men,  
Shouting upward from the glen,  
    "La Illah illa Allah !"

*Roushan Bey caresses his horse.*

7. Gently Roushan Bey caressed  
 Kyrat's forehead, neck, and breast ;  
 Kissed him upon both his eyes ;  
 Sang to him in his wild way,  
 As upon the topmost spray  
 Sings a bird before it flies.

*He asks him to carry him over the ravine.*

8. " O my Kyrat, Oh my steed,  
 Round and slender as a reed,  
 Carry me this peril through !  
 Satin housings shall be thine,  
 Shoes of gold, Oh Kyrat mine,  
 Oh thou soul of Kurroglou !

*He praises his horse.*

9. " Soft thy skin as silken skein,  
 Soft as woman's hair thy mane,  
 Tender are thine eyes and true ;  
 All thy hoofs like ivory shine,  
 Polished bright ; O life of mine,  
 Leap and rescue Kurroglou ! "

*Kyrat leaps the ravine.*

10. Kyrat then, the strong and fleet,  
 Drew together his four white feet,  
 Paused a moment on the verge,  
 Measured with his eye the space,  
 And into the air's embrace  
 Leaped—as leaps the ocean surge.

*He lands safely on the other side.*

11. As the ocean surge o'er sand  
Bears a swimmer safe to land,  
Kyrat safe his rider bore ;  
Rattling down the deep abyss,  
Fragments of the precipice  
Rolled like pebbles on a shore.

*Roushan Bey then gallops away.*

12. Roushan's tasselled cap of red  
Trembled not upon his head,  
Careless sat he and upright ;  
Neither hand nor bridle shook,  
Nor his head he turned to look  
As he galloped out of sight.

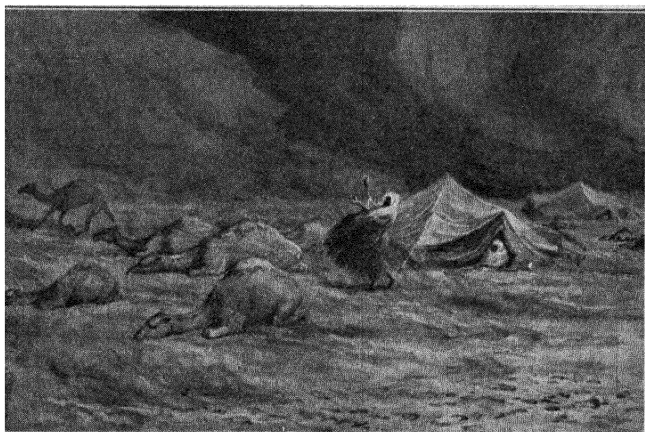
*His shadow crosses the stream below.*

13. Flash of harness in the air,  
Seen a moment like the glare  
Of a sword drawn from its sheath.  
Thus the phantom horseman passed,  
And the shadow that he cast  
Leaped the cataract underneath.

*Reyhan is amazed at the daring feat.*

14. Reyhan the Arab held his breath  
While this vision of life and death  
Passed above him. "Allahu !"  
Cried he ; "in all Koordistan  
Lives there not so brave a man  
As this Robber Kurroglou."

H. W. LONGFELLOW.



COMING OF THE SANDSTORM.

## 20. The Sandstorm.<sup>1</sup>

1. It was Mohammed el-Habib, who came from the untravelled deserts far away to the south of Morocco, who told the story of the sandstorm. For a long time he would come, perhaps once a year, to visit the writer at Tangier, riding nineteen days on his camel from his desert home to Mogador, and thence another sixteen to twenty days on mule to Tangier, for he seldom ventured on the sea. He would stay a week or two, and then wearying for the desert, leave as unexpectedly as he had arrived.

<sup>1</sup> Reprinted with the kind permission of the *Times*.

In a moonlit garden in Fez, Mohammed el-Habib told the true story of the sandstorm.

2. God's spring was over and God's summer was upon us, for every season, good or bad, is God's season, and every day God's day. In the days of prosperity our thoughts are only for the present; in the days of distress we forget the days of prosperity. Days come and days go, but every day is written in the books of God.

3. And with the summer came the great heat, and with the heat the withering of the grass and the drying up of the little pools in the stony valleys. So we dwellers in the black tents descended to the lower grounds, where even in summer there is water in the wells, some seventy of us in all, numbering the women and children, with our flocks of sheep and our herds of camels. For days we passed on, and the camels grazed on such dry thorn bushes as they could find by the wayside, while our sheep ate as is the manner of the country, for each sheep carried, tied to his back, a little hay, cut and dried in the spring, so that one and all nibbled as they went, and each carried food for his neighbour.

4. And so we reached the summer wells (an oasis in the desert), where grew even palm trees and thorn bushes, and we pitched our goat's-hair tents in a circle and rested after our journey. And when the camels and sheep and the shepherds were rested we dispersed them over the surrounding country, to graze on the dry grass, and, lest the wells might be reduced, we sent them afield, for there were other wells in the country round.

5. Only the she-camels that were in milk we kept with us, and our food was of dates and milk. The dates we had purchased and brought with us: of the milk there was always a sufficiency. Bread we had none, and meat and sugar we ate only on the great feast days. And in the summer no man can hunt or go abroad, so great is the heat. Day is as the open door of a furnace, and at night the door is only half closed. Our hours are spent under the shade of our tents, listening to the wise men propounding the Word of God and teaching our children; and all can read and write, and many know the blessed Koran by heart—and may God's blessing rest on such.

6. And days came, and days went by, but every day was marked in the book of God. And then came the east wind, that brings fear to the heart of the dwellers in tents. For three days it blew softly, but the fourth day it increased in strength, and upon its wings it bore the fine grains of sand—and little whirlwinds raised pillars of dust that passed through and above our tents, scattering them. And we prayed to God the All-merciful, with parched lips that dropped blood—for the heat was as the anger of God. Hard we strove to save the wells, but we had nothing to cover them, and hour by hour the wells were choked by the drifting sand. Our eyes, in pain, saw nothing but death before us, when the water in the water-skins would be finished, for we had filled them all before the wells were choked, and buried them in the sand, for the east wind drinks the water through the skins. Under such tents as resisted the tempest we sat down and awaited the judgement of God, praying the while. And still the wind blew, and the daylight was as the

dusk, only the darkness was red and the women lifted up their voices and wailed, and refused to be comforted.

And still the wind blew.

7. Our sheep were scattered in the desert and died, and our camels, with outstretched necks, lay low to the ground, uttering dull groans, and with their eyes distended in terror. And every now and again one would break loose from its hobbles and rush forward into the desert to die.

And still the wind blew.

8. Our water was almost done, and death looked us in the face, and very near. Then in the roaring tempest we took counsel, though our words could scarce be heard in the wrath of the wind; and some decided to try to reach other wells, three days' journey off, and others decided to remain and trust in God. And many were too weak to move, or had no sufficiency of water for the journey. And such as went forth packed their tents upon their camels as best they could, and after confiding each other to the care of God they sallied forth—and none to this day knows where they died.

And still the wind blew.

9. And all the water that remained in my tent was in a large bowl, for the water-skins had cracked and would no longer hold it; and we placed the bowl up to its rim in the sand, and covered it with a wet cloth.

10. And I said to the woman, my wife, "God, Who created us, has led us into the pathway of death; but let us not complain. He, and He alone knows. Our lives and our deaths are in His hands. Many have passed before us and many will follow, and were it not for the child——! Behold! we have still a bowl

of water. To-night we will not drink, and in the morning we will give the child to drink his fill, and you and I will drink after him—but we will leave a little in the bowl for him, so that we may not see him die.”

11. And we lay down to sleep, and at our feet the little one, ill at ease and moaning, and he had only five summers in his little life. When dawn appeared—red gloom in the sandstorm—I awoke, for it was the hour of prayer. And I knew not if I dreamed or if my eyes saw truly, for standing at the door of the tent was the child holding the bowl of water in his hands, and from the bowl drank a long-horned antelope, the most timid of God’s creatures, who never approaches man or the habitations of man. And the child laughed as the antelope drank. I woke the woman, my wife, and she saw, too, and we marvelled, and neither the child nor the antelope heeded us. And the woman cried—“Behold, the little water we kept for the child is gone; surely death is very nigh!”

12. And when the antelope had finished drinking it stood still, and the child laid down the bowl and cast his little arms round the antelope’s neck, and kissed each of its beautiful eyes and laughed again.

And the spirit of poetry came upon me, and I stood up and declaimed:—

“The hunter and the hunted have become as one;  
Thirst and fear of death have brought them together.  
In the hunter’s tent the hunted one drank life from the hands  
of the hunter’s child,  
And their love is sealed with a kiss of peace.”

And still the wind blew.

13. And the woman cried: “I am athirst; I am

athirst. How long, O God, how long!" And I soothed her and spoke to her: "God will not take the life of the child, who gave his hope of life to the antelope."

And then the wind ceased, and the silence was as a great emptiness.

And God's rain fell.

## 21. A Ballad of Sir Pertab Singh.<sup>1</sup>

*But there is neither East nor West  
Border, nor Breed, nor Birth  
When two strong men stand face to face  
Tho' they come from the ends of the earth!*

RUDYARD KIPLING.

1. In the first year of him that first  
Was Emperor and King,  
A rider came to the Rose-Red House,  
The house of Pertab Singh.
2. Young he was and an Englishman,  
And a soldier, hilt and heel,  
And he struck fire in Pertab's heart  
As the steel strikes on steel.
3. Beneath the morning stars they rode,  
Beneath the evening sun,  
And their blood sang to them as they rode  
That all good wars are one.

<sup>1</sup> Extracted with the kind permission of Sir Henry Newbolt from his book, *Poems Old and New*, published by John Murray.



SIR PERTAB SINGH.

4. They told their tales of the love of women,  
Their tales of East and West,  
But their blood sang that of all their loves  
They loved a soldier best.
5. So ran their joy the allotted days,  
Till at the last day's end  
The Shadow stilled the Rose-Red House  
And the heart of Pertab's friend.
6. When morning came, in narrow chest  
The soldier's face they hid,  
And over his fast-dreaming eyes  
Shut down the narrow lid.
7. Three were there of his race and creed,  
Three only and no more :  
They could not find, to bear the dead,  
A fourth in all Jodhpore.
8. " O Maharaj, of your good grace  
Send us a Sweeper here :  
A Sweeper has no caste to lose  
Even by an alien bier."
9. " What need, what need ? " said Pertab Singh,  
And bowed his princely head,  
" I have no caste, for I myself  
Am bearing forth the dead."
10. " O Maharaj, O passionate heart,  
Be wise, bethink you yet :  
That which you lose to-day is lost  
Till the last sun shall set."

11. "God only knows," said Pertab Singh,  
"That which I lose to-day :  
And without me no hand of man  
Shall bear my friend away."
12. Stately and slow and shoulder-high,  
In the sight of all Jodhpore  
The dead went down the rose-red steps  
Upheld by bearers four.
13. When dawn relit the lamp of grief  
Within the burning East  
There came a word to Pertab Singh,  
The soft word of a priest.
14. He woke, and even as he woke  
He went forth all in white,  
And saw the Brahmins bowing there  
In the hard morning light.
15. "Alas! O Maharaj, alas!  
O noble Pertab Singh!  
For here in Jodhpore yesterday  
Befell a fearful thing.
16. "O here in Jodhpore yesterday  
A fearful thing befell."  
"A fearful thing," said Pertab Singh,  
"God and my heart know well"—
17. "I lost a friend." "More fearful yet!  
When down these steps you past  
In sight of all Jodhpore you lost—  
O Maharaj!—your caste."

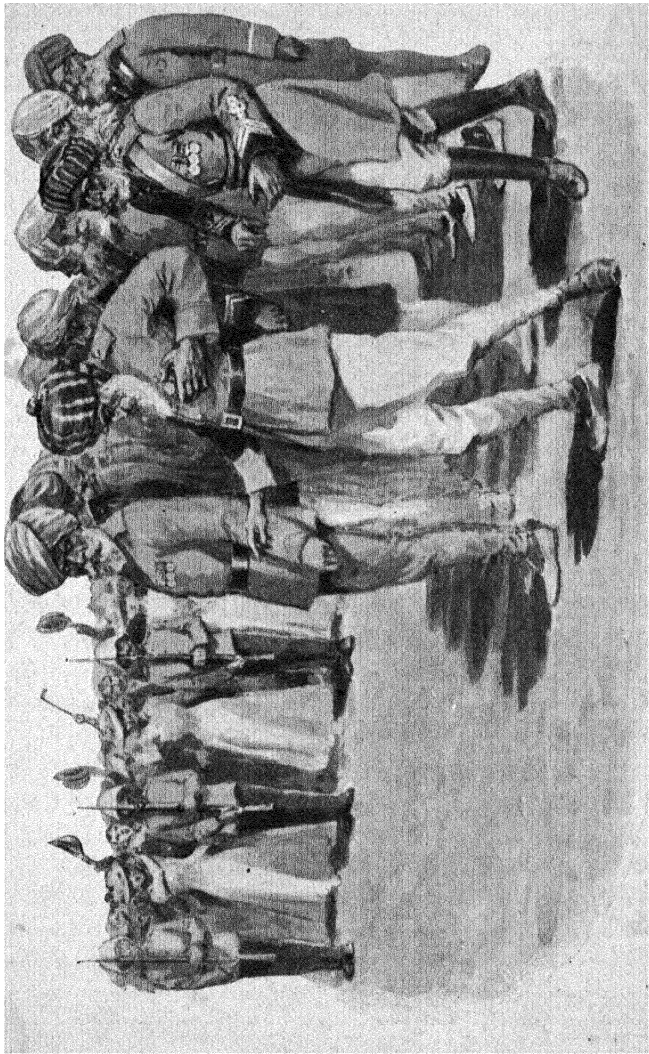
18. Then leapt the light in Pertab's eyes  
As the flame leaps in smoke :  
"Thou priest ! thy soul hath never known  
The word thy lips have spoke.
19. "My caste ! Know thou there is a caste  
Above my caste or thine,  
Brahmin and Rajput are but dust  
To that immortal line.
20. "Wide as the world, free as the air,  
Pure as the pool of death—  
The caste of all Earth's noble hearts  
Is the right soldier's faith."

HENRY NEWBOLT.

## 22. The King's Letter.<sup>1</sup>

1. THERE was great excitement in Ahmed Ali's tiny village, in a district in far-off Southern India. As a rule it was a quiet, sleepy little place ; the news of the great world outside rarely troubled it. A visit from the District Officer was an "event." Now and again, about twice a year, pilgrims would pass through on their way to a great shrine ; they would bring stray bits of gossip, the prices of rice in other villages, and so on, but the pilgrims were for the most part a dirty crowd of beggars, naked and gaunt fakirs or sanyasis with wild eyes. The villagers were glad when the y

<sup>1</sup> Reprinted from the *Madras Weekly Mail* with the kind permission of the Editor.



DEATH OF AHMED ALI.

were rid of them, though of course they did not refuse the drink of milk, or of the cool cocoanut, or the handful of rice that was begged for by these holy men.

2. Ahmed Ali lived, like all his neighbours, in a humble hut of red mud with a mat roof. He had a few acres of paddy land, a few cocoanut and plantain trees, and enjoyed a small pension from the Sircar. This gave him a social rank among his fellows which the old man never forgot. He had served the great "Kaisar-i-Hind" in his time, for more than twenty years. He had taken part in the terrible Mutiny of 1857 and with many others had been most loyal where so many had failed. He would fight his battles over again at times, in the evenings, when the red dusk was spreading over the surrounding fields, and the evening breeze would steal over from the distant hills. His little home was at a convenient corner, and men coming back from the paddy fields would stop and listen. The story would always end the same way, the old veteran would reverently show *the* Medal: "The General-Sahib pinned it on with his *own hand*. I will never part with it; it is my *fetish*." With many ah's and oh's, and shakings of the head, the younger men would gaze at it with awestruck eyes; they felt very proud that their little village should possess such a hero.

3. When the news of the Queen's death reached the little place, poor old Ahmed Ali flung himself down on his face and refused to eat or drink. "Alas! alas!" he mourned, "I was *Her* soldier, my Medal bears *Her* face. What can I do, the light has gone out?" Fortunately the District Officer was paying his usual visit and heard of the old soldier's grief. They

were firm friends, those two, the young civilian and the grey-haired old soldier, and many a tale had he heard of the horrors of the Mutiny from those ancient lips. So he went down and comforted the poor old man, and told him that now the good Queen's son was reigning, and he must be as loyal to him as he had been to his beloved "Kaisar-i-Hind." So the old man put his sorrow away, and when the young civilian gave him a photograph of his late Sovereign, he hung it upon the wall of his little mud hut and salaamed to it reverently, morning and evening.

4. One day old Ahmed Ali received a blue envelope with "O.H.M.S." (On His Majesty's Service) in large printed letters across the top. The news was all over the place in half a minute. "Ahmed Ali has received a letter from the King of England!" It was *quite* true—the postman was besieged with questions. Very few letters were ever received in that quiet little Indian village; but no one had ever had a blue "King's letter."

5. The old man was very reticent, but very proud. He could not read English himself, but dressed in his clean clothes, with his best turban (the one with the gold stripe), the Medal pinned to his breast, he was soon on his way to the Tahsildar's<sup>1</sup> house to have the letter translated. His face was a perfect study: pride mingled with perturbation was written thereon. His figure was held erect and he marched along with his tall staff in his hand, a fine reminder of the splendid soldier he had been in his youth. He spoke to no one, but quite a crowd followed him, all whispering

<sup>1</sup> A Tahsildar is the official in charge of a Tahsil or subdivision of a district (in the Madras Presidency).

and curious. They did not like to question the old man, for he had a sort of address-me-not air which was very exclusive! The Tahsildar was at home and quite as eager as the others to learn the contents of the wonderful letter that had come from the King. He invited the old fellow into his house, but the crowd had to remain outside and possess their souls in patience. At last Ahmed Ali appeared, looking at least three inches taller—he was really very old and infirm, but the letter seemed to have given him both strength and youth. The precious letter was clasped in his hand. A few brave ones clustered round him, as he stepped into the road, with eager questions; he waved them aside with a haughty gesture. “Trouble me not,” he said. “The King wants me to be present at the great Durbar at Delhi. Ahmed Ali has to be there. I must not keep my ‘Kaiser’ waiting. I go to prepare” . . . and he passed majestically on. A perfect storm of voices arose, Delhi! Durbar! King!! Never had the village been in such an uproar!

6. Ahmed Ali’s daughter who looked after him shed many tears. “Ah,” she wept, “*Delhi dūr ust*<sup>1</sup> and my father is so old. Who can look after him there?” But the old man laughed at her fears. “Peace, girl,” he said, “thy father will come to no hurt. The Huzoor hath said that food, clothes, shelter, everything, is to be given by the Sircar, and—the KING *wants* me.” They saw him off from the little quiet village, the old men looked sorrowful, the young ones envious, the women in tears, and the poor daughter was nearly broken-hearted. “I shall not look on his face again,”

<sup>1</sup> A well-known proverb in Parsian, “Delhi is far away.”

she sobbed. The old man himself was a little overcome, and his walk was not so firm or his back so erect, as he got into the cart that was to convey him to the nearest railway station, but he smiled proudly at them all and said, "I shall see my King. He wants me. I go."

7. It was cold, bitterly cold, at Delhi. The wind nipped like ice, the dust was choking. Poor old Ahmed Ali! The change from the moist damp heat of his native village to the bitter climate of the Northern Provinces had been very severe, and he was so shrunken with the cold, and so decrepit and feeble from the long journey, that his friends would hardly have known him. A bad cough had settled on his lungs—his quarters were comfortable enough and there was plenty to eat, if he had wanted to—but the poor old man was too ill to touch anything. The journey from the South had been too much for him, and the long waits at draughty stations—one night he had spent lying on the cold stone of the platform—so when he arrived at Delhi he was really not fit to be out of doors. He would not complain, for he was afraid of being kept away from the great Durbar he had come so far to see. So he just coughed and shivered over the fire, with aching limbs and fevered brow. "That poor old man ought to be in hospital," said one kind-hearted soldier, who was "seeing" to the Mutiny veterans. "Look here, father, go and see the doctor." Ahmed Ali smiled at the young soldier, but shook his head. "No—no—better, better," he whispered hoarsely.

8. He managed to keep going and was able to drive with the others to the amphitheatre on the day

of the great Durbar. The sun shone brightly; the gay music, the sight of the thousands of troops cheered him up, and he felt better; and when the time came for the Mutiny heroes to march to their places, poor old Ahmed Ali pulled himself together with a great effort, and marched with the same firm tread and erect back that he did when the King's letter came to his village. How his heart swelled with pride as he heard the cheers and shouts of the thousands assembled there! He saw the tears running down the cheeks of the English ladies as they waved their handkerchiefs to the pathetic band of old and infirm warriors as they passed by. He saw the bared heads, the wet eyes of many a brave man as they took off their hats in honour to the aged warriors, and he, Ahmed Ali, was marching with them. Marching, marching, he heard the bands playing, he saw on either side a blaze of colour, gold and silver flashing: then he felt giddy and ill, but he must march, and march bravely. The King, no doubt, was looking out for him, he *must* step out with the rest. Quick march, one, two, he had forgotten he was so old, over eighty, but he *must* march; his legs felt strangely weak and frail. Then they stopped and he tottered to a bench. "Why!" said a soldier, "the poor old man has fainted!" Ahmed Ali was dead.

---

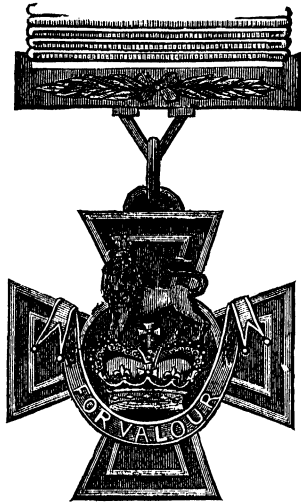
*Soldier, rest! thy warfare o'er,  
Sleep the sleep that knows no waking;  
Dream of battlefields no more,  
Days of danger, nights of waking.*

WALTER SCOTT.



### 23. Evening in England.

1. THE curfew tolls the knell of parting day,  
The lowing herd winds slowly o'er the lea,  
The ploughman homeward plods his weary way,  
And leaves the world to darkness and to me.
2. Now fades the glimmering landscape on the sight,  
And all the air a solemn stillness holds,  
Save where the beetle wheels his droning flight,  
And drowsy tinklings lull the distant folds :
3. Save that from yonder ivy-mantled tower  
The moping owl does to the moon complain  
Of such as, wandering near her secret bower,  
Molest her ancient solitary reign.



THE VICTORIA CROSS (FRONT).

## 24. The Victoria Cross.

1. THIS highest award for valour in the Army and Navy of the British Empire was instituted by Royal Warrant dated January 29, 1856, after the conclusion of the war between England and Russia in the Crimea.

The ceremony was held in the morning, in Hyde Park, when Queen Victoria herself presented the cross to the gallant soldiers who had earned it, the first on the roll of honour—the first V.C.—being Sergeant Major John Grieve, a cavalry non-commissioned officer in the 2nd Dragoons.

2. There was first a grand review of about six thousand troops of all arms. It was a beautiful day,

says the old newspaper from which this account is taken, there was a cloudless sky, and a gentle breeze tempered the heat of summer. Thousands of spectators began to assemble from the first streak of dawn. Every spot of ground was occupied from which the most distant view could be obtained. The troops—artillery, cavalry, and infantry—were all in full dress, with their officers wearing their medals and decorations. The Navy was represented by one hundred sailors in their blue jackets. All of them had been in action. Fashionably-dressed ladies and gentlemen drove up in their carriages, one after another.

3. In the centre of the Park stood the royal pavilion with the royal dais of crimson velvet and gold. On the right side of the dais were seated the ambassadors from the various Courts of Europe; on the left were the peers of the realm in their robes, with the peeresses. At some distance, opposite, the troops were drawn up—a serried mass of bright bayonets, rows of glittering helmets and gleaming breast-plates, sparkling in the sun.

4. At half-past nine, Field-Marshal Viscount Combermere, in the splendid uniform of the Life Guards, riding a magnificent black charger, headed the cavalcade from Buckingham Palace (the residence of the royal family) which preceded the royal party.

At ten o'clock precisely a bright flash, a wreath of smoke and the report of a big gun from a battery of artillery, the first of a royal salute, announced that the royal party had entered Hyde Park. The Queen was riding a roan charger; Prince Albert, the Prince-Consort, wore the uniform of a Field-Marshal; the Prince of Wales (afterwards Edward VII.) and his brother Prince Alfred rode ponies and wore Highland tartans.

5. The royal cavalcade rode down the front of the line of troops, which saluted, regiment by regiment, as they passed, and then drew up opposite the pavilion.

The officers and men who were to receive the decoration had been formed up in line in front. One after another they now stepped forward and saluted the Queen on her charger, and were introduced to her. She stooped slightly as each brave soldier came up, and, with a gracious smile, affixed the highly-prized cross to his breast. The military heroes were introduced by Sir George Wetherall, and the naval by Sir Charles Wood.

6. The ceremony of decoration lasted about ten minutes. As soon as it was over, there was a "march past," the bands playing "See the Conquering Hero Comes." Then the troops marched past the royal party again in quick time, the infantry stepping out at "the double," the cavalry and artillery at a trot. At the head of each regiment marched the regimental "Pet." The pet of the Life Guards was a magnificent Newfoundland dog, which stopped and seated himself at the post in front of Her Majesty, as his regiment marched by, with a look of perfect ease and complacency. There he sat until the last rank of the Guards had passed. Then he arose and took his place between the two officers who brought up the rear, and walked back with them.

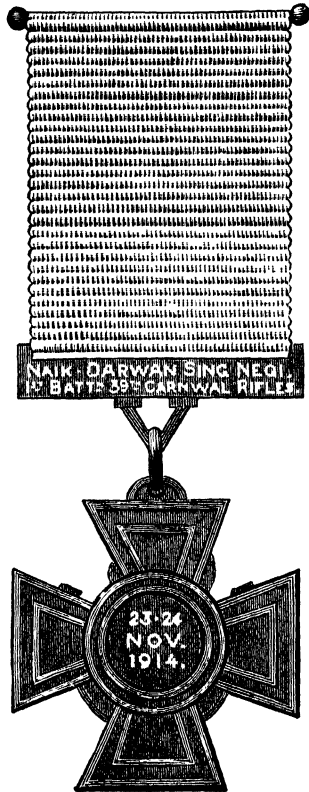
7. The Victoria Cross is made of gun-metal. It measures one inch and a half across. In the centre there is the Royal Crest of England, the Lion and the Crown, and below it a scroll inscribed "For Valour." On the reverse is inscribed the name, rank, and corps of the recipient. The ribbon, about an inch long, to

which the cross is attached is coloured red for the army and blue for the navy.

8. To every recipient under the rank of a commissioned officer the cross carries with it a life pension of £10 a year. It may be awarded to a man after his death, and is kept by his next of kin and handed down as an heirloom in his family. There is no honour so highly prized in the army.

9. When the Order of the Victoria Cross was instituted, the first name on the first list was that of Evelyn Wood, a midshipman in the Royal Navy, who was then fighting on shore in the Naval Brigade in the Crimea. But when the final list was made up he had left the Navy and joined a Cavalry regiment for service in India, and his name which had been first on the list was omitted, apparently by some mistake. But very soon after-

wards, in the great Indian Mutiny in 1857, he charged a large body of mutineers with such reckless bravery that he was again selected for the V.C., and this time he got it and wore it for sixty years.



THE VICTORIA CROSS (REVERSE).

10. He rose to the highest rank—that of Field-Marshal—in the British army, and served with great distinction in wars in Africa against the Zulus and the



FIELD-MARSHAL SIR EVELYN WOOD, V.C., G.C.B.

From a Photograph by Russell & Sons.

Boers, and in Egypt, where he was appointed *Sirdar*. On his return home he held various high commands as Sir Evelyn Wood. He died in December 1919, and was mourned by the whole nation. The army idolized him.

“Sir Evelyn Wood had the spirit of a perfect

knight of the olden time. Brave, generous, simple-minded, frank, courteous to all, noble, 'he nothing common did, or mean.' His last words were: 'My God, my King, my Country.'"

11. At the great durbar of the King Emperor held in Delhi on the 12th of December 1911, it was announced that his Imperial Majesty had been graciously pleased to ordain that thenceforth the loyal officers and men of his Indian regiments should be eligible for the grant of the Victoria Cross, which had previously been reserved for British troops.

12. Ten Indian soldiers earned the Cross in the Great War of 1914-1918: five for service in France and five more for service in Mesopotamia and Palestine.

## 25. How sleep the Brave!

1. How sleep the brave, who sink to rest  
By all their country's wishes blest!  
When spring, with dewy fingers cold,  
Returns to deck their hallowed mould,  
She there shall dress a sweeter sod  
Than Fancy's feet have ever trod.
2. By fairy hands their knell is rung,  
By forms unseen their dirge is sung:  
There Honour comes, a pilgrim grey,  
To bless the turf that wraps their clay;  
And Freedom shall awhile repair  
To dwell, a weeping hermit, there.

W. COLLINS,  
1746.



SAROJINI NAIDU.

## 26. The Gift of India.<sup>1</sup>

GATHERED like pearls in their alien graves  
Silent they sleep by the Persian waves,  
Scattered like shells on Egyptian sands,  
They lie with pale brows and brave, broken hands ;  
They are strewn like blossoms mown down by chance  
On the blood-brown meadows of Flanders and France.

<sup>1</sup> From *The Broken Wing*, by Sarojini Naidu (London, Heinemann).

## 27. India to England.

1. OUI England, in thine hour of need,  
When Faith's reward and Valour's meed  
    Is death or glory,  
When Fate indites with burning brand  
Clasped in each warrior's stiffening hand  
    A Nation's story.
  
2. Though weak our hands, which fain would clasp  
The warrior's sword with warrior's grasp  
    On Victory's field,  
Yet turn, oh mighty Mother, turn  
Unto the million hearts that burn  
    To be thy shield.
  
3. Thine equal justice, mercy, grace,  
Have made a distant alien race  
    A part of thee ;  
'Twas thine to bid their souls rejoice  
When first they heard the living voice  
    Of Liberty.
  
4. They whom thy love hath guarded long,  
They whom thy care hath rendered strong  
    In love and faith,  
Their heartstrings round thy heart entwine,  
They are, and ever will be, thine,  
    In Life—in Death.

NAWAB NIZAMUT JUNG,  
Bahadur of Hyderabad.

## 28. The First Five Indian V.C.'s.<sup>1</sup>

### 1. SEPOY KHUDA DĀD KHĀN,

*The 129th (Duke of Connaught's Own) Baluchis.*<sup>2</sup>

1. THIS gallant Punjabi Muhammadan was the first Indian to earn the decoration of the Victoria Cross, by his bravery in the first battle of Ypres on the 31st of October 1914 at Hollebeke in Belgium. His home is in Chakwal in the Jhelum district of the Punjab. He was very badly wounded and in hospital when King George visited the Front and gave his fellow V.C., Darwan Singh Negi, the medal on the field of battle. When Khuda Dād recovered from his wounds and was able to walk, he was taken over to England and there decorated by the King in person.

2. The first two Indian regiments to come into action in Europe were the 129th Baluchis and the 57th Rifles. Their gallantry and steadiness in the very beginning of the war, at a most dangerous time, was of the greatest value. The fame of these two regiments had always stood high, and they maintained their reputation in the great war. Each of them won a V.C.

3. In the action at Hollebeke the two machine-guns of the regiment were placed in the front line of

<sup>1</sup> From *India in the Great War*, by E. Marsden.

<sup>2</sup> Khuda Dād Khān was not a Baluchi, although the regiment is called the 129th Baluchis. It is what is known as a "class company" regiment, and includes four companies of N.W. Frontier Pathans, two companies of Punjabi Muhammadans, and two companies of Hill Baluchis.



SEROY KHUDA DĀD KHĀN, V.C.

defence held by the 5th Lancers. Opposite to this line, at some distance, there was a very heavy battery of German artillery which poured volley after volley of shells into it, aiming especially at the machine-guns. Man after man was hit, but the gunners—those that were left of them—went on serving their two guns, killing numbers of the enemy. At length an enormous shell from the German battery hit one of the two machine-guns, wrecked it, and killed all the gunners. The British officer in command, Captain Dill, was badly wounded, and was carried to the rear by one of his men. Then Havildar Ghulam Muhammad, a Punjabi Muhammadan, took command, and the remaining gun went on firing and killed so many men that a large body of Germans rushed out of their line to attack it. Numbers of them fell to the fire of the machine-gun, but the rest came on till they reached the gun and bayoneted every man of the team of gunners, including the gallant Havildar, but one, Khuda Dād Khān. Alone, he kept on loading and firing the gun; then, seeing that he would be overwhelmed in a minute or two by fresh swarms of the enemy, he “spiked” the gun, so as to render it useless to the Germans, and fell to the ground badly wounded. He was not killed, however, and later on, when the enemy had gone back, having done their work, he managed to crawl back to his own line behind him.

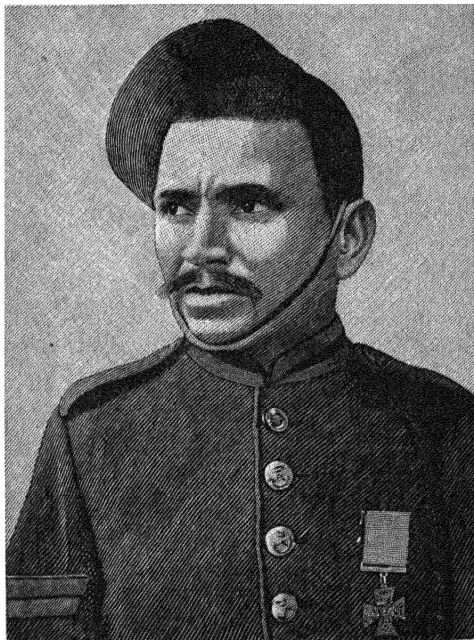
2. NAIK DARWAN SINGH NEGI,

*Of the 1st Battalion Garhwalis.*

4. This soldier was the second Indian to gain the

V.C. for his valour on the field, in the battle of Festubert in France on the 23rd and 24th of November 1914.

Like most of the sturdy recruits drawn from Garhwal, Negi spent his boyhood herding his father's sheep



NAIK DARWAN SINGH NEGI, V.C.

and goats on the bleak uplands and ice-clad valleys and glaciers of the Himalayas. He was often alone for weeks together, his only shelter from the biting blasts and fierce storms of the Himalayas being a rude hut made of pine boughs or a boulder of rock overhanging a cave on the hill-side.

5. It was in the night, in a great fight in the trenches, that the Naik earned the V.C. Trenches were scarcely known in former wars. But the powerful cannon and enormous balls and shells now used in warfare soon destroy the strongest walls and fortresses that can be built, and therefore troops shelter themselves in deep trenches and not behind walls. The trenches are in long lines, one behind another, and in them stand the soldiers. They are divided into "sections," each a few yards long, one section being shut off from another by a bank of earth which was left standing when the trench was dug. These banks were termed "traverses" or crossings because through each of them there is a narrow passage into the next section, by which men cross from one section into another. Trenches like these were used by the Germans as well as by our troops.

6. At this time the two hostile forces, the British and the Germans, were in long lines of trenches, opposite each other, at a very short distance apart, and each force was trying to drive the other out of its trenches and occupy them. Some of our front-line trenches had been taken by the enemy, and the task given to the Garhwalis, that night, was to re-take, one by one, the sections of the trenches which lay opposite to them full of Germans, for a length of about 300 yards. The attack was to be made, not from the front but at one end of the trench, up which they had to fight their way, section by section.

7. The night was pitch dark, and this made the work doubly hard. Two young British officers, with a few Afridis, led the way. They rushed into the first section and cleared it, and then threw bombs into the sections which lay beyond it. Then came the first com-

pany of the Garhwalis with fixed bayonets and worked their way, behind the traverses, along the nearer trenches. Many of the Germans in these trenches, taken by surprise, threw down their guns, held up their hands, and surrendered. There were so many prisoners, after half-a-dozen sections had been taken, that the way was blocked. No one could move. Then the second company of Garhwalis, running along the top of the taken trenches, jumped down into the sections ahead of the first. At their head was the Naik Darwan Singh Negi. Badly wounded, he went on, caring nothing for the deadly fire poured in by the Germans, who were now wide awake and knew how the attack was being made. But nothing could stop the Naik. Wounded in the arm, wounded in the head, wounded in the body, he went on to section after section, always jumping in first, till the last traverse had been taken and the task assigned to his company had been accomplished. He breathed not a word of his wounds. When his company was paraded at dawn that it might be seen how many were left alive, his company commander found him in his rank, scarcely able to stand and bleeding from head to foot.

### 3. RIFLEMAN GOBAR SINGH NEGI,

#### *39th Garhwal Rifles.*

8. This brave Garhwali was the second of his clan to win the V.C. in the battle of Neuve Chapelle on the 10th of March 1915. In this action his battalion had to charge trenches protected by lines of barbed wire. It takes some time to cut a way through

barbed wire, and while this was being done, the men



RIFLEMAN GOBAR SINGH NEGI, V.C.

were exposed on open ground to the full fire of the enemy. Numbers of them fell. Every British officer and nearly every Indian officer was killed, but the Garhwalis who were left broke through the fire, jumped down into the German trenches, bayoneted the Germans in them, and held the trenches all that day, from eight o'clock in the morning till six o'clock in the evening, having only such food as every soldier carries with him in his knapsack. At nightfall, two officers were sent across from the second battalion to help them. They held their ground all that night and all the next day, and again and again beat off the enemy, who attacked them in great strength. In their first charge, after the officers were killed, the front line was led by Rifleman Gobar Singh. This gallant soldier was awarded the

V.C., but alas! he died before he could receive it in person. His family have it and will keep it for ever, as the proudest token a soldier can earn.

9. The 39th Garhwalis will never forget the 10th of March. For them it is the "*Charge ki din*," the "Day of the charge." They all refer to it as such.

#### 4. SUBADAR MIR DAST,

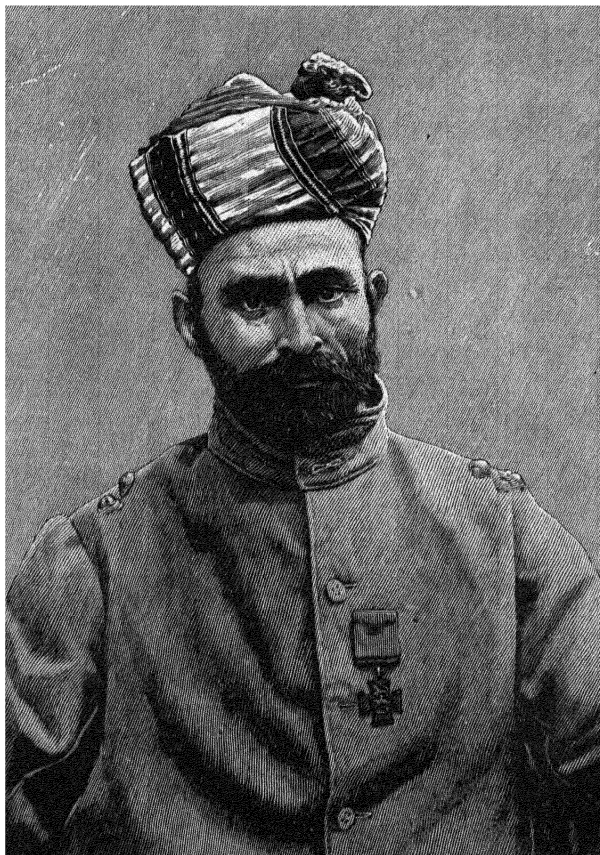
*58th Coke's Rifles, attached to the 57th Rifles.*

10. This gallant officer, a Pathan of the clan of Afridis, already held the Indian Order of Merit for his services on the N.W. Frontier, in the Mohmand expedition. He won the V.C. for his bravery in the second battle of Ypres on the 26th of April 1915.

11. His regiment, the 57th Rifles, had already crowned itself with glory in two great battles, the first battle of Ypres and the battle of La Bassee. It was hurried up, with the rest of the Lahore division, from a post 37 miles away, to take part in this action. The object of the enemy was to capture the town of Ypres, and that of the Allies was to drive them back. The Germans held a strong position on a ridge about a mile from our front, and the British force were ordered by their General to drive them from it. The enemy were much stronger than we were, in numbers; their artillery was far better than ours, they had heavier guns and a much larger supply of shells. Their aeroplanes flew over our troops bombing them, while we, at that time, had no fighting aeroplanes ready. And they used great quantities of poisoned gas, against which the Allies had then no proper protection and no gas to send back.

12. As the regiment advanced, it came under a storm of fire of all kinds—rifle bullets and cannon

balls, shells and bombs—from the German ridge. The bullets from their machine-guns were very deadly, and



SUBADAR MIR DAST, V.C.

their bombs and shells burst everywhere, killing and wounding our men in numbers. Officers and men

fell in heaps. On the regiment pressed, however, closing up their ranks as they ran, till they got close up to the trenches of the enemy. Then the German gas-machines poured out dense clouds of yellow poison gas which the wind blew right into our men. It filled all the air, so that nothing could be seen. In a minute or two the ground was covered with the bodies of men choking and writhing in agony, while the enemy poured into them volley after volley of bullets. This was more than flesh and blood could stand, and the order to retire was given. Our troops—those that were alive—had to make their way back as best they could.

13. But one company did not go back. Jemadar Mir Dast, who had led his sub-company right through the fire, showing them the way, remained behind with his men in a trench which they had hastily dug, throwing up the earth out of it as a bank on the side of the enemy. All the British officers had been killed or were lying wounded on the field. The Jemadar went round, collected all the men he could find alive, for some of them had not been killed outright by the gas and were beginning to recover. Taking command, he held the post in the trench for the rest of the day till night fell and the order came to return to our own lines.

14. On the way back, he picked up and brought in many wounded men, in spite of the ceaseless fire which the enemy still poured in although it was dark. He was himself wounded, but kept on. Having put the wounded men in safety, he went out again with two or three other men and brought back eight wounded British and Indian officers. He is a man of slight build, and two of the British officers doubted

his strength and asked him to bring up a stretcher. "We have no stretcher," simply replied Mir Dast, "and there is no time to get one." He took one officer up on his back, the Sepoys who were with him carried the other, and they got back safely.

15. For his bravery, he was promoted from the rank of Jemadar to that of Subadar and awarded the Victoria Cross by the King in person on the 21st of August 1915 at Brighton. Mir Dast, who could not walk, was wheeled up in a chair, the King stooped over him and pinned the ribbon with the Cross attached to it on his breast.

16. Long before this, when Mir Dast left the headquarters of his regiment at Bannu in the North-West Frontier of India to join the army in Europe, he said to his Colonel, "Now that we Indian Sipahis may earn the Victoria Cross, the greatest of all rewards for bahaduri (bravery), I will get it or die."

## 5. RIFLEMAN KULBIR THAPA,

### *3rd Gurkhas.*

17. This brave little Gurkha earned his decoration in the battle of Loos on the 26th of September 1915. His gallant deed could not be beaten for reckless bravery and self-sacrifice.

In this battle, as at Neuve Chapelle, the British attacked the Germans in their trenches. They first bombarded their lines very heavily for two days, and the shells from our heavy guns shattered to pieces the barbed-wire fences in front of them, except in one section which was in front of the Gurkhas. This



RIFLEMAN KULBIR THAPA, V.C

was, however, not known, for the wire could not be seen through the thick smoke and gas which overhung the battle-field when the Gurkha battalion charged. On they rushed, however, till they were checked by the barbed wire, and here many of the men were killed and lay in heaps. A small party, however, hacked their way through the wire and made a narrow lane through which they rushed. But on the edge of the trench they were all shot down, except Kulbir Thapa. He was wounded but jumped down into the trench which the Germans had that moment left, running off to another section. But close behind it lay a British soldier, badly wounded. He begged Kulbir to leave him and save himself. But this the gallant Gurkha would not do. He remained by the side of the wounded man, tending him and defending him all that day and the following night. Very early the next morning, at the first streak of dawn, under cover of a thick mist, Kulbir brought the wounded man out through the lane in the wire which had been cut the day before, and placed him in a little hollow close in front of the wires. Not content with this, he returned the same way and brought back two wounded Gurkhas who were still alive, lying on the edge of the trench. By this time it was broad daylight, but Kulbir carried first the wounded British soldier across the field, back to the British lines, though exposed all the way to the full fire of the enemy. Then he went back with another man and brought the two wounded Gurkhas. Kulbir recovered from his wound, went to Egypt with his regiment, and eventually returned to India.



ALFRED TENNYSON,  
1809-1892.

## 29. Charge of the Light Brigade.

At the battle of Balaklava in 1854, a body of English cavalry, numbering 600 men, were by some mistake ordered to charge the Russian army. They did so. The charge lasted for twenty-five minutes, and left more than two-thirds of the men dead or wounded.

1. HALF a league, half a league,  
Half a league onward,  
All in the valley of Death  
Rode the six hundred.  
“Forward, the Light Brigade!  
Charge for the guns!” he said:  
Into the valley of Death  
Rode the six hundred.

2. "Forward, the Light Brigade!"  
Was there a man dismay'd?  
Not tho' the soldier knew  
    Some one had blunder'd:  
Their's not to make reply,  
Their's not to reason why,  
Their's but to do and die:  
Into the valley of Death  
    Rode the six hundred.
  
3. Cannon to right of them,  
Cannon to left of them,  
Cannon in front of them  
    Volley'd and thunder'd;  
Storm'd at with shot and shell,  
Boldly they rode and well,  
Into the jaws of Death,  
Into the mouth of Hell  
    Rode the six hundred.
  
4. Flash'd all their sabres bare,  
Flash'd as they turn'd in air  
Sabring the gunners there,  
Charging an army, while  
    All the world wonder'd:  
Plunged in the battery-smoke  
Right thro' the line they broke;  
Cossack and Russian  
Reel'd from the sabre-stroke  
    Shatter'd and sunder'd.  
Then they rode back, but not—  
    Not the six hundred.

5. Cannon to right of them,  
 Cannon to left of them,  
 Cannon behind them  
     Volley'd and thunder'd ;  
 Storm'd at with shot and shell,  
 While horse and hero fell,  
 They that had fought so well  
 Came thro' the jaws of Death,  
 Back from the mouth of Hell,  
 All that was left of them,  
     Left of six hundred.

6. When can their glory fade ?  
 O the wild charge they made !  
     All the world wonder'd.  
 Honour the charge they made !  
 Honour the Light Brigade,  
     Noble six hundred !

LORD TENNYSON.

### 30. The Second Five Indian V.C.'s in Mesopotamia.

6. LANCE NAIK LALA,  
*of the 4th Dogras.*

1. THIS gallant soldier upheld the name of the Dogra race on many a bloody field in Mesopotamia. He won the V.C. by his gallantry at El Hannah on the 21st of January 1917. Here he fought with the greatest



LANCE NAIK LALA, V.C.

bravery all day and all night, and, as one of the officers who had watched him said, "he earned the V.C. a dozen times over." He saved the lives of five officers that day. The Adjutant of his regiment lay badly wounded on the field in front, in full view of the enemy 100 yards away. To cross the field seemed certain death. But the gallant Dogra could not bear to see his beloved officer lying wounded and helpless, exposed to death every moment by the fire of the enemy. He insisted on going out to him, saying he would crawl back with him on his back. An icy wind was blowing, the rain had been falling heavily and the ground was covered with pools of water in which many wounded men, who could not rise, were drowned that night. When the Naik, after several narrow escapes from death, at length reached his officer, he thought it would be better to await the darkness than run the risk of going back in daylight over the open field. He took off his own clothes and put them on his officer to keep him warm. He lay down beside him, shielding him with his own body from the cold wind and the rain for the rest of the day. As soon as it was dark, he lifted him on to his back and carried him safely back to the British trenches.

2. The Dogras, before this, had won name and fame for their race and regiments on many a hard-fought battle-field in France. They would rather die than surrender. A Dogra never "held up his hands" to save his life. A Jemadar named *Kapur Singh*, when surrounded with his company by the enemy, his English officer having been killed, fought on with his men till every one had fallen. Then, with his last cartridge, he shot himself rather than surrender. The

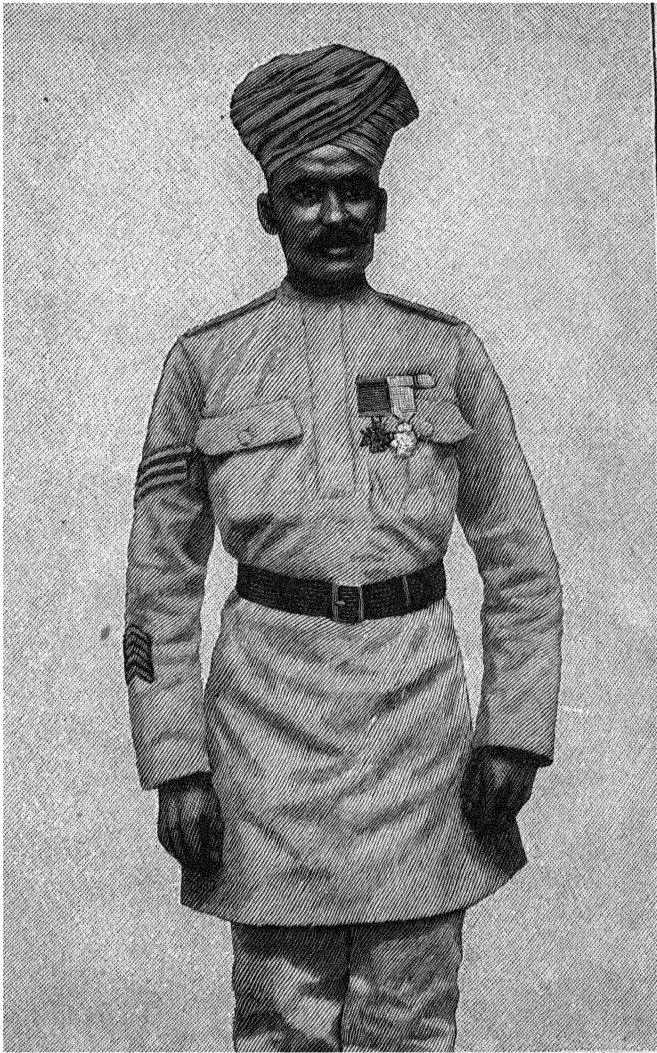
tale was told by a wounded man of his company who was left for dead on the field, but was afterwards rescued by our troops.

7. SEPOY CHATTA SINGH,  
*of the 9th Bhopal Infantry.*

3. This valiant sepoy won the Victoria Cross "for most conspicuous bravery and devotion to duty in leaving the cover (of his trench) and walking out on the open ground, exposed to very heavy fire, to aid and to rescue his commanding officer who was lying wounded and helpless in front of the line. He bound up his wounds, and then with his tools, which he took with him, he dug a little trench and put the wounded officer into it. Then he lay down on the side of the trench opposite to the enemy so as to shield his officer with his own body. There he lay, for five hours, exposed to the rifle fire from the German line in front, but by great good luck he was not hit, the enemy probably thinking that, as he lay there motionless, he had been killed. As soon as it got dark, he went back to his own line for help and carried his officer back to safety."

8. NAIK SHAH AHMAD KHAN,  
*89th Punjabis.*

4. This fine soldier, a Punjabi Muhammadan, won the V.C. on the 29th of September 1916. It was awarded to him for most conspicuous bravery. He was



SEPOY CHATTA SINGH, V.C.

in charge of a machine-gun in front of a gap in a new line which had been made by our troops. He and his



NAIK SHAH AHMAD KHAN, V.C.

small section of men who worked the machine-gun had to "cover" (*i.e.* to defend) the gap, till it should be filled by men coming up from behind, so that the line might be complete. He and his men were on

open ground, exposed to the full fire of the enemy, who lay in a trench about 150 yards away. When they saw the gap, they made three fierce attacks upon it. All the men at the machine-gun but two were shot down, but the gallant Naik worked the gun by himself alone, aided by his two men, who gave him fresh belts of ammunition as he wanted them.

5. For three hours he held the gap under very heavy fire, and beat back every assault of the foe till the line was made secure. The machine-gun was hit by a shell and could not be used, but the three Punjabis held their ground with rifles till at length the order came for them to retire, as the line was complete behind them.

Then Shah Ahmad went back with three other Punjabis and carried back his gun, and the wounded men of his section, who were lying on the ground and unable to move.

Finally, he went back alone and brought in all his remaining ammunition, and such arms as had been dropped by the wounded men.

If it had not been for his brave defence of the gap, the enemy would have got into it and killed a great many of our soldiers.

## 9. JEMADAR GOBIND SINGH,

*28th Cavalry.*

6. This splendid soldier is a Rahtor Rajput, a kinsman of Sir Pertab Singh, who is the chief of his clan. Formerly in the Jodhpur Lancers, he was attached to



JEMADAR GOBIND SINGH, V.C.

the 28th Cavalry during the war. He won the V.C., as the *Gazette* says :

“For most conspicuous bravery and devotion to duty. Three times he volunteered to carry messages between his regiment and Brigade Headquarters, a distance of a mile and a half over open ground, under the constant heavy fire of the enemy. He succeeded, every time, in delivering his message, although on each occasion his horse was shot under him and he was compelled to finish his journey on foot. He received his V.C. at Buckingham Palace, directly from the hands of the King.”

#### 10. LANCE NAIK KARAN BAHĀDUR RĀNA,

*3rd Gurkhas.*

7. A Garhwali Thapa acquires the title Rāna when his father, grandfather and great-grandfather have all fallen in battle. Karan bahādur, therefore, had brave ancestors, and well has he upheld the fame of his family. His regiment, the 3rd Gurkhas, is the only one in the Indian Army which has in it two V.C.'s, of whom he is one.

8. A British officer<sup>1</sup> of this regiment writes : “Our men are certainly wonderful. Oh for an army of Gurkhas ! With them, we could do anything. What can one say of this race of marvellous children, who, in the midst of an arduous mountain campaign, seize their first hard-earned moments of rest to begin learning to read and write and who never treat any hardship,

<sup>1</sup> Captain Ralph Turner, 3rd Gurkhas (before the war, a Professor in the Queen's College, Benares, now Professor of Sanscrit in the Oriental School of Studies, London).

however great, as anything else than a huge joke. Day



LANCE NAIR KARAN BAHĀDUR RĀNA, V.C.

after day of drenching rain on a cold mountain top cannot quench their spirits or extinguish their laughter.”

9. How Karan bahādur Rāna, the latest recipient of the V.C., won his honour was told by the same officer in a letter home in May 1918 :

“ My Havildar Major, Budhibal, who was to have been Jemadar Adjutant, a splendid fellow, was killed when gallantly charging a German machine-gun on the slope of the hill. Lieut. Barter, V.C., with Budhibal and six men, had to ‘rush’ the gun (*i.e.* capture it by a sudden rush). When they had got within thirty yards, it turned on them, killing Budhibal and the six men. Barter flung himself down as though hit, and for six hours he lay in the burning sun without moving, as if he were dead, only 30 yards away from the gun. All this time, man after man came up to a ledge or a little rock below him, to try his luck against this gun with his rifle, only to be shot down. At last a Lewis-gun came up. Barter could see its black muzzle poked over the ledge, but before the leading man in charge could fire he was shot.

10. “ Instantly the next man behind him, a little fellow named Karan bahādur Gurung, pushed the dead man off the gun, fired it, and in one burst ‘laid out’ (*i.e.* shot down) the whole of the German machine-gun crew. And then, as the Lewis-gun ‘jammed’ and stopped firing, in spite of being shot at and bombed at from all directions, he put the gun in order again as coolly as if he were in his training class and proceeded to ‘rake’ (*i.e.* shoot up and down) the hill-side with his fire and cleared it completely of the enemy. It was an act of incomparable bravery, and it would have cheered the heart of poor Budhibal who was lying dead in front, if he could have seen it.

11. “ But the names of those who were killed that

day are too many to commemorate. They died for us, gallant and unquestioning in their faith and loyalty. No troops could touch our Gurkhas in their courage, tenacity, and all soldierly virtues. Impetuous in battle, unflinching in adversity, gentle to the defeated, kind to the wounded, loving, generous, faithful, cheery—they bind one's heart to them with strong bonds."

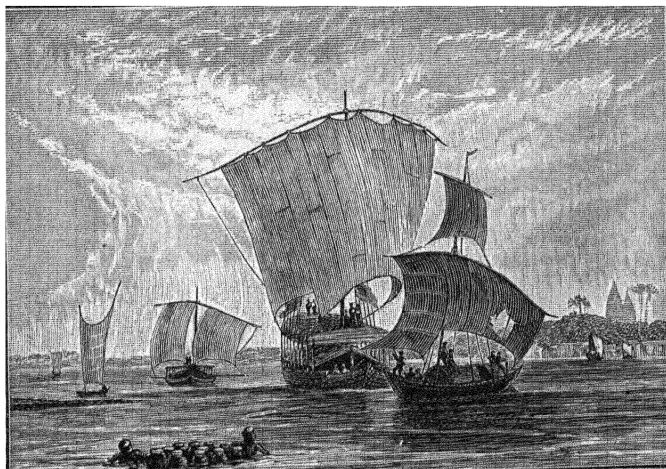


REGINALD HEBER,  
1783-1826.

### 31. An Evening on the Ganges.

1. OUR task is done ! On Ganga's breast  
The sun is sinking down to rest ;  
And, moor'd beneath the tamarind bough,  
Our bark has found its harbour now.

With furléd sail, and painted side,  
Behold the tiny frigate ride.  
Upon her deck, 'mid charcoal gleams,  
The Moslem's savoury supper steams ;  
While all apart, beneath the wood,  
The Hindu cooks his simpler food.



EVENING ON THE GANGES.

2. Come, walk with me the jungle through ;  
If yonder hunter told us true,  
Far off, in desert dank and rude,  
The tiger holds his solitude ;  
Come boldly on ! no venom'd snake  
Can shelter in so cool a brake.  
Child of the sun ! he loves to lie  
'Midst Nature's embers, parch'd and dry,

Where o'er some tower in ruin laid,  
The pipal spreads its haunted shade ;  
Or round a tomb his scales to wreathe,  
Fit warder in the gate of Death !

3. Come on ! Yet pause ! Behold us now  
Beneath the bamboo's arched bough,  
Where winds our path through many a bower  
Of fragrant tree and giant flower ;  
With pendent train and rushing wings,  
Aloft the gorgeous peacock springs.
4. A truce to thought ! the jackal's cry  
Resounds like sylvan revelry ;  
And through the trees yon failing ray  
Will scanty serve to guide our way.  
Yet mark ! as fade the upper skies,  
Each thicket opes a thousand eyes :  
Before, beside us, and above,  
The firefly lights his lamp of love,  
Retreating, chasing, sinking, soaring,  
The darkness of the copse exploring ;  
While, to this cooler air confest,  
The broad dhatúra bares her breast.
5. Still, as we pass, in soften'd hum  
Along the breezy alleys come  
The village song, the horn, the drum.  
Still, as we pass, from bush and briar,  
The shrill cigála strikes his lyre ;  
And what is she, whose liquid strain  
Thrills through yon copse of sugar-cane ?  
I know that soul-entrancing swell !  
It is—it must be—Philomel !

6. Enough, enough ; the rustling trees  
 Announce a shower upon the breeze,  
 The flashes of the summer sky  
 Assume a deeper, ruddier dye ;  
 Yon lamp that trembles on the stream,  
 From forth our cabin sheds its beam ;  
 And we must early sleep, to find  
 Betimes the morning's healthy wind.

HEBER.

### 32. Crossing the Bar.

1. SUNSET and evening star,  
 And one clear call for me !  
 And may there be no moaning of the bar,  
 When I put out to sea,
2. But such a tide as moving seems asleep,  
 Too full for sound and foam,  
 When that which drew from out the boundless deep  
 Turns again home.
3. Twilight and evening bell,  
 And after that—the Dark !  
 And may there be no sadness of farewell,  
 When I embark ;
4. For tho' from out our bourne of Time and Place  
 The flood may bear me far,  
 I hope to see my Pilot face to face  
 When I have crost the bar.

ALFRED TENNYSON.

N



## NOTES

THE following notes include (1) explanations in simple terms of such words, phrases, or idioms as may be found difficult by Indian students to whom English is a foreign language; (2) grammatical exercises—such as are often set in university matriculation or S.L.C. examinations at the close of the High School Course. The attention of students is particularly directed to figures of speech and to the derivation of words. The grammar questions are on the parsing of words which involve some difficult point of grammar, and on the analysis of involved or complex sentences.

It is taken for granted that students of this book are acquainted with the elements of grammar and analysis such as are given in Readers II., III., IV. of this series.

*Etymology* (from the Greek *etymon* = root + *logos* = word) deals with the derivation of words.

The English language contains words taken from several other languages, mainly from Anglo-Saxon, Latin, and Greek.

In ancient times Britain was inhabited by tribes of Britons or Celts. Many words of the languages which they spoke are still to be found in Modern English. They are nearly all short and easy words in common use, *e.g.* :

Bad, babe, bat, cart, clock, cut, dark, down, knock, rub—are all Celtic words.

About 1500 years ago, tribes of men came over into Britain from the opposite coast of Europe, from the country now called Holland. The chief of these tribes were the Angles and the Saxons, and after them the Danes from Denmark (Dane-mark). They were kindred tribes, and bands of them came over one after another for about 100 years, as tribes of *Aryans* did into Northern India. In Britain they became one people, and as the biggest and strongest tribe was the Angles, they called their new island home "Angle-land" or England. The ancient Britons or Celts fled into the mountains in Wales, and descendants of these old races still inhabit Wales and Ireland and North Scotland.

The Modern English are mainly descendants of the Angles and Saxons, and the language they speak is mainly Anglo-Saxon. It was at first what we now call *Old English*, and the forms of many of these words have changed a little in the course of hundreds of years. They are nearly all short and easy words, names of common things—things around us which we can see and feel, or sounds which we can hear, *e.g.* :

Father, mother, child, son, daughter, boy, girl, dear, love.

Sun, moon, sky, earth, heaven, wind, air, star, light.

Hot, dry, cold, wet, quick, slow, high, low, sweet.

Read, write, see, hear, smell, taste, feel, help, look.

Head, neck, arm, hand, foot, leg, ear, lip, nose.

Run, walk, jump, lie, tell, talk, go, come, move.

The prepositions—in, on, at, over, under, to, from.

The numerals—one, two, three, four, five, six, seven, etc.

Adverbs—now, then, when, here, there, where, slow, fast.

All these and many more like them are Anglo-Saxon or Old English words. Hence we get a very general rule. If a word be short and easy and relate to common things we see about us, we may put it down as an Anglo-Saxon word. No doubt there are some short and easy words that do not come from this source, *e.g.* *pen*, *street*, *camp*, which come from the Latin. But these are very few in number.

After the Anglo-Saxon and Danes, came the Normans about 1000 years ago, from Normandy (or North-man-dy). They came from the north of France, and conquered England under their King, William the Conquerer. They spoke French and brought over with them a great many French words into the English language. But French is itself largely based upon the ancient Latin language, for the Romans had conquered and settled in France long before, and brought their own Latin language with them. The French, however, greatly altered the form of many Latin words; they made them softer and easier to pronounce. Thus the words which the English language has taken from the French are, many of them, much changed from their first form in Latin.

But in the Middle Ages, when learning spread over Europe, and Latin and Greek books in prose and in poetry on all subjects, particularly on history, philosophy, science, and law, were studied in nearly every country in Europe, and when Latin was the common language of all learned men, as Sanscrit was in India, a great many words were taken into English directly from the Latin and Greek languages, particularly words relating to philosophy and science, besides the words that came through the French. These were words

in their pure Latin spelling, the endings of the words, however, being English. So in the Indian vernaculars, we have many pure Sanscrit or *tatsama* words beside the words called *tadbhava*, *i.e.* words changed in their form. These correspond to the Latin and Greek words in English, while the *Desya* or "country" words correspond to the Anglo-Saxon.

Nearly all the words taken from Latin and Greek into English are long and difficult (compared with the Anglo-Saxon words) and relate chiefly to science and art, to history and philosophy and theology. It is these words that are explained in the notes in this book. Very few Anglo-Saxon words need explanation, as the student by this time ought to know them pretty well.

It will be found that there are in English many pairs of words, one from the Latin or Greek, the other from the Anglo-Saxon, both having very much or quite the same meaning, *e.g.* we have the words happiness and felicity, daily and diurnal, farmer and agriculturist, sailor and navigator, bravery and fortitude, womanly and feminine, etc. In these examples the first word is Anglo-Saxon, the second Latin. It is a good exercise to find a simple, easy, *v.e.* an Anglo-Saxon, word for every long and difficult word that the student meets with. Words having the same meaning are called "synonyms" (from Greek *syn*=together with + *onoma*=name). *Antonyms* (from Greek *anti*=opposite or against + *onoma*=name) are words having opposite meanings, *e.g.* joy, sadness; pleasure, pain.

We have seen that the *spelling* of a Latin word, when it comes through the French, is often changed, and sometimes very much changed. So too is the *meaning*. For example, take the English word *voyage*, which now means a journey by sea, a sailing from one place to another. This comes from the Latin word *viaticum*. Only two letters of this word, *viz.* *v* and *a*, remain. The word *via*, in Latin, means *way, road*; and *via-ticum* meant, at first, "food taken for a journey by land or sea, food for the way." The Italians, of later times, changed this word into *viaggio*. They softened the pronunciation by taking out the sharp letters *t* and *c* (=k) and putting in the soft letters *jj*. Then the French took the word and made it still softer by changing the two vowels, *i, a*, into one broad vowel sound *oy*, and so made the word *voyage* (pronounced *voy-āzh*). (In the same way, the Bengalis changed the Sanscrit word *vijaya* into *bijoy*.) Then the English took up the word *voyage*, pronounced it *voyj*, and changed its meaning, "food for the way," into travel (not food) by land or sea, and finally the word came to have its present meaning, *viz.* a journey or travel by sea only. The meaning "food" has been quite dropped.

Again, take the word *journey*. This word comes from the French *jour*, a day. The French took it from the Latin adjective *diurnus* = daily (from *dies* = a day). They softened *diur* into *jour* (zhour). But in English the word *journey*, which at first meant travel done in one day, now means *travel*, whether it takes an hour or a day or a month or a year. The first meaning of the word—*day*—has been dropped. In another sense, however, the same word, *journal*, means a written account of events day by day. Here the first meaning—*day*—has been kept.

*Roots.*—The root of a word is that part of it which belongs to the word in the language from which it was taken—that part which is found in all words derived from the same root. For example, there is a Latin word *unus* which means *one*. From it are derived the English words *unite*, *unity*, *union*, *unanimous*, *uniform*. All these words have one part which is common to all, viz. the syllable *un*. This is the root. In every word derived from it there is the meaning *one*, with some other meaning added to it; e.g. *unite* means “make one,” *unity* means “one-ness,” *union* means “making one,” *unanimous* means “of one mind” (*animus* = mind in Latin), *uniform* means “of one form or pattern.” A knowledge of the root of a word, and of its meaning, helps us very much to understand the exact meaning and force of the word, and to use it correctly.

*Prefixes.*—There are many Latin roots which contain two syllables, viz. the root itself and a prefix. The chief of these prefixes are *ab* = from, *ad* = to, *con* = with, *ex* = out of, *in* = in or not, *ob* = in front of, against, *per* = through, *pre* = before, *pro* = for, *re* = back, again, and *sub* = under. Instances of all these will be found in the notes on words in the text. But when a prefix ending in a consonant is put before a root beginning with another consonant, the last letter of the prefix is often changed into the first letter of the root, so as to make it easier to pronounce the whole word, e.g.

The prefix *AD* = “to” becomes: *ac* in ac-cent (for ad-cent), *af* in af-fer (for ad-fer), *al* in al-lege (for ad-lege), *as* in as-sent (for ad-sent), *at* in at-tend (for ad-tend), *ap* in ap-prove (for ad-prove).

In the same way *CON* = “with” becomes: *col* in col-lege (for con-lege), *cor* in cor-rode (for con-rode).

And *SUB* = “under” becomes: *suc* in suc-ceed (for sub-ceed), *suf* in suf-fer (for sub-fer), *sug* in sug-gest (for sub-gest), *sup* in sup-port (for sub-port), *sus* in sus-pect (for sub-spect).

If the student will try to pronounce any of these pairs of words, one after the other, he will find how much easier it is to pronounce the second than the first. Take the word “sub-gest,” and compare it with suggest. This easy sounding of letters is called *euphony*

(Greek *eu* = good + *phonos* = sound), and the change is said to be made "for euphony."

#### FIGURES OF SPEECH.

A Figure of Speech is the use of words in an unusual way to give beauty to style or to make the meaning more striking. A style full of these figures is said to be Figurative or Ornate. Figures of Speech are much more common in poetry than in prose.

The chief Figures of Speech are :

Simile, metaphor, personification, metonymy, euphemism, hyperbole, alliteration, synecdoche, apostrophe, transferred epithet.

*Simile* comes from the Latin word *similis*, which gives us the English word *similar*, meaning like. In simile we say that one person or thing is *like* another. The word "like" or "as" is used to show likeness, e.g. "He is like a lion," or "He is as brave as a lion," or "He is as strong as a lion." In each of these sentences there is a simile.

*Metaphor* is a simile with the word "like" or "as" left out, e.g. "He is a lion," "This dog is a lamb at home, a lion in the chase," i.e. He is as gentle as a lamb when he is at home, he is as active and as brave as a lion when he is chasing (or hunting wild animals). A metaphor is a compressed or shortened simile. Style full of metaphors is called metaphorical. The lines on "Evening in England" (from Gray's "Elegy") in lesson 23 are highly metaphorical.

In *Personification* we speak of a lifeless thing as a *person* or living being, e.g. "The whisper of the wind," "The wrath of the storm," "The smiling moon."

*Metonymy* (from the Greek *meta* = change + *onoma* = name) means, literally, a change of name. In this figure, one thing is put for another in some way related to it; e.g. "Crown" is used for king in the sentence, "This land belongs to the Crown," meaning to the king. "He is very fond of Shakespeare," i.e. of the works of Shakespeare.

*Synecdoche* is a kind of metonymy which has a wider meaning. It is the use of a part for the whole or of a whole for the part; e.g. bread or rice for food, a hand for a man, as in the sentences, "Give us this day our daily bread," "All hands went on board."

*Euphemism* (from the Greek *eu* = good + *phemi* = speak) is the use of soft or pleasing words for others which sound harsh or unpleasant, e.g. "pass away" for "die."

*Hyperbole* (from the Greek *hyper* = beyond, over, + *ballo* = throw) is exaggeration, i.e. saying more than is quite true; e.g. "He shed rivers of blood," i.e. much blood.

*Alliteration* (from the Latin *ad*=to + *litera*=a letter) is the use in the same line of two or more words beginning with the same *letter*, e.g. "He rushed into the field and foremost fighting fell."

*Apostrophe* (from the Greek *apo*=forth or towards + *stropho*=turn) is the turning towards or addressing a thing as if it were a person, or calling on some absent or dead person as if he or she were present; e.g. "Listen, O Earth," "Milton! thou should'st be with us at this hour."

*Transferred Epithet* (*Epithet*, from the Greek, means exactly the same as *Adjective* from the Latin, viz. "added to," "put upon") is the "transferring" or changing of an adjective from a person, to whom it properly belongs, to a thing, e.g. "I walked many a weary mile," i.e. walking many a mile made me weary.

### 1. The Prince of Wales—Childhood.

1. *Passed away*, died. This is a "euphemism." Other phrases with the same meaning are "expired," "breathed his last," "departed."  
 2. *The present Prince*, he who is now Prince of Wales. *Named after*, i.e. named like. *Patron saints*, some very holy men who lived in ancient times are termed "saints," and are believed by some sects of Christians to protect and help those who pray to them. So St. George was supposed to guard and protect England and all Englishmen. Fort St. George, in Madras, was named after him. Scotland, Ireland, and Wales were supposed to be under the special care of their patron saints—St. Andrew, St. Patrick, and St. David (*saint*, French from Lat. *sanct-us*=holy). The Indian word with the same meaning is *Mahātma*.<sup>1</sup> *Buckingham Palace* (see picture on page 55). *Blew kisses*, put the tips of his fingers to his lips and then threw out his hands towards them, meaning that he loved them and would kiss them if he could. *Cheered*, shouted with joy, clapped their hands, cried out "Hurra!" *Chap*, "fellow." These words are used in talking and show (as here) fondness, but sometimes contempt. *Beginning his public life*, speaking to the public, which he will have to do when he grows up to be a man. 3. *Four generations*, families in line of descent or (as here) ascent—son, father, grandfather, great-grandmother. Each of these is one generation. 4. *Worshipped*, loved, as one loves God. *Granny*, short for grandmother, like "daddy" for father, and "mummy" for mother. *Wistful*, sad, thoughtful. *Solemn rites*, religious, sacred ceremonies. *Solemn* (Lat. *sol-lus*=the

<sup>1</sup> Much in the same way Marathas believe that Shivajee, their national hero, still protects and guards the Maratha nation.

whole + *ann-us* = year); the word literally means what comes once only in the whole year, like a yearly fast or feast, which is therefore a solemn event. *Funeral*, the burying. When a Christian is buried, the coffin or long box containing the dead is taken to a church, where prayers are read and hymns are sung, and then it is carried to the grave and buried; the relations and friends walk behind the coffin, all dressed in black, to show their sorrow. 5. *Coronation*, crowning (Lat. *corona* = crown). *Gorgeous*, grand, splendid. *Full of interest*, very pleasing. *Coronet*, a little crown worn by a prince, a princess, a peer, or a peeress, smaller than the crown of a king or queen. *Uniforms*, dresses. The word means "of one form," and is applied to the dress of men of the same body or rank to show that they belong to it, e.g. soldiers, sailors, policemen all wear "uniforms" of the same kind or pattern. A nobleman or general or admiral is known to be what he is by his dress. 6. *Good-bye*, short for "*May God-be-wi'-ye*," i.e. with you. The three words, *be*, *with*, *you*, are shortened into one word "bye." Farewell. These words are said by friends to each other when they part. At the same time a gentleman raises his hat and a lady bows. When friends meet they say "How are you?" or "How-do-you-do?" *Bid* is often used as the past tense of "bid," the other form being "bade." 7. *A good deal*, much. *Romp*, run and jump. *Tip*, the Indian word is "*bakshish*." A small gift of money. *Allowance*, sometimes called "pocket-money," money "allowed" or given to children to spend as they like. *Family events*, birthdays. *Would do*, would be suitable. *Calculation*, thinking (lit. counting, from Lat. *calculi*, small stones used in counting). *Afford*, spend out of his little savings. *Needless to say*, it need not be said, because every one would know. 8. *Brought up*, educated, taught. *Considerate*, considering or thinking of others, i.e. kind and thoughtful. *Statuette*, a little statue or image, a diminutive form of statue, as coronet is of crown. (A "statue" is what stands up, from Lat. *status* = standing, from root *sto* = stand.) 9. *Articles*, things (lit. things with joints or parts, like a table or stool; from Lat. *articulus* = a little joint, but now the word simply means things of any shape or kind, e.g. a ball which has no joints, or a ruler). *Gardening*, working in a garden. *Set of tools*, a number of tools to be used together. *Overjoyed*, full of joy, delighted. *Present*, give. 10. *Perfectly*, very well indeed. *Handle*, use with his hands. *Bicycle* (from two Greek words, *bi* = two + *cyclus* = a circle), so called because it has two wheels which are round or circular in shape. *Cycle*, ride on a bicycle. *Zoological*, from Greek *zoon* = an animal + *logos* = a word, i.e. a description. *Zoology* means a description of animals, and the adjective form is zoological. In the "zoo" wild

animals are kept in cages.<sup>1</sup> *Hippopotamus*, from Greek *hippos*=horse + *potamos*=river. The name means river-horse, because the Greeks thought it looked something like a horse. It is really not a horse at all, but belongs to the tribe of pigs. *Rhinoceros*, a Greek word meaning Nose-horn, given to it because it has a horn on its nose. *Giraffe*, an Arabic word meaning "long-necked." *Natural History*, another term for zoology, which comes from the Greek, while *natural* and *history* come from the Latin. *Natural*, the adjective form of *nature* (from Lat. *natus*=born), means all things as they are born, not changed by man. A "Natural History" means a book describing animals. *Charming*, pleasing *Animal life*, the way in which animals, especially wild animals, live. *Preceding*, going before (Lat. *præ* or *pre*=before + *ced-o*=go). *Disabled*, wounded so that they were not able to use their limbs. *Gallant*, brave. *Squash rackets*, a game played with bats and balls in a closed, walled court. *Hold his own*, play as well as anybody. 11. *Kindergarten* (a German word meaning children's garden). A way of teaching young children by games, properly in a garden, then in a room. *Modern* (Lat. *modern-us*, from *modo*=just now), of our own times. The opposite word is *ancient* (Lat. *ante*=before), meaning of old time. *Linguist*, one who knows many languages (Lat. *lingua*=tongue). As the tongue is used in speaking, *lingua* came to mean speech in Latin. In the same way the English word *tongue* means language; so the English *tongue* means the English language.

## EXERCISES.

1. Parse the words in italics in the following :

- (1) He was made *Prince*. His son *became* King. (2) He was named *Edward*. The Prince will one *day* rule as *Edward VIII*. Who had come to *see* the bride *depart*. (4) Call *her* *Granny*. (5) *What* it all meant. (6) They *bid* them *good-bye*. (7) *Needless* to say.

2. Analyse into clauses the complex sentences :

- (7) He would go . . . Sandringham. (8) The little boy's eyes . . . was ill.

3. (5) They talked to *each other*. "Why not to *one other* " ?

4. Give the principal parts of the verbs : *borne*, *given*, *speak*, *held*.

5. Give, with their meanings,

Four words with the prefix *pre* (meaning before).

Four words ending in *cede* or *ceed* (meaning go).

The antonyms of *public*, *aged*, *good-natured*, *close*.<sup>1</sup>

<sup>1</sup> For pictures of many of these animals and a description of each of them, see the *Geography for Senior Classes* by Marsden, pp. 384, 388.

6. (9) *So* had each of his brothers. What is the word *so* put for?
7. Give the adjective forms of: *honour, Wales, king, child.*
8. Give the noun forms of: *amuse, speak, grand, gracious.*
9. Give the verb forms of: *title, heartily, life, opposite.*
10. Give four words which have the same form as a noun or as a verb, *e.g. rule*, with illustrative sentences.

## 2. God bless the Prince of Wales.

1. *God bless*, this is a prayer: (O) God, bless (thou). The word "God" is said in grammar to be the "Nominative case of Address," because we here "address" or speak to God. It is also called the "Vocative," or "calling" case, because we here call upon God. The subject of "bless" is "thou" understood. Instead of (O) God, we may take it as (May) God bless. If so, the word "God" is the subject of "may bless." *Mountains*, Wales is a country full of mountains, which echo back or re-echo loud sounds. *Minstrel*, one who plays on a harp or a vlna and sings verses as he plays. *Strains*, tunes. *Of yore*, of olden times. In Anglo-Saxon *yore* is a form of "year" and means "of years" gone by. The word is now only used in poetry. *With heart and voice*: the poet calls on everybody to sing or repeat his poem aloud, as it used to be sung in old times. To this day the Welsh are very fond of singing. They have a national festival, held every year, when prizes are given to those who sing best. 2. *May* is short for *Mary*. She is the only daughter of the King, and was married this year (1922) to Viscount Lascelles, an English nobleman. *Cherished*, loved by everybody in England. *Righteousness*, goodness. This is the noun form of righteous, which is itself an adjective form of right.

### EXERCISES.

1. Parse the words in italics in the following:
  - (1) *Let* the prayer *re-echo*, (2) *Hail! May, Princess.*
2. What figure of speech is there in the last two lines of verse 1?
3. Give the adjective forms of: *mountain, hill, Prince, glory, God.*
4. Give the verb forms of: *prayer, blessing, glory, noble.*
5. Give the noun forms of: *lovely, noble, guide, resound.*
6. Give four words which have the same form as an adjective or as a verb, *e.g. open*, with illustrative sentences.
7. From verse 1 give an instance of:
  - (1) A prepositional phrase; (2) An adverbial clause; (3) A clause in apposition to a noun; (4) A phrase in apposition to a noun.
8. Give antonyms of: *noble, peace, goodness, ancient.*

### 3. The Prince of Wales—Boyhood. (Paragraphs 1-7.)

*The Navy* or Royal Navy (Lat. *navis*=ship) is a term for all the fighting ships of England. It is the most powerful Navy in the world. Every ship has a name. The *Renown* is the name of the ship in which the Prince made his voyages to America, the Colonies, and India. A division of the Navy is a fleet. *Cadets*: a pupil who is being trained for the Navy in a Naval College is called a cadet. He pays fees as a boy in any college does. When he passes out of the college and joins a ship he is called a Midshipman. The grades of officers in the Navy are, after Midshipman, (2) Sub-lieutenant (pronounced *lef-tenant*), (3) Lieutenant, (4) Lieutenant-Commander, (5) Commander, (6) Captain. A Captain who commands a fleet, *i.e.* a division including several ships of the Navy, is called an Admiral. *Osborne* is in the Isle of Wight, on the south coast of England. *Bracketed*, joined by a bracket in the Pass-list with the name of another boy who got the same marks that he did. \* *Dud*, passed. *Recitation*, repeating. *Relating to*, about. *Candidate*, one who goes up for an examination or stands forward to get votes for some place or office. The word is derived from the Latin *candid-us*, meaning white, because, among the old Romans, a man who was a candidate for any public office wore a *white* robe to show that he was pure and spotless. From the same root we get the word *candid*, meaning honest, open, not deceitful. *Had to pass*, was obliged to pass. *Recited with perfect intonation and emphasis*, repeated every word in the right tone of voice, with the proper stress upon it. *Entitled*, having the title or name. *Crossing the Bar* (see notes on the whole poem on page 253). 2. *Reef*, tie up part of a sail so as to make it smaller. *Steer*, guide a boat or ship by moving the helm, the lower part of which, called the *rudder*, is in the water. *Lunch*, the mid-day meal, often called "tiffin" in India. *Devoted to*, spent in playing. *Extra nice* (Lat. *extra*=beyond), nicer than usual. *Tempt his appetite*, make him wish to eat. 3. *Course*, time of study. *Over*, finished. *More advanced*, higher. *Alternate weeks*, every other week, by turns (Lat. *alter*=another). *Tidily*, neatly, carefully. *Punctually*, exactly at the proper time. *Refreshments*, things to eat and drink, which make a hungry man feel *fresh* and strong again. *Bun*, a kind of sweet cake. *Zest*, keenness, eagerness. *Cross-country race*, a race across the country, over fields, ditches, and hedges, not a race over a racecourse. *Involve*, make necessary. 4. *Courteous*, polite. *Sense*, feeling. *Discipline* (Lat. *disc-o*=learn), obedience to rules and to superior officers. *Deference*, submission. *A general favourite with*, much liked by. *Corridor*, passage with rooms on either side.

*Dungaree*, a sort of coarse cloth. *On board*, on the ship. *Shirked any job*, left any work undone. 5. *Suggested*, advised. *Awful*, very great. 6. *As King George V.*, with the title of. *Of his standing*, of the same grade in the Navy. *Efficiently*, skilfully. *Assigned*, given. *Coaling of the ship*, taking in coal. *Do credit*, gain approval, earn the praise of everybody. 7. *As England is*, because England is. "*Britannia rules the Waves*," a well-known song. "*Britannia*" is Great Britain personified, *i.e.* spoken of as a person. *Rules the waves*, commands the sea. The British Navy is the strongest in the world. *A good thing*, an advantage.

## EXERCISES.

1. Parse the words in italics below :
  - (1) *As* a boy, (2) *cadets*, *football*, *favour*, *to tempt*.
2. Analyse into its parts the simple sentence :
  - (2) "What was a day's work like?"
3. Analyse into its clauses the complex sentence :
  - (2) When this was over . . . and so on.
4. What is each of the words in italics put for in these sentences ?
  - (1) "For *this* the prince had been prepared." "When *this* was over."
5. Give—
 

The noun forms of: *enter*, *pass*, *prepare*, *perfect*.  
 The adjective forms of: *year*, *age*, *navy*, *boy*.  
 The verb forms of: *excellent*, *emphasis*, *intonation*, *custom*.
6. Give the principal parts of: *ate*, *went*, *put*, *dut*.
7. Give a short easy word for each of these long words: *excellent*, *recited*, *complete* (verb), *exactly*.
8. Give the antonyms of: *guilty*, *above*, *high*, *smallest*.
9. What letters are silent in the pronunciation of: *guilty*, *through-out*, *high*, *thought*, *would*?
10. "They'll think *it* such awful side." Rewrite this sentence, putting in other words for *it*.

3. Prince of Wales—Boyhood (*continued*). (Paragraphs 8-18.)

8. *Attained*, reached. *Accession*, coming to (the throne) (Lat. *ad* = to + *ced-o* = come). *Formally invested*, given the dress of the Order in due form. *Invest*, clothe (Lat. *vest-iv* = clothe). 9. *Order*, a body of men, each of whom has been honoured by his Sovereign with a title, *e.g.* that of Knight. He is then called "Sir," *e.g.* Sir Pertab Singh. *Centuries*, hundreds of years (Lat. *cent-um* = a hundred). *Sovereigns*,

rulers, kings, or queens. *So called*, given this name. *Symbol*, sign or mark. *Garter*, a band put round a stocking worn on the leg to hold it up. *Conducted*, led forwards (Lat. *duc-o*=lead). *Buckled*, fastened. *Prelate*, religious head. The Hindu term would be *Guru*. *Addressed*, said. *Admonition*, order, advice (Lat. *mon-co*=order; in schools a class *monitor* orders the other boys). *Of the fourteenth century*, i.e. first given in 1347. All the years from 1300 to 1399 are "in the fourteenth century." *Courageous, valiant*, brave. 10. *Star*, a small round ornament, with points like the rays of a star, worn like a medal on the breast. See the three Stars on the breast of Sir Evelyn Wood on page 144 of this book. Each of them is the Star of a different order of knighthood. The Knight-Commander of the Star of India, known in short as the K.C.S.I., is an Indian Order, of which the badge is a Star. You may see it in the picture of Sir Pertab Singh on page 129 of this book.

In the picture of the Prince in his robes on page 21 you may see: (1) The collar, looking like a necklace, round his neck; (2) the Cross of St. George on his left breast (the Star below the Cross is hidden by a fold of the cloak); (3) the Garter on his left leg, just below the knee.

*Accollate* (Lat. *ad*=to or on + *collum*=neck). In the oldest times the King first put his hand on the *collar* round the neck of the Knight. The word therefore means "on the collar." Afterwards this part of the ceremony was dropped. *Dub*, make, name. An old word not now used. *Veteran*, aged. *Thrilled with emotion*, filled with feelings (of joyful pride). Thrill means to pierce through and through. *Ideal Knight*, coming up to his *idea* of what a perfect knight ought to be; faultless. The term "Perfect Warrior" has the same meaning. 11. *Westminster Abbey*, a very old "*minster*" or church in the *West* end of London. It was built in the time of the Saxon kings, and is the finest church in England. Here the kings and queens are crowned and married, and in it kings and very great and famous men—poets, soldiers, sailors, artists, authors, and statesmen—have been buried. Burial in Westminster Abbey is the greatest honour that can be offered by the nation to any man. *Homage* (from Lat. *homo*=a man or servant) was an ancient ceremony, dating from Norman times, in which the man (*homo*) who served a chief or a king and held lands under him, and was called his "vassal," took an oath to serve him faithfully as his *man*. He fought for him as his soldier in war. *Liege man of life and limb and of earthly worship*, faithful servant, sworn to serve his lord with his limbs and his life, and to obey and honour him while alive on earth. *All manner of folk*, everybody (*folk* is an old English word for *people*, which comes from the Latin through the French). *So help me God*,

a prayer: "O God, help me to do this." *Was touched deeply*, felt full of tender, fatherly love. *Procession*, train of coaches and horsemen (Lat. *pro*=forward + *cess-um*=going, from *ced-o*=go). *The road was lined*, on both sides of the road stood lines of lookers-on. *Bowed right and left*, bowed to the crowds on both sides, thanking them for their cheers. 12. *The Crystal Palace*, an enormous building, with towers at either end, in the S.E. of London. The roof is of glass and looks like crystal, and may be seen for miles around. In it exhibitions and festivals are held. It is not a royal abode, but called a "Palace" because of its great size and large grounds. It belongs to the nation. *Boy Scouts*, a sort of army of boys, started by Sir R. Baden Powell, a famous military officer, in 1908. School-boys are trained, after school hours, and drilled and taught how to be useful in every way; to be kind, truthful, honest, and polite; to help anybody who needs help at any time; to obey God and honour the King. In the Great War the Scouts were of great help in watching and taking messages. Over 100,000 served in the War, and over 10,000 lost their lives. There are about a million of them in various parts of the Empire. And there are now Boy Scouts in India. 13. *Investiture* (Lat. *vest-ire*=dress). The ceremony described in paragraph 16 follows. *Created*, made, appointed, declared by the King. *Principality*, dominion of a prince; here Wales, which is the nominal dominion of Prince Edward. Wales is a part of Great Britain ruled by the King. 14. *The Plantagenet line of kings* reigned in England about the same time that the Pathan kings were ruling in Delhi. Edward I. was the fifth of the line. *Hereditary* (Lat. *heres*=heir), coming down from father to son, in the line of heirs. 15. *Duchy*, dominion of a duke. *Support, maintenance*, both words mean livelihood. 16. *Mr. Lloyd George*, the present Prime Minister of England (1922). *Archdruid*, chief druid. *Anthem*, hymn (see page 77). The tune to which this anthem is sung is played by a band of music on all state or public meetings, especially at the close. Every one present stands up, with head uncovered, to show respect to the King. *Choir* (pronounced *quirc*), band of singers. *Marshal*, an officer, whose duty it is to arrange and direct ceremonies. *Herald*, an officer who proclaims important news or events. *Insignia* (Lat. *signum*=sign, mark), marks or badges of office, such as a crown or coronet. 18. *My Tudor descent*: the Prince was descended from the Tudor kings, who came after the Plantagenets. The first Tudor king was Henry VII., whose grandfather was a Welsh chieftain named Owen Tudor. There were five Tudor monarchs, the last of whom was the great Queen Elizabeth, who reigned at the same time with the Mogul Emperor Akbar.

## EXERCISES.

1. Parse the words in italics in :
  - (8) *It* was time. *Prince* of Wales. (9) *To be made* a Knight. . . (10) Dub *thee* Knight.
2. Analyse as a simple sentence :
  - (8) And he was of an age . . . order.
3. Analyse the complex sentence :
  - (7) As England is the greatest . . . naval training.
4. Give—
  - (1) The adjective forms of : *time, ceremony, Knight, symbol.*
  - (2) The noun forms of : *royal, Duke, Queen, Empire.*
  - (3) The verb forms of : *success, head, coronation, throne.*
5. What is an adjective *sentence* ? an adjective *phrase* ? Quote an instance of each from paragraph 17.
6. What is *so* put for in the sentence, "It is so called," paragraph 9 ?
7. Give synonyms of : *high, sovereigns, called, chief* (adjective).
8. Give antonyms of : *first, courageous, success, veteran* (adjective).
9. What are the *dashes* —, —, put for in paragraph 10 ?
10. Give four words, with their meanings, derived from *act*.

## 4. Welcome to Alexandra.

Alexandra, the oldest daughter of Prince Christian, heir to the crown of Denmark and afterwards King of Denmark, married Edward, Prince of Wales, afterwards King Edward VII., in 1862. Her beauty, her charming manners, and her goodness made her a great favourite everywhere, and she was welcomed warmly by the English people as their future queen.

*Sea-kings' daughter*: in ancient times the Danes were great sailors and called themselves Vikings or Sea-kings. They were also called Northmen. They were brave, but cruel and fierce. Bands of them invaded the east coast of England and the north of France. They settled in both countries. Those who settled in France were afterwards called Normans and their country Normandy, *i.e.* North-man-dy. For a hundred years the Danes kept on coming to England, fighting with the English and settling on the east coast. At last Danish kings ruled England, the most famous being Canute. The Danish settlers intermarried with the Saxon English, and in time became one people with them. There are several Danish words in the English language, *e.g.* *din, dwell, dish, doze.* *Saxon and Norman and Dane are we, we English are descended from Saxons, Normans, and Danes, also (as the poet adds in the last lines of the poem) from the ancient Britons or Celts, particu-*

larly in Wales and the south-west of England. The order in which these races settled in England was (1) Britons, or Celts, (2) Saxons including Angles, (3) Danes, (4) Normans. The Romans ruled England for four hundred years before the Saxons came, but they were soldiers who went backwards and forwards to their own country and do not seem to have mixed with the Britons, who were then the sole inhabitants. *All of us Danes in our welcome of thee*, we welcome thee as if we were all Danes. *Thee* and *ye* are old English words, not now used in talking. Both of them are sometimes used in poetry, as they are here, and *Thou* is always used in prayer in addressing God. *Thunders of fort and of fleet*, cannons were fired on the land from the forts and on the sea from the war-ships to welcome the Princess. The loud noise of the cannon when fired is here called "Thunders." *Cheer of the street*, the shouts of the people in the streets. *Things youthful . . . blossom*, children scattered flowers before her as she walked. *Earlier flowers . . . new-budded bowers*. The wedding was in March. In Winter (December, January, February) the trees are all bare, no flowers or leaves are to be seen, nature seems lifeless, nearly all birds leave the country for warmer climes. March marks the beginning of Spring (March, April, May), when the plants are covered with buds, some early flowers are seen, birds begin to return and build their nests and to sing. Spring (in India *Vasanta ritu*) is the season of hope, of new life in nature, of gladness. Here the poet calls on the very land to be glad and to show its joy by bringing forth flowers and on the birds to sing earlier than usual. *Clash, ye bells*: on joyful occasions, such as a wedding, the bells in the church-towers are rung. *Land's desire*, the land, *i.e.* England, desires to have Alexandra as its queen. *The heir of the kings of the Sea*, *i.e.* Edward. In modern times the kings of England may be said to rule the sea, as the Vikings did in ancient days. (Heir, pronounced *air*.) *Joy*, *i.e.* the Princess. *Make us your own*, regard us as your own people—*Teuton*. The Saxons, Danes, and Normans all belonged to the Teuton race, which is generally regarded as one great branch of the Aryan family.

## EXERCISES.

1. In this poem point out instances of these figures of speech :  
Apostrophe, Alliteration, Hyperbole, Metonymy, Metaphor,  
Personification, Transferred Epithet.
2. In what case is each of the following words ?  
Line (1) *daughter*, (3) *Danes*, *Alexandra*, (4) *thunders*.
3. Parse : *welcome* (line 1), *all* (3), *sweet* (6), *welcome* (5), *that* (10),  
*all* (10), *fair* (13), *joy* (15), *all* (19).

4. From this poem quote a phrase in apposition to (1) *thou* (understood), (2) *ye* (understood).
5. What is a Factitive Verb and a Factitive Object? Quote an instance of each from this poem.
6. What letters are silent in the pronunciation of: *daughter, sea, heir*?
7. Name four words in the poem in which the letter *s* is pronounced *z*.
8. Give synonyms of: *street, youthful, blossom, happy*.
9. Give four words which may be used either as a noun or a verb, and use each in a short sentence.
10. Give four words which have two different meanings, e.g. *bear*, with the meanings.

### 5. The Prince of Wales—Manhood. (Paragraphs 1-8.)

1. *Attain their legal majority*, become of age by law. *Majority* (from Latin *major*=greater) is the comparative degree of *magnus*=great. There are many words in English derived from each of these words. *In the eyes of the law*, by law. 2. *Matriculated* (the word comes from the Latin root *mater*=mother). A University is the mother of all her students who are her sons. His name was entered on the register of students studying at the college for a degree. These students are called "Undergraduates" or, in short, "undergrads." After a course of about three years they are examined, and if they pass they "graduate," i.e. are given a degree (Lat. *gradus*=grade, step, or degree). The Prince, however, did not go up for this examination. He did not stay three years. *Fluently*, easily, well (Lat. *fluens*=flowing, as water flows easily in a river). *Quite at home*, felt as if he were living at home, in England. *As well*, also. *Related*, told. *Sharp eye*, noticing everything. *Arms of France*, i.e. the *Fleur-de-lis* (pronounced *Fler-de-lee*), or Flower of the Lily. This is the figure which is the national emblem of the French nation. When the King "took off his hat to," i.e. saluted, the Flag, it was as if he saluted the French nation. *Quick as thought*, instantly. *Tact*, feeling or knowing what is the right thing to do at the right time. 3. *Particularly interested in*, liked very much. *Mechanics*, the science which teaches about machines, how they are made and how they work. *Features*, the parts of the face, i.e. surface of the country. *Many a "God bless him" followed him*, many people said "May God bless him" as they saw him pass by. *Grandee* (Spanish), a nobleman of the highest rank. *Won all hearts*, make everybody love him. 4. *Engaged in*, played. *Afternoon*, at colleges the forenoon is spent in study, and the afternoon in games. *Polo*, a game in which horse-

men knock a small ball about a field with poles. *Hunted*, in England hunting means chasing a fox across country on horseback with a pack of hounds or hunting dogs. *To the front*, in front. *A round of golf*, in this game the players hit a small hard ball across the ground with sticks called clubs. "A round" means playing round the golf ground once. *The second eleven*, the eleven best players make up the "first eleven," the next best make the "second eleven." *A catch was missed*, a player missed catching a ball which he ought to have caught. *Gave a man out—leg before wicket*—said that a player was "out" because the ball hit his leg while he was standing before the wicket. *A good "drive to on,"* a good hit (of the ball) towards the right of the player. *To leg*, a hit to the left, in a line with his legs.

5. *Private*, the lowest rank of a common soldier. *Field operations*, practising fighting in the open fields. *Stand him in good stead*, be of great use to him. 6. *Company*, a band of men, being one division of a battalion, nominally about 100 men. *Ambush*, the hiding of men behind bushes or trees in order to surprise the enemy. *Khaki-clad*, clothed in brown dress. *Khāk* is a Hindi word meaning earth, so *khaki* means "of the colour of earth," i.e. brown. *Unceremoniously gripped*, seized roughly. *Swung*, pulled. *Follow the direction of*, look in the direction of his finger which he pointed towards Furze Hill. *Lance-corporal*, the lowest rank of officer; above a private. *Scouts*, soldiers who go in front of the main body to see if all is safe. *Battalion*, one-half of a regiment, nominally about 1000 men; two battalions usually make up a regiment. *Posted*, stationed, put. *Annihilate*, destroy utterly. Here there was no actual fighting; but if the Cambridge men could get the Oxford men into a place in which they would have killed them all, if they had been really fighting, the Umpire would decide that they had "annihilated" them (*nihil* in Latin means nothing, often shortened in English to "nil"). *Thanks to the skill*, because of the skill. 7. *Terms*, division of a college year. There are (nominally) four terms in the year in Oxford colleges (but practically three), and three in Cambridge. *Typical Englishman*, one who was a thorough Englishman, in every way an Englishman. *Unassuming demeanour*, quiet, modest manners.

8. *Thrilled*, excited. *Emulate the deeds*, rival, i.e. do as he had done (Lat. *amulus*=a rival). *Cressy and Poitiers*, two towns in France in which the English defeated the French. At Cressy, in 1346, the Black Prince, then fifteen years old, fought bravely by the side of his father, Edward III. At Poitiers, in 1356, he commanded the English army. *Well-nigh*, nearly. *Second-Lieutenant*, the lowest rank of officer in the army. *On the ground*, for the reason. *Dashing off*, rushing away. *The front*, the field of battle.

*Four brothers* (for a picture of three of them see page 11). *Coolly*, calmly. *Settled line*, fixed line of defence. At that time the small British army was marching up and down in Belgium, fighting the Germans, who were many more in number than they were. There was great danger that they would be swept away before the large new army, then being trained in England, could reach them.

## EXERCISES.

1. Give words having the opposite meanings of: *major*, *youthful*, *ordinary*, *legal*, *sharp*, *quick*, *joy*.
2. Give—
  - (1) The noun forms of: *pompous*, *acquainted*, *central*, *haughty*.
  - (2) The adjective forms of: *please*, *persuade*, *mother*, *case*, *mind*.
  - (3) The verb forms of: *quick*, *thought*, *sharp*, *joy*, *knowledge*.
3. (1) What is a noun phrase? (2) a noun sentence? Give an instance of each from paragraph 3.
4. Give two adjective sentences from paragraph 2.
5. Sometimes the subject of a verb is not expressed but understood. Give two instances from paragraph 4.
6. Analyse the complex sentence, "He was very fond . . . 'leg' for six," in paragraph 4.
7. What figure of speech is there in the words in paragraph 8? *Heart-broken*, "burned" (with zeal).
8. Give words derived from these Latin roots in paragraph 8—  
*Miles* = a soldier, *fama* = fame, *con + pleo* = fill up.
9. The noun *present* is made into a verb *present* by changing the accent. Give instances of four other similar verbs.
10. Distinguish between a subordinate and a co-ordinate sentence, and give an example of each from this lesson.

### 5. Prince of Wales—Manhood (*continued*). (paragraphs 9-16.)

9. *Started a fund*, opened a list of subscriptions. The money subscribed for any public object is called a Fund. *Subscriptions* are given regularly, once a month or once a year. *Donations* are gifts of money given once for all and not repeated. *Pounds sterling*, *i.e.* pounds in money, not pounds in weight. *Relief*, keep, *i.e.* money. *Afloat*, on a ship (which *floats* on the sea). *Christmas box*: it is an old custom in England to give presents at Christmas. Here "box" means simply "present" (Indian, *bakshish*). It may be a real box full of gifts, but is usually money. The day after Christmas, *i.e.* 26th December, is known as "Boxing-day," because of this custom. *Handed over*, gave. *Heirloom*, something of value left to one's heir,

to be kept in the family for generations. 10. *Aide-de-Camp* (a French term) (lit. Aid in Camp), a junior officer who does the work of a secretary or messenger to an officer of high rank. *Field-Marshal*, the highest rank in the army. *Expeditionary Force*, this was the name given to the little force of 100,000 men which, within ten days of the declaration of war, landed in France and marched into Belgium to fight the German millions. "A contemptible little army," the German Emperor called it; but it was never defeated. *Staff*, a number of officers attached to a general to help him in his work. *Prince Arthur of Connaught*, son of the Duke of Connaught. *Prince Maurice of Battenberg*, son of Princess Beatrice, sister of Edward VII. (see Table on page 26). 11. *On active service*, actually fighting. *Corps* (Lat. *corpus*, a body), a body of soldiers, a regiment. *Trenches*: in the late war nearly all the fighting was done in trenches, in front of which banks were raised from the earth dug out of the trenches, and bags full of sand were piled up. In these trenches the soldiers sat, or stood, and fired at the enemy through openings in the bank, or over the top of it. The enemy too were in trenches opposite. There was very little fighting in the open field. *Encouraging the men, etc.*, the soldiers fought with greater courage when they saw their King in their midst, sharing the danger, praising their bravery, and showing sorrow for those who suffered. *King Albert*, king of the Belgians. *Shock*, attack. *Big guns*, the cannon. *Confer on* here means "give"; nine lines above "*confer with*" means "talk to." 12. *Impetuous ardour*, eagerness to rush into the fight. *So to speak*, an idiom. It means "If I may speak so," if I may say what may seem absurd, viz. that the life of the Prince did not belong to him. *Chauffeur* (French, pronounce *Shofer*), the driver of a motor car. He sat by the side of the Prince when he was in it, for the Prince drove the car himself, but drove it when the Prince was not in it. The car was in his charge to clean and take care of. *Headquarters*, residence of the Commander-in-Chief, from which all orders were issued. The word "quarters" is often used for "residence," particularly by soldiers. *Gas-mask*, the Germans in this war used to eject poisonous gas from machines in attacking. As a protection, our men wore coverings over their faces called "masks." They did not put them on till they saw the yellow gas coming, but had them ready, hanging round their necks. 13. *Despatch*, a written message. *Liaison* (pronounced *lee-ā-zon*), an officer, whose duty it is to see that troops under different commands move and act so as to help one another. *Commending*, praising. *Have been favourably impressed*, seen with approval. *Various branches of the service*, different parts of the army, e.g. infantry, cavalry, artillery, etc. *Appreciated*, valued.

*Did duty*, fought. 14. *Coldstream Guards*, one of the regiments. All regiments have names, e.g. the Grenadier Guards. *In the thick of it*, in the middle of the fighting. *Take it from me*, believe me. *A lot of men who are hanging back*, many men who have not joined the army. *Scratch*, the slightest injury. *Doing his bit*, doing his share in fighting. *Bless me*, i.e. may God bless me, a common exclamation. 15. *Held largely*, mainly defended. *The line on the Alps*, the front line of defence. 16. *Admitted to the Freedom of the City of London*, made a "citizen of London." This is a high honour, given only to distinguished men. Lord Sinha and the Hon. V. Srinivasa Sastri have been granted this honour. *From one point of view*, looking at it in one way; for one reason. *Overseas*, "abroad," out of England, which being an island, any one who leaves it must pass over the sea. *Found my manhood*, felt that I was a man, not a boy any longer.

## EXERCISES.

1. "It" is often used at the *beginning* of a sentence for a word or words which come later, e.g. "It is now too late to go home," i.e. it—to go home—is too late now. This is called the *Inceptive* use of "it" (Lat. *incipio* = begin). Give instances of the Inceptive use of "it" in paragraphs 1 and 2.
2. "It is different with Princes." What noun is the pronoun *it* put for here?
3. Parse these words in paragraph 3: *became, country, villages, followed, boy, chat*.
4. Give the noun forms of: *declare, move, emulate, refuse, do*.  
Give the adjective forms of: *zeal, friend, beggar, enemy*.  
Give the verb forms of: *subscription, relief, gift, friend*.
5. Give the *abstract* noun forms of: *man, human, king, enemy, friend, eager*.
6. Distinguish between a noun phrase and a noun sentence, and give an instance of each from paragraph 12.
7. Compare the adjectives: *few, much, early, splendid*.
8. Give three words derived from the Latin *magnus* = great, with their meanings.
9. What is *do* put for in line 6 (paragraph 8)?
10. Give synonyms for: *completed, close* (noun), *certain, exclaimed*.

## 6. To Victoria.

The Nawāb Imād-ul-mulk of Hyderabad State—known to his friends as Syed Hussein Bilgrami—is a learned Arabic and Persian scholar. He was Private Secretary to Sir Sālār Jang, and sub-

sequently to H.E.H. the Nizam. He was the first Indian member of the Council of the Secretary of State for India. From his little book of verse in English, these lines to Victoria—"Mother—Empress—Queen"—have been taken. They breathe the very spirit of loyalty of the writer to the late Empress of India.

*Alien* (Lat. *alien-us*=stranger), foreign, under another ruler. India is a part of the British Empire, and not now regarded as a foreign land. *Great kings*, the French, Dutch, Portuguese, and Danes all tried to conquer India. *He . . . who loveth every race*, i.e. God. *Loveth* is the old form of loves. *An added grace*, i.e. clemency or kindness—a charm or virtue added to all the Queen's other virtues. *Sovran* (the old and correct way of spelling sovereign), supreme ruler. The word comes through the French from the Latin *superans*=being above. It has nothing to do with "reign," and the letter "g" ought not to be in the word, but is now firmly fixed in it. *Woven with woft of many-tangled care*, a highly figurative way of saying that there were wrinkles on the forehead of the aged Queen, showing the cares and anxieties which had filled her mind. *Bondsman, servant*, subject. *Bent my knee*, as every one does on state occasions, when introduced to a king or queen. *Would that*, I wish that. *Accents*, words. *Hailed*, saluted.

## EXERCISES.

1. Explain fully the *Metaphor* and point out the *Alliteration* in verse 2.
2. Give instances from this poem of nouns in apposition.
3. Point out the adjective and adverbial clauses.
4. What are the adjective forms of: *grace, race, love, care*?
5. Give the verb forms of: *service, reverence, thought, alien*.
6. Parse *thee* (line 2), *realms* (line 2), *Queen* (line 5).
7. Give the principal parts of the verbs: *give, add, strive, love, behold, sit*.
8. Why is the word *now*, in line (1), put in *italics*?
9. What words in the poem are used for: *great kingdoms, see thee, beautiful, knelt, on which*?
10. Analyse the complex sentence which makes up verse 1.

### 7. The Prince in the Colonies. (Paragraphs 1-15.)

1. *Thrilling scenes*, exciting events. *Royal House*, family, now known as the House of Windsor (see page 76). *The colonies*, countries which Englishmen have settled in and cultivated (Lat. *colo*=cultivate), now their homes. India is not a colony. *Conrades-in-arms*, fellow-

soldiers. *Adventure* (Lat. *ad*=to + *vent-us*=coming), going somewhere or doing something in which there is risk or danger. *The sailor's love*, the love of every sailor. 2. *Tours*, journeys. 3. *Staff*, set of officers. *Every family had given a life*, some one of the family had been killed in the war. *One and all*, an emphatic way of saying *all*, or every one. *Lost ones*, note the euphemism. 4. What do the dashes in the first sentence denote? *Enthusiasm*, warmth, excited feelings (lit. feeling given by God, inspiration, from Greek *Theos*=God). *Recognise*, remember (Lat. *re*=again + *gnosco*=know). 5. *Formal visits*, *i.e.* arranged and fixed beforehand, and made with all due ceremony. *Flying*, short, made suddenly. *Reviewed*, looked at them being drilled. *Institutions*, sometimes called *Institutes*, buildings in which societies meet, or such as are open to the public, *e.g.* a library or hall. *War memorial*, a building or statue to keep alive the memory of some person or event connected with the Great War. *Went wild*, became wild, "mad" with joy. *French Canada*, that part of Canada, chiefly the Provinces of Quebec and Montreal, which formerly belonged to France, and were known as New France. They were conquered by the English long ago. The people speak both French and English. 6. *Thinking*, thoughtful. *Sister nations*, they are not in any way under or inferior to the British nation, but equal to it in every way (except as regards population). *Played a part proportionate to their size*, sent as many men as they could to the war, considering the number of men living in their country. A colony like Newfoundland, with a population of 150,000 men, could not send so many as Australia, with 5½ millions, nor Australia so many as Great Britain, with its population of 22½ millions (males), and so on. *International importance*, they will become stronger and stronger among the nations of the world (*i.e.* as their population increases). *Allegiance*, loyalty, obedience. *Be personal*, talk of myself. *Primarily*, in the first place, chiefly (Lat. *primus*=first). 7. *Sling*, a band of cloth hung from the shoulder to support the arm. *Dislocated*, put out of its joint, out of place (Lat. *dis*=apart + *loc-us*=place). *Break in*, tame. *Rough-rider*, one who rides a horse in a rough way, *i.e.* bare-backed, without a saddle. *Everything*, the most important of all things. 8. *Red Indians*, so called because their colour is red. They are the descendants of the old people of the country who lived there before the English went to America. They paint their bodies when they go to war, or on grand occasions. *Ancestors*, forefathers (Lat. *ante*=before + *cessum*=going, from *cedo*=go). *Suit*, *i.e.* set of clothing. *Attired*, dressed. *Native tongue*, own language. *Not the least valued*, very much valued. An instance of the figure of speech called *Litotes*, as

when we say “*not much*,” meaning “very little,” or “*not bad*,” meaning “good.” 9. *Breed*, kind, species. *Model farm*, a farm for farmers to copy, everything on it being the best of its kind. *Type*, breed, species. 10. *Whirlpool*, a deep pool into which the river Niagara falls, over a precipice, in which the water “whirls,” or goes round and round. 11. *Political capital*, in the town where the Parliament sits (Greek *polis*=city). *Merits*, advantages. *Influence the development*, build up the nation, cause it to improve in every way. *Namcsake*, man with the same name. *Buryess*, citizen (lit. of a walled town called *burg* in French and old English. The names of many towns end in *burg*, e.g. Edinburgh, Hamburg). *Local community*, men of the place. *Representative*, a member of Parliament “represents,” i.e. stands for the people who elect him, and votes for them. *Mother of Parliaments*, the British Parliament; called “Mother” because other Parliaments were formed like it in after times. *Parliamentary tradition*, the rules and methods of government which have come down to us from the days of Edward I. *Procedure*, methods. 13. *Practically*, really. *Neutral*, on the side of neither. *Brutal*, inhuman. *Poisoning the air*, i.e. by poisonous gas. *Submarine* (Lat. *sub*=under + *mare*=sea), a small ship that moves under the surface of the sea, and attacks ships sailing on the surface from underneath. Such ships may attack fighting ships, but they ought not to attack ordinary ships that carry only goods or civilian passengers. This is as bad as it is for an armed soldier to kill an unarmed civilian. The Germans did both. *Blew up*, i.e. by means of *bombs* or hollow cases filled with explosives, which burst open when they hit an object. The bomb fired by a submarine is called a “torpedo.” *Rushed to arms*, joined the army. 14. *Democracy*, a form of government in which the *people* (Greek *demos*=people) rule themselves, through a Parliament which they elect. The Government of Great Britain is called “a limited Monarchy.” The government is by (1) the Monarch, (2) Parliament, which includes a House of Lords (not elected but mainly hereditary) and a House of Commons—*elected* by the people. *We democrats*, King George regards himself as a citizen whose duty it is to work for his country, and not as a grand Emperor who considers all work to be beneath him. “*Doing his bit*,” taking his share in work, however small it may be. *Munition factories*, large workshops in which are made things for the use of soldiers, including stores, clothing, and *ammunition*, i.e. gunpowder, bullets, cannon-balls. *Count*, be useful. *Hero*, a man famous for some gallant deed, e.g. a “V.C.” *Private soldier*, the common soldier or sepoy, not an officer. *Be hospitable*, be kind, treat as guests. *Heart and soul*, with all his heart.

*Born to be a statesman, etc., i.e.* Edward VII. had by nature the gift of making treaties with the other countries of Europe, which kept England at peace with them. He was known as "Edward the Peacemaker." *Genuine*, true, real. *Autocracy* (Greek *autos*=self+*cratos*=power), rule by an absolute monarch, such as the former Emperor of Germany, or the late Czar of Russia, or the Ameer of Afghanistan—despotism. *Odious*, hateful, abominable. If the Germans had won the war, they would have imposed their rule on all Europe, and then on all Asia as well; certainly on all India. Their motto was "Might is right," the rule of *force*, not of kindness, or justice, or mercy.

15. *After all, i.e.* after all that has been said. Although the Prince did not show in any way that he thought himself better or higher in rank than any American, *still* he was the eldest son of the "King of England," who was king of their own ancestors. *Emigrants*, settlers (Lat. *e* or *ex*=out+*migro*=move; lit. those who move out of their own country into a new country and settle there). *Originally*, at first (Lat. *origo*=rise, begin). *Literature*, books (Lat. *littera*=a letter).

#### EXERCISES. (Paragraphs 1-15.)

- In the following pairs of words, which word comes from Latin and which from Saxon? Give your reason.  
End, conclusion—home, residence—happy, fortunate—work, occupation.
- What is an abstract noun? Form abstract nouns from: *noble sovereign, king, duke, fierce, distant, natural*.
- What is the force of the prefix (first part) in these words: *succeed, accede, precede, proceed, recede*? Use each word in a sentence.
- In paragraph 3 analyse into its parts the complex sentence:  
"Nearly every family . . . lost ones."
- In paragraph 1 parse the words:  
*Prince* (line 3), *looker-on* (line 6), *Australia* (line 8), *talk* (line 9).
- Give—  
The adjective forms of: *India, Canada, education, mind, sister*.  
The noun forms of: *steady, oblige, ready, admire, see*.  
The verb forms of: *impression, continent, mind, introduction*.
- Give short and easy words, with the same meaning, for: *royal, courageous, distant, ancient, recognize, citizen*.
- Analyse into its parts the sentence:  
"We offer to you this suit, the best we have."

9. "Thrilling scenes." Name some of them.  
 10. The ending *or* or *er* means a doer, e.g. *actor*, *reader*. Give three other similar words, and their meanings.

**7. The Prince in the Colonies** (*continued*). (Paragraphs 16-32.)

16. *Members of the foreign embassies*, Ambassadors or ministers of high rank who are sent by foreign countries to represent them. They reside in America. Any message from the government of America to any other Power goes through the Ambassador of that Power. If war should be declared against any country, the Ambassador of that country departs. *Prominent*, eminent, chief (lit. those who stand forwards, above the rest of the citizens; from Lat. *pro*=forward + *mineo*=stand out). From the same root we get *promontory*, a high cape standing out from the shore. The word eminent (Lat. *ex*=out of + *mineo*) has the same meaning. *Engaging*, pleasing. *Unaffected*, simple, natural. *Bearing*, look, manners, actions. *Twinkles*, sparkles.

17. *Anniversary* (lit. the turning of the year, from Lat. *annus*=year + *verso*=turning again and again, i.e. coming again once every year): the date on which any event has occurred is called its anniversary. *Armistice* (Lat. *arma*=arms + *sisto*=stand quite still, from *sto*=stand), a truce or agreement to stop fighting until a final peace is made. The agreement is signed by the Commanders-in-Chief of the combatants. *Instituted*, founded (Lat. *in* + *stituo*, make to stand, causal form of *sto*=stand). *In commemoration of*, in memory of, i.e. to make every one think of. *Dead stop*, stop without moving, as if they were dead. 18. *Stood to attention*, stood erect, looking straight in front of them, with their arms held down tightly to their sides. This is the way soldiers "salute" a superior officer when they are fully armed. When unarmed, a soldier "salaams" to his officer. 19. *Correspondents* of newspapers are men who are employed to write news—letters to their papers. All the large newspapers, e.g. the *London Times*, have correspondents all over the world who write to them news of any important event. *Gesture*, movement. *Critics* (Greek *crites*=a judge), judges of what is correct or incorrect, faulty or free from fault. *Through you*, you will repeat to them what I say. *Gallant forces*, brave soldiers. *Appealed to me*, called forth my approval, pleased me. *Kin*, an old Saxon word; it means relations; we also say kinsmen, kinsfolk. *Realize*, see, understand. *Espouse* (lit. marry), i.e. take up, take as their own (*spouse*=wife or husband). *He'll do, he'll take*, he will do, he will "take," i.e. he will please ("captivate") everybody.

*Right away*, an American idiom (not used in England), at once. 20. *New York*, the largest city in the world (next to London). *Streamers*, long strips of brightly coloured cloth, narrow flags. *Cemetery*, graveyard. It is a custom among Christians to lay flowers on graves as a token of respect and affection to the dead. (In Greek the word means a "sleeping-place"; the dead are said to sleep.) *Revered*, respected. 21. *Banquet*, grand dinner. It is a custom among Europeans to make speeches after a grand dinner. Those who give the dinner are the "hosts," those who are invited to it are the guests. Often the chief host "proposes the health" of the guests or of one of them, *i.e.* he makes a speech in his praise. Then all the guests stand up and drink a little wine out of glasses placed before them, saying at the same time to the chief guest, "Your health," meaning "I wish you health." Then the chief guest stands up and thanks the hosts or chief host for his kindness. All this was done at the banquet given by the King in honour of the Prince, whose health was no doubt drunk by all the guests present. *Distinguished*, noble, famous. *Conceited*, vain, foolishly proud. *Personal to myself*, for my own sake. *Your Majesties*, *i.e.* the King and Queen, his father and mother. 22. *Guildhall*, the Palace of the Lord Mayor of London, where the freedom of the City of London is given to distinguished men, and great banquets are held.

22. *Knit*, united. *The old country*, England. *World-wide system*, the British have settled all over the world, and wherever they have settled they have taken British manners and customs and set up British ways of government; they have, in fact, made a Greater Britain, which includes Great Britain. 23. *East Anglia* includes the counties of Norfolk and Suffolk, in the south-east of England, where the East Angles settled over 1000 years ago. 24. *The Allied Powers*, the chief of them were England, France, Italy, and Russia and America, who were in alliance against the "Central Powers" of Germany, Austria, and Turkey. *Eloquent*, graceful and flowery, well-spoken (Lat. *e* = out + *loquor* = speak). *The Premier*, *i.e.* the Prime Minister of the King of Italy. In the war the great foe of Italy was Austria, which invaded and conquered a part of North Italy, but was after a time driven back over the Alps. An English army was sent to help Italy to fight the Austrians. The Prince of Wales was there too, for a time, in the fighting-line. *The terrible days of November 1917*, when the Austrians had conquered a part of N. Italy, and the Italians were retreating before them. 25. *Venerable*, very old. Rome is one of the oldest towns in the world. *Shoulder to shoulder*, standing close to one another. *Ideals*, ideas of what is perfectly just and good. *Inalienable*, that cannot be alienated or taken away by

others (Lat. *in*=not + *alienus*=another). *Sympathy* (Greek *sym*=together + *pathos*=feeling), fellow-feeling. *The Dominion overseas*, Canada and Australia. *The world*, *i.e.* the world as known to the ancient Greeks and Romans; the Roman world, including Western and Southern Europe and the countries around the Mediterranean Sea. *Social order and justice*, *i.e.* civilization; the laws of the Romans are the foundations of all modern law in Europe. *Inevitably*, surely (lit. not to be avoided, from Lat. *in*=not + *vito*=avoid). *Destined*, fated. *The object*, *i.e.* the overthrow of Germany (Lat. *ob*=opposite + *ject-um*=thrown, from *jac-io*=throw. Hence *object* literally means something put in front of one). 26. *Outposts*, a term used by soldiers, meaning stations far away from the main army, put there to guard it. The colonies are to Great Britain—their mother country—what outposts are to an army. 27. *Picce of engineering*, work of engineers. *Panama Canal*:<sup>1</sup> this and the Suez Canal are the two most remarkable canals in the world. *Short cut*, the short passage from the Atlantic to the Pacific Ocean saves the voyage all round the continent of South America. *Tropical*, near the Equator, north and south of it. *Tumultuous*, given by shouting crowds. 28. *The line*, the Equator, an *imaginary* line. *Time-honoured*, old, called “honoured” because of its age. *Neptune* was, by the ancient Romans, supposed to be the god of the sea, whom sailors worshipped. *Only too glad*, very glad indeed. *Zest*, eagerness. 29. *Deal of night*, midnight. *Boarded the vessel* (lit. came on board the ship from a boat, but here the phrase means suddenly appeared on deck). One of the sailors had been dressed to play the part of Neptune. Others had been dressed up to look like his retinue. *The customary homage*, the usual service of an inferior to a superior, in imitation of the worship offered by sailors to Neptune in olden times. *Entering his dominions*, the ocean south of the Equator, the South Pacific Ocean. If the Prince had for the first time been crossing the Equator from the south to the north, no doubt the sailors would have said that the Northern Ocean was the Dominion of Neptune that he was entering. *Attired*, dressed up. *Heralds*, officers who go before a king to proclaim his coming. *Bash him*, beat (an old Danish word not now used). *Duck him*, push him under the water. *Torture and smash*: these words are not to be taken in their ordinary and literal sense, they here mean simply “tease” in play. *Cabin boy*, a boy whose duty it is to clean out cabins and do the work of a servant. 30. *Lathered*, brushed over with shaving soap. *Glee*, delight. *Jack*

---

<sup>1</sup> For a full description of this Canal and of “locks”. see *New English High School Reader II*.

*Tar*, a term often used, in joke, for a sailor who has a good deal to do with tar, for parts of ships and of boats are constantly tarred to keep out water. 31. *Vernacular*, written in the native language—Fiji. *Astounded*, this is a Saxon word, and means *astonished*, which comes from the Latin. *Pussy cat*, puss or pussy is a pet name for a cat. *Nursed it*, stroked and patted it. 32. *Nosegay*, a bunch of flowers *gay* to look at and sweet to *smell*. *Rapturous*, very great; such delight as snatched away their minds from every other feeling (Lat. *raptum*=snatched). *Spontaneous*, given of their own accord (Lat. *sponte*=own accord).

## EXERCISES.

1. Distinguish between a complex and a compound sentence. Give an example of each from paragraph 18.
2. Write out in full the sentence understood after "And why," line 17, paragraph 16.
3. There are 15 prepositional phrases in the first sentence of paragraph 16. Quote them. To what part of speech is each of them equivalent?
4. Quote words in paragraph 16 derived from the Latin words :  
*Liber*=book; *membrum*=a limb or part of the body; *numerus*=a number; *officium*=business; *obligo*=bind; *rigor*=strength, power.
5. Parse the words in italics in :  
 "It's the *smile* of him" (para. 16); "last *winter*" (para. 19);  
 "*it is to tell* the people" (para. 19); "*to which belong*,"  
 (para. 19); "*every one had to write*" (para. 19).
6. Give the different meanings of "for" in the phrases (para. 16):  
*For* two hours; a word *for* everybody; *for* his right hand. . . .
7. What letter is silent in the pronunciation of: *knit, whole, castle, high, built, heart, people*?
8. In paragraph 24 quote six words in which *s* is pronounced like *z*.
9. Give—  
 (1) The noun forms of: *allow, thank, remember, defend, assure*  
 (2) The verb forms of: *friendship, sight, heir, terrible*.  
 (3) The adjective forms of: *sympathy, justice, nation, trouble*.
10. Give the principal parts of the verbs: *knit, stand, receive*.

## 7. The Prince in the Colonies (continued). (Paragraphs 33-45.)

33. *Orchards*, fruit gardens. *Volcano*, a mountain which throws up flames and gas and liquid earth. (It is derived from *vulcan-us*, Lat., the God of Fire among the Romans, as *Agni* is in the Vedas.) *Extinct*, inactive, not now working as they were ages

ago. *Obeisance*, obedience, loyalty. *Heir-looms*, they formerly used battle-axes in war, but have not done so for a long time. Their ancient weapons are now kept by them in memory of olden times. *Aborigines* (Lat. *ab*=from + *origo*=beginning), the oldest inhabitants, whose race has been there "from the beginning." 34. *In mourning*, among Europeans the nearest relations of one who is dead dress in black for some time as a sign of sadness. They are said to be "in mourning." *Limped*, walked as lame men do. *Crutches*, poles with rests for the arms, used by the lame to lean upon. 35. *Ardour*, warmth of feeling (Lat. *ardeo*=burn). *Address*, speech of welcome. It is usually written and read out by some leading man. *In deed and in truth*, a phrase meaning "really and truly." "Deed" here means "fact," not fancy. *Gracious*, kindly. *To win*, earn fame. *Appeals to our Colonial mind*, he pleases us, he is the sort of person we, Colonials, like. *See the man in the King*, we love him as a man and respect and obey him as a king. *Be for us*, help us, be on our side. 36. *Very democratic country*, the Australians have no nobles. They rule themselves by men whom they elect as their representatives in their own Parliament. They make their own laws. They have no House of Lords. *Cæsar*, *i.e.* Julius Cæsar, the great Roman Emperor who lived about 2000 years ago; on one occasion, after conquering a country, he wrote a report to the Roman Senate in three words, *viz. veni, vidi, vici*, which means, "I came, I saw, I conquered." *Popular*, common (Lat. *populus*=the people). *Stand-offish*, like a man who seems by his manner to say "stand off," "do not touch me," "do not come near me," because I am of "higher caste" than you are. *Smiled away the difference*, shown by his smiling, pleasing manner that he does not think there is a great difference between a king and an ordinary man. 37. *Taken by storm*, a metaphor. To "take by storm" is a phrase used in war, meaning to capture a fort by assault. Here the hearts of the people are spoken of as a fort, and the Prince "captivated" them, or made them like him, by his pleasing manners. *Deafening*, so loud that one could not hear anything else. *Bare chance*, chance alone. It was just possible that they might see him for a moment, but it was also possible that they might not see him. *Walers*, so called from New South Wales, the Australian province where they are bred. *Future capital*, it has been selected to be the capital, but is not yet ready, as the buildings for the Parliament have not yet been erected. The present seat of Government is Melbourne. *A matter of course*, nothing wonderful, but an ordinary matter. *Enthusiastic*, eager. Launceston (pronounced *Lawnstun*). *Fatigue* (pronounced *fateeg*), being tired, weariness. *Strain*, using of his brain-power. *In charge*, *i.e.* of the

Prince. *Hurt*, grieved. *Worn out*, tired, exhausted. *Rest cure*, a rest from making speeches. The Prince is very fond of riding. *In the saddle*, i.e. riding (on a saddle). 38. *A world of good*, a great deal of good. 39. *To unveil*, to take off the veil or covering of cloth that is thrown over a statue or monument when it is finished, and before the public see it (*veil* is pronounced *vale*). *Dedicate*, make a speech declaring what the memorial (building) is intended to "commemorate" or keep alive in the memory of people. Indian soldiers wounded in the war in Europe were taken to the hospital in Brighton, a large town on the south coast of England, to be attended to. *Cremated*, burned up. Muhammadans, of course, were not cremated, but buried. 40. *Consecrated*, set apart solemnly, dedicated. *Domed*, having a roof in the shape of a "dome" (see illustration on page 69). *Passing through fire*, cremation. *Inscription*, writing (Lat. *scriptum* = written, from *scrib-o* = write). The words are cut into the stone. *Funeral pyre*, burning-place (in Greek *pyr* = fire). *Site*, place. 41. *Moving* (lit. causing to move), touching the hearts of those who heard. *Granite*, a hard stone. *The blocks*, underneath the polished slabs, were the rough blocks of stone which made the funeral pyre, on which the bodies of the dead soldiers had been burned to ashes. The Mayor says, poetically, that the spirits of the dead did not leave their bodies till they had been consumed by the fire. *Entanglement of the flesh*, i.e. the body. *Transmuted*, changed into dust and ashes which, being "elements," do not decay, according to the ancient philosophy which taught that the four elements were earth, air, fire, water (Lat. *trans* = across + *mut-um* = changed). *Ritual*, rites in the way fixed by the "shāstras." *Elaborate* (lit. needing much labour, from Lat. *labor* = labour), very full and careful. *Symbolic use*, all the things used were symbols (Greek *symbol-on*) or signs having some meaning. *At intervals*, now and then. *Chanting*, singing or reciting in a low tone. 42. *Bared their heads*, the men took off their hats. *His Royal Highness*, the Prince. This title is applied to all the members of the Royal Family but the King and Queen, who have the titles—His Majesty and Her Majesty. *Our fellow-subjects*, the Prince is himself a subject of the King. *Accorded* (Lat. *ad* = to + *cor* = heart), granted heartily, given with all our hearts. *Future generations*, those who live after us. *Comrades*, companions and friends (lit. those who live in the same *camera*, which, in Latin, means chamber). *Voluntary* (Lat. *volo* = wish), of their own will. These men joined the army of their own free-will. *True to their salt*, a well-known Indian phrase meaning "loyal." It means, literally, true to the Government which gives them their salt, i.e. food. *Sahibs*, officers. *Adventure* (Lat. *ad* +

*vent-us*=coming, lit. coming out of usual course), action, new and risky. *The black water*, the ocean, called the Kāla pāni (=black water) by Indians. *Issues*, points in dispute, the causes and consequences. *Generous town*, Brighton. The men of Brighton offered their best public buildings for the use of the Indian soldiers. *Came to the rescue*, offered to help. *Testified to* (lit. borne witness to, Lat. *testis*=a witness), proved. *Bore themselves*, behaved. *Lay*, *i.e.* in their beds in hospital. *By the sea*, Brighton is a seaside town. *Purely*, wholly. *Woking*, an inland town, to the south of London, where there is a Muhammadan mosque and cemetery. *Of Oriental character*, built in Indian style. *Oriental*, from Lat. *orieno*=rising (of the sun in the East); then the countries which lie to the East of Europe, *i.e.* Asia and India. *Instinct with*, filled with, showing strongly. *Mutual regard*, the esteem felt by each for the other. *Strengthen the ties*, make India and England love each other more and more. *Volleys*, the soldiers fired their guns, which were loaded with powder only (no bullets), into the air three times. 43. *Took up his residence*, began to live. *Establishment*, staff. *Engagements*, different things to do in public, *e.g.* to make speeches at meetings, open exhibitions, and so on. *Athlete*, one skilled in manly exercises and games. *Bay*, a dark brown colour. *The Park*, *i.e.* Hyde Park, a large ground close to Buckingham Palace. *Indulges*, pleases himself (lit. does what seems to him sweet, *i.e.* nice, Lat. *dulcis*=sweet). *Involves*, includes (lit. rolls up within it, as a wall map is folded round a roller which it "involves," Lat. *volvo*=roll). *Jumping*, *i.e.* on horseback. *Competitors*, rivals, other riders all seeking to come in first (Lat. *con*=together + *peto*=seek).

44. *That delivered*, the speech which he made. *Appropriately*, properly, fitly. *Guildhall*: in this "civic palace" the Lord Mayor of London bestows the "Freedom of the City" on distinguished men. It dates from A.D. 1411. It is used for many important meetings. In it the elections are held of the Lord Mayor and the Sheriffs and M.P.'s for London. It is a splendid building with a fine Library and Museum, in the heart of the City of London. *Commonwealth* (in this word the term "wealth" does not mean money but "weal," an old A. Saxon word for good), the whole body of citizens, the "community." *Owed allegiance to*, obeyed. *Britisher*, this term is often applied by the Americans to inhabitants of the British Islands. It is not usually used by the latter when speaking of themselves. They say "the British." *Obsolete*, old, and now not used. *Left behind*, ceased to have. *Implies*, means. *Pursuing . . . ideals*, trying to do what all men think ought to be done for the good of all. The Treaty of Peace at the close of the war, in which they all fought so

well, was signed by each of them, as a nation having its own rights. *Sense of the term*, meaning of the word. *Signatories*, signers. *Versailles*, in France, is where the Treaty was signed by two Indians, the Maharajah of Bikanir, who represented the Princes of India, and Lord Sinha, who represented the people of India. *Played a gallant part*, acted bravely. *Highly . . . democracies*, people who are experienced in the art of self-government, and who keep on doing it better and better. *Wilderness*: when the British first settled in Australia and Canada, they were very thinly inhabited by wild men—savages; they are now highly civilized countries. *Achievements*, great deeds. *Intense*, great. *Legitimate*, just, well-deserved (Lat. *legis*, from *lex*=law). *Sacrifice*, sufferings. They offered their lives as a sacrifice for the good of their country. *Generations*, a generation is usually supposed to last about thirty years. *No exaggeration*, it is true (Lat. *ad*=to + *agger*=a heap; hence a heaping up above the truth). *Factors* (Lat. *fac*=make), things, *i.e.* causes which go to make up any result. The Germans never expected that the British colonies and India would rush to help England. This help was what enabled the Allies to win. *Realize*, know, see clearly. The verb form of *real* means, literally, "make real." *The old country*, Great Britain. *Patriotism* (Lat. *patria*=fatherland, from *pater*=father. The spelling shows that it comes through the French word *patriote*), love of one's own country (sometimes called fatherland and sometimes motherland). All the lands in the British Empire are regarded as one great country, of which all who are citizens of the Empire are natives. *Inspiration* (lit. "breathing in," from Lat. *in* + *spiro* = breathe. The breathing in of fresh air makes one feel strong and well and healthy), the ennobling and elevating influence. *The Crown*, *i.e.* the King. *Constitutional*, lawful (Lat. *con*=together + *stituo*=make to stand, from *sto*=stand). The *Constitution* means the whole body of laws and statutes which, standing together, make up the laws. *His House*, the House of Windsor, *i.e.* the Royal Family of King George V. (see Table on page 76).

#### EXERCISES. (Paragraphs 33-45.)

1. From paragraph 33 quote words or phrases meaning :
  - (1) Fruitful, (2) very small, (3) came together, (4) conversed with, (5) bent the knee, (6) very old, (7) gave, (8) returned, (9) seen, (10) joyful, (11) good-bye.
2. From paragraphs 34, 35, quote words having *opposite* meanings to :
  - (1) Ignorance, (2) peace, (3) few, (4) rejoicing. (5) coldness, (6) short, (7) hated, (8) falsehood, (9) artful, (10) against, (11) never.

3. The following words are taken from paragraphs 36, 37. Give—
  - (1) The noun forms of: *democratic, conquer, haughty, please*.
  - (2) The adjective forms of: *country, please, win, city, night*.
4. What is *it* put for in the following extracts from paragraph 37?
  - (1) *It* was the same when he went on. . . . (2) He took *it* as a matter of course.
5. Give other expressions for the following extracts from paragraph 37:
  - (1) In spite of the fact that he was quite worn out. (2) He was often in the saddle. (3) Vast quantities. (4) He hauled himself out of the wrecked carriage.
6. (1) Express in one word "the old idea handed down" (paragraph 44). (2) What figure of speech is there in the sentence (in paragraph 44) "She played a gallant part in the war"?
7. Rewrite in your own words the story of the Prince's visit to Australia. Make your account as short as you can.
8. Write short sentences of your own, suitable for each of the words: *Eat, drink, write, read, home, work, e.g. I met my friend going to school yesterday.*
9. Give the principal parts of: *lie, lay, feel, say, be.*
10. Quote words in paragraph 42 derived from the Latin:
 

*Miles*=soldier; *in*=not + *amicus*=friend; *natum*=born; *factum*=done; *hospes*=host.

### 8. New National Anthem.

*Anthem*=hymn or sacred song. Every one who belongs to the British nation, in England or the Colonies, sings the first verse of this hymn standing bareheaded to show that he is a loyal subject of the King. The first verse is often sung at the close of great meetings. This new version has only the first verse the same as the old; the other verses were composed after the war to show how the four races—English, Scottish, Irish, Welsh—in Great Britain or the Dominions are one at heart and all loyal to the King who represents the British Empire. The old National Anthem as composed by Henry Carey, in the eighteenth century, will be found on p. 76 of the *New English Reader IV*. *Send* here means "make." *Chivalry* (French, *cheval*, from Lat. *caballus*=horse, lit. horsemen or knights of the Middle Ages, who were supposed to be brave, true, kind, polite, gentle, and in that to have all good and noble qualities), nobleness. *True nurse of Chivalry, i.e.* in Britain men are taught to be brave, noble, kind, and good. *Kinsfolk*. . . . We, British citizens, are kinsmen, or relations, for we were born in the same country and love the same things, although some of us may live at the other end of the earth.

## EXERCISES.

1. Point out the figure of speech in lines 1 and 5 of verse 2.
2. Parse the words :  
*God* (line 1), *King* (line 2), *glorious* (line 5), *to reign* (line 6).
3. What is the noun forms of : *save*, *blest*, *free*, *sad*, *chivalry*, *true* ?
4. (1) What is the subject of *bid* (verse 3) ?  
 (2) In what case is *kingsfolk* (verse 3) ?  
 (3) Parse *cease* (verse 3), *joy* (verse 3).
5. What is an intransitive verb ? Why is it so called ? Point out a verb of this sort in verse 1.
6. Give three words derived from the same root as each of these words : (1) *gracious*, (2) *noble*, (3) *glorious*, (4) *joy*. Use each of the words you give in a sentence.

## 9. Govinda and his Disciple.

Sir Rabindranath Tagore, the great modern poet of Bengal, is well known in India, and indeed throughout the British Empire. He has written many poems in Bengali, but not in English. He has, however, translated many of his poems into English. The thoughts, the ideas are those of poetry, but in English the form is that of prose. They may be called "Prose-poems." They are natural and simple, and show great love of nature and of the spirit of nature ; the author may be styled a nature poet.

The incident here related is from "Fruit-gathering." It is taken from a Sikh tale of Govind Singh, the second Guru.<sup>1</sup>

*Scarred*, marked deeply. A scar is the mark left in the skin by a cut or wound. *Scriptures*, the Sikh scriptures are called the *Granth* or *Granth Sahib*. They were composed by their first Guru Nanak, and are regarded as their sacred book.

## EXERCISES.

1. Rewrite this story in your own words, as briefly as you can.
2. Analyse into their parts the complex sentences marked 1, 2, 3, below the story of Govinda.
3. Give the principal parts of the verbs : *jut*, *read*, *sit*, *brought*, *wrought*, *set*, *get*, *fell*, *said*. . .
4. What words in this story are derived from the Latin ?  
*Torrens* = roaring ; *scriptum* = written ; *ac-cipio* = take to ;  
*re-maneo* = stay behind ; *disco* = learn.

---

<sup>1</sup> See *History of the Sikhs*, by Dr. M'Gregor, vol. i. p. 79, published in 1846 by J. Madden. The bangles are there said to have been worth ₹50,000. The disciple is said to have come from Scinde.

5. What is an auxiliary verb? Why is it so called? Quote four such verbs from this lesson.

### 10. Napoleon's Promise.

Napoleon Bonaparte, the most famous Frenchman in history, was one of the greatest generals who ever lived. Born in 1769 in the little island of Corsica, he joined the French army, became an officer, and, in the end, Emperor of France. He ended his days as a prisoner of the British in the island of St. Helena in 1821. He conquered several countries in Europe and tried hard to invade England; but his navy was destroyed by Nelson, in the battle of Trafalgar, in 1805, and he was totally defeated at the head of his army by Wellington, in the battle of Waterloo, in 1815.

1. *Customer*, one whose *custom* it was to buy from her. *Military school*, school for the training of soldiers (Lat. *miles*=a soldier). *Confidence*, trust. *Directly*, as soon as. *In her debt*, owed her (*debt* is short for *debit*; Lat. *debit-um*=owed). 2. *A mere nobody*, a body, *i.e.* a person of no importance. 3. *Disguise*, false-dress, *i.e.* so dressed as to hide his rank, dressed like some common man, not as an Emperor. *Dreamed of a brilliant and glorious future*, hoped that in time to come he might rise to high rank. *More than realized*, his dream had come true, but he had risen far higher than he had ever hoped that he could rise. 4. *Experienced*, had. *Attendant*, servant. *Spotlessly*, without a spot. *Stove*, fire-place. 5. *In splendid condition*, lit. in a fine state, *i.e.* quite ripe. *Care-worn*, pale and wrinkled by toil and anxiety. Mr. S. H. Bilgrami has poetically expanded the term, "care-worn," in his beautiful line "Woven with woof of many-tangled care"—see his verses, "To Victoria," on page 39. 6. *Astonishment*, amazement (the word *astonished* literally means "thunder-struck," from Lat. *attonitus*=thunder-struck, from *tono*=thunder.) *Evidently*, any one can see that (Lat. *vid-co*=see). 7. *Recognizing*, remembering (Lat. *re*=again + *gnosco*=know). *Redeemed*, paid, kept (Lat. *re*=back + *emo*=buy).

### EXERCISES.

1. There are two phrases, one in paragraph 2 and the other in paragraph 6, each of which means "forgotten." Quote them.
2. In paragraph 4, line 2, what is *so* put for in the phrase, "so long ago"?
3. Make two sentences of your own, each with *since* in it, with a different meaning.

4. In the sentence, "Why, *that* I do" (paragraph 5), what does *why* mean; and what is *that* put for?
5. "Do not worry about *that*" (paragraph 1). Expand *that* into a sentence.
6. "Again visited" (paragraph 2). The meaning of these two words may be expressed by one word. What is it?
7. "His thoughts flew back" (paragraph 3). Give the meaning in different words. What figure of speech is there in this sentence?
8. The phrase "Fifty per cent" means "Fifty in a hundred." *Cent* comes from the Lat. *centum* = 100. What word in this lesson is derived from the same root, and what does it mean?
9. Describe the force of *will* and *shall* as auxiliary verbs. Make three sentences, each containing both of these verbs.

### 11. Napoleon and the British Sailor.

This is a tale showing how kind Napoleon could be. A poor English sailor, who had been captured by the French, tried to escape in a cask which he had found on the beach and made into a tiny boat. He was caught and taken to Napoleon, who asked him why he risked his life so rashly. The sailor said he wanted to see his mother. Napoleon was so pleased that he gave him a gold coin and sent him safely over to England.

Thomas Campbell was a Scottish poet who lived at the same time with Scott, Byron, Shelley, and Wordsworth. He wrote several short poems, which are some of the best in the English language, such as "Hohenlinden" and the "Battle of the Baltic," both about events in the wars with Napoleon.

1. *Contemplate*, to look at thoughtfully, to think of (Lat. *con* = together + *templum* = mark out a *templum* or temple, or space for religious worship, and thus to look carefully at anything). *Homicidal*, man-killing, *i.e.* his glory or fame as a conqueror of men (Lat. *homo* = man + *cædo* = kill). *Traits* (pronounced *tray* as in French— from Lat. *tractus* = drawn or marked), the marks or character of a man. The verse means: I like to think of some of the kind actions of Napoleon, actions which make us forget the cruel things he did as a soldier. 2. *His banners at Boulogne*, Boulogne is a seaport on the coast of France opposite England. Here Napoleon assembled an army to invade England. When Englishmen heard of it they flew to arms to fight the French, if they should land in England. Here the "banners" of Napoleon means his army with its banners or flags. *Armed* means "caused the English to take up arms." 2. *Seaman*,

sailor. 3. *Suffered*, allowed. *Unprisoned*, free, not put in prison. *Aye*, always. The shores of England can be clearly seen from the coast of France, twenty miles away, across the water. *Brow* (lit. *eyebrows*), eyes. *England's home*, his home—England. 4. *Me-thinks*, it seems to me (from Saxon *thincan*=seem, not from *thencan*=think). *Eye pursued*, he could see birds, ten miles off, flying to England (after that he lost sight of them, they were so small). *White cliffs*, they are of chalk, and can be seen from far. 5. *Watch*, on ships the night is divided into four "watches" of three hours each. It is the duty of a sailor to take his turn at one of these watches, when he has to be awake to walk up and down the deck, and keep a look-out all round. On a stormy night this is hard work. The sailor thought that he would prefer this duty, hard as it was, to his sad state as a prisoner on the French coast, because the ship on which he might watch would be getting nearer to England. 6. *Dearer*, better. *But*, only. *Banished*, driven sleep away. *Doting* (also spelt *doting*), thinking in a foolish way. *Hogshcad*, a large cask. *The deep*, the sea. 7. *Licc-long*, whole. *Lurking*, hiding. *Wrought* (pronounced *raut*), worked. *Launched*, put into the water. *Ploughing in the salt-sea field*, sailing. *Shudder*, tremble with fear. *Untarred*, all boats or ships are brushed with tar on the outside to keep out water. *Uncompassed*, without a "mariner's compass," which all ships carry. *Unkeeled*, not having a keel, a ridge along the bottom, without which a boat cannot be kept steady. 9. *Sorry skiff*, wretched little boat. *Wattled willows*, twigs of the willow plant, such as are used to make baskets. *Equipped*, furnished, fitted out. *Foaming billows*, rough waves. *Argo*, boat. The *Argo* was a famous ship in the Greek legends in which a hero named Jason sailed to find a legendary Golden Fleece. The Frenchmen made fun of the poor sailor, calling his boat an *Argo*. *Sorely jeering*, making great fun of him. *Wonted attitude*, usual way of standing. *That wouldst*, who wishest to. *Yon*, for yonder. *Rudely fashioned*, badly made. *Lass*, girl. *Impassioned*, full of passion or strong love. 13. *Sweetheart*, one sweet to the heart, *i.e.* a lover. 14. *You've both*, *i.e.* you and your mother have. *Bred*, brought up. *The Tar*, the sailor, also called Jack Tar—see page 60 and note on "Now I am a real Jack Tar." *Flag of truce*, a white flag held up on a ship to show that it did not mean to fight, but only to take a message of peace. A ship doing this is allowed to go and come in peace. 16. *Scantly shift*, hardly manage to get food, for he was poor. Yet he never changed, *i.e.* spent, the gold coin, but kept it as an heirloom, being very proud of it. *Hearty dinner*, good dinner.

## EXERCISES.

1. The word *trait* comes from the Latin word *tract-um*, which means "drawn" or marked, as a cart passing along a road leaves a mark upon it. From the same root come the following words. Give the meaning of each word and the force of the prefix: *attract, contract, extract, subtract, retract, detract*.
2. In verse 2, "'Twas when," what is *it* put for?
3. What is the figure of speech in:
  - "His longing brow" (verse 3). "Care had banished sleep" (verse 6). "Ploughing in the salt-sea field" (verse 8). "His little Argo" (verse 10)?
4. "And *so* thou shalt" (verse 14). Expand *so* into a sentence.
5. In verse 4 the word *they* is in italics. Why?
6. Point out the figure of speech in verse 7.
7. Parse the words in the following verses:
  - Story* (1); *how* (3); *thought* (5); *day* (6); *it, rustic* (8); *jeering* (10); *fashioned* (12); *to see* (13).
8. Analyse the complex sentence in verse 4.
9. What letters are "silent" in pronouncing the words:
  - Roam, flight, plough, could, brought, float, caught?*
10. As an exercise in composition, write a short account, in about half a page, of a famous Indian hero of ancient times who "kept his promise," and by so doing became an exile from his country and his home.

## 12. Two Pairs of Gloves.

The war here mentioned led indirectly to the Great War of 1914-1918, for it left the French and Germans deadly enemies, and as the Germans were victorious, it made them think that by following the same plans they would again conquer France and then the rest of Europe.

*Two of their fairest provinces, i.e.* Alsace and Lorraine. They were given back to France after the war, in 1918. 2. *Resounded*, lit. sounded back, *i.e.* backwards and forwards, *i.e.* everywhere (Lat. *re*=back + *son-o*=sound). *Stare*, look at fixedly, with eyes wide open. *Breton*, a native of Brittany, a province of northern France. 5. *Worn*, half worn-out. 6. *The capital, i.e.* Paris (lit. head city, *i.e.* chief city, from Lat. *caput*=head). 6. *Assure*, tell you truly. (This word is a verb form of *sure*, and means make you sure, *i.e.* by speaking the truth.) *Outposts*, stations for guards of soldiers on the outside of the main army where no fires can be lit, as they would be a guide to the enemy. They are cold and dark. *The*

*worst of it is*, the worst thing about our condition is. 7. *Comrades*, fellow-soldiers, friends. *Hesitate*, be in doubt as to whether they should take the gloves. *Comrades do not refuse*, those who are fellow-soldiers do not refuse to accept a gift from one to another. 9. *To their arms*, *i.e.* to the army. *Brilliant*, brave, glorious. *Charges*, attacks. *Support*, help (Lat. *sub*=under + *port-o*=carry, *i.e.* put. We support or hold up a thing by *putting* something *under* it). *Badge*, mark. In the army the rank of a soldier is shown by his dress. *Cruel*, bitterly cold. 12. *Conflict*, fight (Lat. *con*=together + *flict-um*=struck, *i.e.* striking). *Sergeant* (pronounced *Sirjant*), an officer of low rank, above a private soldier. *Shell*, a hollow iron ball fired from a cannon. It is filled with bullets and bursts open when it strikes an object, and the bullets fly out, as seen in the illustration on page 90, and kill any one who is near. *Growled*, said angrily. *Presently*, after a short time. *Ghastly*, pale, awful. *Came whistling*, sounded shrilly through the air around them. *Yelp*, cry out, like a dog in pain. 18. *Decorated*, given medals of honour.

## EXERCISES.

1. Give words having the opposite meaning (*antonyms*) of these words in para. 1: *great*, *fertile*, *stronger*, *secretly*, *many*, *war*, *fierce*.
2. What is the figure of speech in:  
     "Wrapped in thought" (2); "the cruel night" (12); "the captain growled" (13)?
3. Parse the words in italics below:  
     "A cloak *such as* is worn" (2); "he saw a *woman spread* a carpet" (3); "we say to stare and not *to look*" (4); "two *pairs*, my good *woman*" (7); "they went their *ways*" (9); "that *evening* he opened his eyes" (16).
4. Give the noun forms of: *covel*, *fertile*, *strong*, *ready*, *prepare*, *invade*, *known*, *resound*, *assure*.
5. What does the hyphen stand for in the term "Franco-German"?
6. Give the adjective forms of: *air*, *haste*, *home*, *man*, *thought*, *friend*, *woman*, *fur*.
7. Give the "principal parts" of the verbs: *had*, *making*, *took*, *tells*, *fell*, *sought*, *wore*, *buy*.
8. Make sentences showing the different meanings of "*lie*."
9. From para. 6 quote words meaning:  
     Purchase, residence, "chief city," aged, trembling, lifted, "on the shore of," "fathers and mothers," kindle.
10. In para. 8 there are two noun sentences and an adjective sentence. What are they?

## 13. Birds.

These are very simple verses, so simple that some people would not even call them poetry. But they describe the lives of birds very prettily.

*William and Mary Howitt* lived in the middle of the last century. They were very fond of birds and flowers, and wrote pleasing books on Nature-life. These verses on Birds are taken from Mrs. Howitt's *Calendar of the Seasons*, written in 1853. The book describes country life in England every month in the year.

1. *Flitting*, flying about, up and down. *So broad*: the word *so* implies the phrase "as you may see" (understood); it means "very." *Frolicsome*, playful. 2. *Traverse*, move over (Lat. *trans* = across + *verso* = turn round and round). *Sway*, move to and fro. 4. *Dashing*, flying swiftly. *Mates*, fellow-birds.

## EXERCISES.

1. What figure of speech is there in verse 1? Describe it fully.
2. Quote an adjective sentence and an adverbial sentence from verse 1.
3. Make a sentence containing the words: *birds, eggs, nest, twigs, hatch, feed, fly*.
4. Parse these words in verses 2 and 3: *homes, young, hark, one, sway, come* (up).
5. Describe the use of the relative pronouns: *who, which, that*.
6. In verse 2 *sway* is an intransitive verb. Make a sentence with *sway* used as a transitive verb.
7. Make sentences showing the meanings of: give *in*, give *up*, give *over*, give *to*, give *out*, give *away*.
8. What figures of speech are there in the phrases in verse 4?—  
(1) Dashing deep down; (2) screams as wild as the mirth of a child.
9. What are the noun forms of: *fly, flee, please, say*?
10. From the poem quote six words which have the same form as a noun or a verb. Use each of them in a sentence of your own.

## 14. Indian Birds and their English Cousins.

*N.B.*—The vernacular names quoted by Mr. Dewar in these lessons are those used in Northern India and are taken mainly from Hindi or Urdu.

1. *Cousins*, i.e. birds of the same class, having the same habits, eating the same sort of food, and looking very much alike. *Compare*,

put side by side, to see in what way they are alike (Lat. *con* = together + *par* = equal). We *compare* like things, and *contrast* unlike things to see how they are unlike. 2. *Mention*, name (lit. call to mind by naming, from Lat. *mens* = mind). *Very poor in species*, having very few species of the same bird. (The word *species* comes from the Lat. *specio* = to look at, see. It means what is *seen*.) The *species* of a bird is fixed by what we can *see* of it, the shape of its body, colour, and so on. Thus the word means class or kind, all looking very much alike. Where there are many species of a bird, each species differs from another in look very slightly. 3. *Abundant*, plentiful (lit. overflowing, from Lat. *ab* = from + *unda*, a wave). *Do not occur*, are not found. 4. *Allied to*, something like. *Crows proper*, the birds properly called crows, having all the marks of a crow. *Whitish*, a little white, not very white. *Patch*, large spot. *Free from feathers*, on the bare skin. *Widely distributed*, spread all over the country. (The word *distribute* comes from the Lat. *dis* = apart + *tribuo* = give out among tribes of people, *i.e.* give out far and wide, to many people.) *Collar*, black mark round the neck (Lat. *collum* = a neck). *Curious*, uncommon. (The word *curious* literally means that which takes a man great *care* to find out; from Lat. *cura* = care.) *Plumage*, a collective noun from *plume*, a feather, meaning all the feathers of a bird (Lat. *pluma* = a feather). 6. *Glossed*, made glossy or shiny. *Particular*, special. (“Particular” literally means looking carefully at every little part of a thing, from Lat. *particula* = particle or small part.) 7. *Paroquet* (also spelt Parroquet), a small green bird with a long tail, looking like a very small parrot. *Pied*, spotted. *King-crow* (see page 112 for picture): this bird is often called *Bhima-rajah* by Indians. 8. *Brain-fever-bird*, so called by Anglo-Indians, because its sharp, piercing note, uttered continuously for a long time, is so annoying that it is enough to give one the brain-fever. *Swift*, so called because of its swift flight. *Attaches*, fastens. *White bar*, white mark. *Relax*, loosen (Lat. *re* = back + *lax-o* = loosen, from *lax-us* = loose). 11. *Structure*, build, *i.e.* way in which their bodies are made (Lat. *struct-um* = built). The word “structure” often means a building.

## EXERCISES.

1. Give the noun forms of: *various*, *compare*, *poor*, *different*, *abundant*, *occur*, *white*.
2. Three endings of abstract nouns are *ship*, *dom*, and *hood*. Give two instances of each.
3. The prefix *en*, in a verb, means “make,” *e.g.* *enable* means “make able.” Give two instances of similar words.

4. What are the adjective forms of: *picture, compare, speak, England, wonder, species.*
5. Analyse the second sentence in para. 1: "Indian boys . . . look like."
6. Give long words having the same meaning as: friendly, talk to, kind, one, like, very large, give, build.
7. The prefix *de* means *down*, e.g. *de-grade*, to put down a step, to lower. Give three other words beginning with this prefix, and the meaning of each.
8. Why are the cuckoo, the crow, and the koil so called?
9. "The *one* swallow" (para. 11). Put another word for *one*.
10. Explain why a bird asleep on a branch does not fall.

### 15. The Song of the Koil.

*William Waterfield* was an Indian civilian who lived in the middle of the last century. His *Indian Ballads* are very good, and show his sympathy with India and Indians.

1. *The Spring*, called in India *Vasanta* or *Basant* (ritu). The koil is said to "lead," i.e. bring in the spring, because we know that spring has begun when we hear him calling. *Nesting bird*, bird building its nest. *His call is passed on*: when other birds hear the koil singing, they sing too. 2. *Donned their mantles of scarlet and gold*: when the trees hear the koil, they put forth their blossoms, red and yellow, to show how glad they are to hear him once more. *Donned*: to "don" is to "do on," i.e. put on; so "doff" means to "do off," i.e. put off. *Mantle*, covering, lit. a cloak or outer coat. *Bravely*, finely (an old English word not now used in this sense, except in poetry). *The buds that were sleeping*, the buds burst into flower when they hear the call of the koil. 3. *Rests his wing, sits. Hues may be dull*, the colour of the mango flower is pale, not bright like some flowers. *The wanderer*, i.e. the koil.

#### EXERCISES.

1. Why is an adjective sentence so called? Quote two adjective sentences in verse 1.
2. Parse the following words: *sing* (v. 1), *voice* (v. 1), *all* (v. 2), *gold* (v. 2), *to welcome* (v. 2).
3. What figure of speech is there in verse 2?
4. As an exercise in composition, describe as fully as you can the difference between a bird and a cat in about a dozen sentences.
5. Why is the koil called a "wanderer" in verse 3?
6. What is the "Perfect definite"? Quote two instances in this poem.

7. "Have all been told" (v. 2). Told what?  
 8. Put other words for those in italics below:  
*Fair maidens* (1); *arise* and *sing* (1); *glad news* to bring (3);  
*blossoming mango* (3); the forests *ring* (4).

### 16. Indian Birds and their English Cousins<sup>1</sup> (continued).

2. *The cock dhayal*, the male of every bird is called the cock and the female the hen, but used alone, "cocks and hens" refer to tame fowls. *Erecting*, lifting, raising. 3. *Moves in a series of jerks*, jumps along. *Series* means literally a number of things joined together, from Lat. *sero*=join or put in a row. The word "series" is both singular and plural. 5. *Wagtails*, so called because they "wag" (move up and down) their tails. *Curiously enough*, very strangely. *Enormous* (Lat. *e* or *ex*=out of + *norma*=rule, *i.e.* out of rule, not common), very large. 8. *Nightingale*, so called because it sings at night. *Melody* (Greek *melos*=a part + *ode*=song, *i.e.* a song in which there are many parts or notes which sound sweetly together), musical song. *Near relation*, *i.e.* very much like it. 9. *Favourite*, most liked, lit. held in highest favour. *Indicates*, shows (Lat. *in* + *dic*=point out). *Magnificent*, very fine (Lat. *magnus*=great + *fac*=make). *Jay*, a bird called the Blue Jay is common in India. Its feathers are blue and it is about the size of a small crow; but its proper name is the Indian Roller. 14. *Made the acquaintance of*, introduced to in this lesson, so that we may now say that they are friends, for we know something about them (Lat. *ad*=to + *cognitus*=known, from *gnosco*=know. The changed spelling shows that the word came through the French).

### EXERCISES.

1. Why are the blackbird, the woodpecker, the fly-catcher, the wagtail, and the nightingale so called?
2. As an exercise in composition, write a short essay, showing of what use birds are to us, and how their absence would affect us.
3. Give other words or phrases for the following:  
 Handsome plumage, numerous species, "on the wing," continually, cheerful, summer, ponds, forest, seldom, feed on, loves to sing, has a magnificent song, come across.
4. Why are prepositions so called? Name the prepositions in para. 1 of this lesson.
5. Make two sentences to show two different uses of the word *for*.

<sup>1</sup> For further lessons on Indian birds by Mr. Dewar, especially on their migration, see *New English High School Reader II*.

6. In what different ways is "but" used? Make sentences to illustrate your answer.
7. Distinguish between the meanings of: "few came" and "a few came."
8. In the verse on a blackbird, name and explain the figure of speech in lines 3, 4.
9. What is the difference in meaning between *woodpecker* and *wood-pecker* (with a hyphen)?

### 17. To the Cuckoo.

William Wordsworth, who lived in the last century, was the greatest of the "Lake Poets" as they are called, because they loved the "Lake district" in the north of England, where they lived. The others were Coleridge and Southey. Keats and Shelley were contemporaries, and so were Byron, Scott, and Moore. Wordsworth was a worshipper of Nature. His verses are written in a very easy style and his words are simple.

1. *Blithe*: the meaning of this good old Saxon word (also spelt blythe) is exactly expressed in the last three lines of the verse on the blackbird (see page 109). *New-comer*, the cuckoo does not stay all the year in England; it comes in spring and departs in summer to other lands. *I have heard*, i.e. I have heard thee often before, I hear thee now again. *A wandering voice*, heard now here, now there, while the bird itself is not seen. 2. *Twofold shout*, call of two notes "cuckoo" or "ku-ku." 3. *Darling of the spring*: in India the koil may be called "the darling of the Vasanta." It too is heard, but seldom seen. *Mystery*, a wonder, which I could never understand. (Mystery is a Greek word and meant the secret worship of some deity to which the public were not admitted, only the priests and devotees of the god; then the word came to mean anything secret.) 5. *A hope, a love*, a bird whose note I loved to hear and hoped to see. *Still*, always. *Beget*, get back once more. *The golden time*, youth, when all nature charmed me. *Monotonous*, the same note (Greek *monos* = one + *tonos* = tone). *Magic*, wonderful, charming. *Budding vale*, valley full of trees covered with buds ready to burst into flowers, in early spring.

### EXERCISES.

1. Parse the words in italics below:  
 "Shall I call *thee bird*," *voice* (1), *welcome*, *thing* (3), *cry*,  
*same*, *ways* (4), *love*, *seen* (5), *can lie* (6).
2. Analyse verse 8.

3. Give other words or phrases with the same meaning as :  
Am glad, only (v. 1), double, loud note, appears, distant (v. 2), unseen, beloved (v. 3), look for, wander, grass.
4. Name and describe briefly the four English seasons.<sup>1</sup>
5. The Greek root *monos* means one, as in *monotonous*. Give two other words beginning with the same root, and show how the meaning *one* is common to both.
6. In the same way give three words derived from the Latin root *unus*, meaning *one*.
7. When is the pronoun *thee* used in English instead of *you* ?
8. These lines to the cuckoo are one long *Apostrophe*. Explain this.
9. *Once* : what letter is pronounced in this word, but not seen in the spelling ?

### 18. Sharpbill, the King-Crow.

This tale tells the life-history and the habits of the king-crow, often called, in Northern India, Bhima-rajah.

1. *In pursuit of*, following, trying to catch. (The word *pursuit* is a good instance of how the spelling of a word is changed by coming into English through the French. It is derived from two Latin words, *pro*= forwards + *secut-us*= followed. From the same two Latin words an English word *prosecute* has been made directly from the Latin. Here the spelling is very little changed. It means to go on doing something, e.g. prosecute a work. It also means to bring a man before a court of justice.) *Gnat*, a fly with long wings. This word is pronounced *nat* (*g* being silent). *Ticks*, tiny insects that live on the skins of animals and bite them. *Destroy*, kill (Lat. *de*=down + *struo*= build, i.e. lit. to pull down a building). *Worry*, vex, trouble. *Protector*, defender, helper (Lat. *pro*=before + *teg* or *tect*= cover, as a soldier covers his body with a shield to defend it). *Numerous*, many (Lat. *numerus*=a number). The English word *number* comes from the same root through the French, who put in the letter *b* to make it easier to pronounce, because the letters *m*, *n*, *l*, *r*, are "liquid" letters and slip out of the lips too easily. The letter *b* strengthens the sound. For this reason the same letter *b* is put into the word *camera* and we get the English word *chamber* through the French, meaning a room in a house. 3. *Custom*, habit. Laid its *foundation*, fixed the lower part (Lat. *fund-us*=base). *Some ten*, about ten. *Tough* (pronounced *tuff*), strong, such as would bend but not break. *Neighbours* (pronounced *neyburs*), those who live nigh,

---

<sup>1</sup> This is done at length in *New English Reader IV*. in this series. It may be referred to.

*i.e.* near (*bour*, from Saxon *boor* or *boer* = a farmer). *Fork*, angle. *Minute*, here pronounced *minit* (but the same word used as an adjective, meaning "very small," is pronounced *my-nyūt*). *Tiresome* (adj. form of *tire*), tiring. *Stuck to it*, kept on doing it. *Breath*, least movement. *Chick*, young bird. *Nestled* (verb form of *nest*, lit. to sit close to one another as birds do in a nest), lay close. *Creature* (pronounced *creccher*), living thing (lit. something *created* or made, but the term is usually used to show pity, or love, or scorn). *Stomach*, pronounced *stum-uk*. *Proverb*, a short wise saying (Lat. *pro* = forth + *verb-um*, a word, *i.e.* a word spoken out freely). *Tender*, soft, easily hurt. *Quill feathers*, thick feathers such as are used sometimes to write with. *Providing*, getting food (Lat. *pro* = beforehand + *vid* = see). *Satisfied*, to have enough (Lat. *satis* = enough + *fac* = make. The root *fac* is made into *fy* in many words. It always means make). *Grub*, a worm or caterpillar. *Settle*, sit. *Mosquitoes*, pronounced *mosk'etōz*. 7. *Shapely*, well shaped. *Were gone, i.e.* gone from sight, being covered with feathers. *Glossy*, shiny. *Expanded*, lengthened out. *Plumes*, feathers. *Take an interest*, notice. 8. *Important*, great, necessary (Lat. *im* = in + *port* = carry). *Important* literally means what is "borne in upon the mind" as necessary to keep in mind). *Enemies*, foes (Lat. *in* = not + *amicus* = friend). *Distance*, space (Lat. *dis* = apart + *sto* = stand. The space standing apart or between two things is the distance between them). *Stole*, went quietly like a thief. *Tope*, grove (this is an Indian word, from the Tamil). *Was no match*, not so strong as. *Hesitating*, stopping to think (Lat. *hesito* = to keep sticking or stopping. From the same root we get *adhere* = to stick to). *Defend*, keep off attack from (Lat. *de* = off + *fend* = strike). *Whizz*, sounding like an arrow shooting through the air. *Stand it*, suffer the attack. *Vigorously*, strongly, loudly. 9. *Permission*, leave. *Gulf*, deep air. *Abuse*, call by bad names (lit. make a bad use of). *Shivering*, shaking. *Crash*, noise made by a falling body when it strikes something. *Encouraged*, given courage, made bold. 10. *Dependent*, relying on (Lat. *de* = down + *pend* = hang, lit. hanging on). *Twitter*, chirp, cry like a bird. *Gulping down*, swallowing quickly. *Swoop*, fly down swiftly.

## EXERCISES.

1. What letter is silent in the pronunciation of these words?  
*Catching, build, backs, ticks, feathers, pleasure.*
2. Put other words or phrases for those in italics below in para. 1:  
*Top branch, ever since, upon which he lives, cattle are feeding on the grass, he is called, over there.*

3. What words in para. 2 are used with the following meanings ?  
Exactly, commencement, summer, rear, monsoon, reply, getting ready, want of food.
4. Expand into sentences the words in italics in :  
*So did* his eyes (5), *After that* (6).
5. *Darling* means a little "dear" and is called the "diminutive" form of *dear*. Other diminutive endings in English are *let, ock, kin*. Give an instance of each, and the meaning of the words you quote as instances.
6. The prefix *re* in a word means *back* or *again*, e.g. *re-peat*, to say again, *re-main*, to stay back or behind. Give three other instances of similar words, with the meaning of each.
7. Give the noun forms of : *sit, see, great, live, long, feed, give, destroy*.
8. Rewrite the following sentences in the "interrogative" form, *i.e.* as questions : That is Sharpbill ; Tom will find him ; He was born ; The cattle are feeding ; Every year they used to build their nests.
9. The ending *fy* means "make," as in *satis-fy* = make enough. Give four similar words, and use each in a sentence of your own.

### 19. The Leap of Roushan Bey.

Henry Wadsworth Longfellow was an American poet who was one of the "nineteenth century poets." His short poems will be found in most English Readers, e.g. "The Psalm of Life," "The Village Blacksmith," "The Rainy Day," "The Slave's Dream," and "Excelsior." "The Leap of Roushan Bey" is one of Longfellow's best poems, but is not so well known.

These spirited verses describe an incident that is said to have happened in the wild country of Koordistan, the land of the Kurds. A robber chief named Roushan Bey—"The Shining Chief"—who lived on the plunder of caravans that passed through the country, and was the head of a band of 780 men, lost his way alone, and was closely pursued by an Arab chief, *Reyhān*, with 100 men, who rode along the foot of the mountain, looking up at Roushan, who rode along the top. He came up to a deep ravine, across which he leaped on his horse, *Kyrat*, and so escaped.

1. *Chestnut*, reddish brown. This is the colour of the nuts of a well-known tree. It was the colour of the steed or the horse of the Bey. The term "steed" is applied only to riding-horses, not to cart-horses. *Son of the road*, *i.e.* robber or bandit. Another old English term is "highwayman." *Flew*, galloped his horse. 2. *Reach the dust-cloud*, so swift was *Kyrat*, that the dust that he raised as he galloped

along the desert had time to fall to the ground before any pursuer could come up to it. *Loved his horse*, the Arabs treat their horses like members of their families. They never use whips or spurs, but talk to their horses, which seem to understand them. These horses are the finest in the world. 3. *Garden-girt*, in the midst of gardens. (*Girt* is the passive participle of *gird*=to tie around. *Plundered khan*, the khāns or chiefs whom he plundered. *Caravan* (Persian *kārwān*), a company of travellers or merchants riding on horses or camels through deserts or lonely countries. They help and protect one another against robbers, and usually pay some desert chief to guard them on the way. 4. *Fourscore*, *i.e.* 80; one score is 20. *Men-at-arms*, armed men. *Livery*, dress. This term is only used for the dress of servants, not that of soldiers, which is called their "uniform." (Livery means what is de-liver-ed or given by a master to his servants, *e.g.* to his footman, his coachman, or his butler.) 5. *Sheer*, steep, like a bare wall. *Precipice* (Lat. *pre*=front + *cap-ut*=head, *i.e.* head-first, headlong, as one would fall down a steep hill), the steep side of a hill. *Loud the torrent roars*, there is a rushing stream at the foot of the precipice; it can be heard, but not seen, from the top. *Yawns*, opens. The word usually means to open the mouth wide; here the ravine, or opening between the two hills, is spoken of as an open mouth. *Chasm*, gap, opening. *On air*, there is no bridge, only air between the two sides. 6. *La Illah, etc.*, the Arab war-cry, meaning Allah is God. *Glen*, the bottom of the ravine. 7. *Caresses*, strokes fondly. *Topmost spray*, highest little branch of a tree. *Carry me, i.e.* if you will carry me. *Satin housings shall be thine*, I will put on your back a saddle-cloth made of satin. *Housings* are so called because they keep the saddle and back of the horse dry and safe, as a *house* protects one from the wind and the rain. *Satin* is a kind of shiny silk, very costly. 9. *Skein*, a bundle of silk thread. *Rescue*, save (Lat. *re*=again + *ex*=out of + *quatio*=shake, lit. *i.e.* "to shake back out of" (danger). The great change in spelling shows that this word comes through the French). 10. *Verge*, edge. *Into the air's embrace*, into the arms of the air, as a child jumps into the arms of its mother, who "embraces" it, *i.e.* throws her arms round it (French *em*=in + *bras*=arm). *Surge*, the waves of the sea which rise and fall (Lat. *surgo*=rise). 11. *Rattling*, the noise made by the falling of stones. *Abyss*, ravine (Greek *a*=without + *busson*=bottom; lit. bottomless). *Fragments*, little pieces, stones (Lat. *frag*=break), lit. broken bits. As the horse leapt, the hoofs of his hind feet knocked stones out of the edge of the precipice, which rolled over into it. *Pebbles*, small stones worn smooth by water, found along the beach of a sea. 12. *Tasselled cap, i.e.* cap

with a tassel or twisted silk threads on the top of it, as is well shown in the picture on page 119. 13. *Harness* now means the trappings of a horse, the saddle and bridle, now made of leather; but the word "flash" shows that the poet uses the word in its old sense of "arms"—the sword and arms of the rider, as well as the trappings of the horse. The word is derived from the old British or Welsh *hairn*, which means iron. All that the Arabs below could see was the sudden flash or glitter in the sun of something shining far above. *Phantom*, a ghost, seen only in a dream or in fancy, a vision (Greek *phaino* or *faino*=appear. From the same root comes fancy). *Cataract*, rushing stream at the foot of the ravine (Greek *cata* or *kata*=down + *arass-cin*=rush). 14. *Held his breath*, stopped breathing for a moment. *Vision of life and death*, sight of a life saved at the risk of death. *Allahu*, O God. *Vision* (Lat. *vis-um*=seen. *Vision*, from the Lat., and *phantom*, from the Greek, both mean very much the same thing).

## EXERCISES.

1. Which verses in this poem are in the "historic present"?
2. It has been said that verse 10 is a perfect "word picture." What does this mean?
3. Write verses 1 and 2 in prose order, supplying any words you may think wanted.
4. In the line "Seeking refuge and relief" there is *alliteration*. Quote six similar instances in the poem.
5. Parse the words: *chief* (1), *wife* (2), *caravan* (3), *night* (4), *he* (5), *foot* (6), *breast* (7), *reed* (8), *shoes* (8), *skein* (9), *flash* (13).
6. Point out the *simile* in verses 7 and 11.
7. Analyse the complex sentence in verse 1.
8. Quote words or phrases from the text meaning:
  - Obeyed, trying to find, cliff, river, stopped short, horse.
9. Give the principal parts of the verbs: *girt*, *wore*, *bid*, *seek*, *ride*.
10. Rewrite the first four lines of verse 13, putting in any words understood to make the meaning quite clear.
11. Explain the last two lines of verse 13.
12. What qualities of Roushan Bey are shown, and how, by his actions described in verse 12?

## 20. The Sandstorm.

1. *Untravelled deserts*, lands where no one lives, the Sahara. A desert (Lat. *de*=not + *sert-um*, from *ser-o*=join or unite) means, literally, a land where men do not live together, united, in towns or villages.

The true Arab of the desert lives in tents, which he moves about from place to place, to find a little grass for his horse to eat, or some thorny shrubs for his camels to feed upon. In the picture there are the tents and the camels, lying down with their heads away from the wind, which is bringing the sandstorm upon them from behind. The story that follows describes very well the desert, the sandstorm, and the sufferings of the Arabs of the desert from the want of water and the heat. The Arab lives alone with his family, his sons and their wives, in their tents—little tents made of goat's hair, very different from the beautiful white tents, made of cotton cloth, which one sees in India.

*The writer*, i.e. the writer of this story in the *Times* newspaper in London. He was a resident in Morocco in North Africa, and writes the story as it was told to him by the Arab of the desert. *He seldom ventured on the sea*: one way from *Mogador* (a little seaport on the Atlantic Ocean, in Morocco, on the north-western coast of Africa) to *Tangier* (another seaport higher up, close to the Straits of Gibraltar) is by ship, along the ocean, but the desert Arab is afraid of the sea. *Wearying*, tired of the town and longing for his desert home. *Unexpectedly*, suddenly (Lat. *un*=not + *ex*=out + *spec*=look for; lit. what is not looked out for). *Fez*, the chief town (inland) of Morocco. 2. *Season*, time of the year. (The word literally means time of sowing, spring; from the Lat. *sero*=sow (not *sero*=join, which is another root-word). Then the secondary meaning of the word is any season. It comes through the French.) *Prosperity*, being well off, when one is happy and hopeful (Lat. *pro*=forward + *spes*=hope). *Present*, time now (Lat. *pra*=before, in front + *essens*=being; "present" literally means what is in front of one and can be seen now). 3. *Descended*, went down (Lat. *de*=down + *scand-o*=climb). *Grazed*, eat grass. *Nibble*, keep on eating a little at a time. (This is a Saxon word from *nib*=the beak of a bird, or anything like it, e.g. the point or nib of a pen. Then it means to peck, as a bird does, and then to eat in little bits.) *His neighbour*, the sheep next to him. 3. *Oasis*, a spot in the desert where there is a little water from a spring or well. (It is an old Egyptian word which was used by the Greeks and Romans.) 4. *Journey*, march (lit. a *day's* march, from French, *jour*=a day). *Pitched*, put up. *Dispersed*, scattered (Lat. *di*=apart + *sparg-o*=scatter). *Reduced*, have their water lessened or used up (Lat. *re*=back + *duc-o*=lead). The water, by drinking, would be "led back," i.e. it would fall lower and lower in the well or become less. *Afield*, to the country all around (lit. to the fields; but there were no fields in the desert, so the word here means simply "afar"). *Purchased*, bought. (The word comes from the French and literally

means "to chase for" (a thing), *i.e.* to run after it. Hence it means to get it, and lastly, to get for money, to buy.) *A sufficiency*, enough (Lat. *sub*=under + *fac*=make or put). What is put under a thing is enough to hold it up or support it. 5. *Furnace*, the fire in which metals are melted by a blacksmith, in which the heat is very great. *Propounding*, setting forth, explaining (Lat. *pro*=forth + *pōn-o*=put). 6. *Parched*, dried up. *Drifting*, driving, driven or moved by the wind. *Resisted*, withstood, kept standing against the wind (Lat. *re*=back + *sisto*=make to stand, from *sto*=stand). *Tempest*, storm of wind (lit. a fierce storm that lasts for a short time, from Lat. *temp-us*=time). *The judgement of God*, the Arabs looked on the storm as a sign that God was angry, and regarded it as a "judgement on them," a sentence of punishment. *The while*, all the time. The word *the* before *while* makes it into a noun, meaning time. *Red*, because the sun shone through it. *Wailed*, wept aloud. *To be comforted*, to take heart, feel strong and brave (Lat. *con*=together + *fort-is*=brave). 8. *Took counsel*, talked together. *The wrath of the wind*, the strong loud wind. *Decided*, made up their mind (Lat. *de*=down + *cardo*=cut, *i.e.* to cut off or stop further talk and thought, to fix firmly in mind). *Remain*, stay (Lat. *re*=back + *man-co*=stay). *Confiding*, trusting (Lat. *con*=with + *fid-o*=trust). *Sallied*, went forth to face the danger, as soldiers "sally" out of a fort to fight. 9. *Were it not for the child*—! If it were not for the child (I would not mind). The dash after *child* shows that the speaker breaks off in his speech—something is understood. *Behold*, see. 10. *His fill*, as much as he can drink (lit. so as to fill his stomach). 11. *Ill at ease*, not at ease. *The hour of prayer*, the Arabs pray five times a day; the first prayer is at dawn. *Timid*, full of fear. *Approaches*, comes near (French, from Lat. *ad*=to + *prope*=near). *Habitations*, dwelling-places (Lat. *hab-co*=have; lit. what one *has*, *i.e.* dwelling-place). *Marvelled*, wondered (French, from Lat. *mira-bilis*=wonderful, from *miror*=wonder). *Beautiful*, full of beauty (French *beau*, from Lat. *bellus*=beautiful). *Declaimed*, said aloud and slowly (Lat. *declamo*, from *de* + *clam-o*=cry aloud). 13. *Athirst*, thirsty.

## EXERCISES.

1. Write this story very briefly, in your own words, in about one page.
2. Write the following sentences in other words:
  - (1) The east wind brings fear to the hearts of the dwellers in tents.
  - (2) Upon its wings it bore sand.
  - (3) Our eyes saw nothing but death before us.
  - (4) Our sheep ate as is the manner of the country.

3. (1) "In the days of distress." Rewrite this phrase as a sentence beginning with *when*.
  - (2) "*Some* seventy of us *in all*." Substitute other words for those in italics.
  - (3) "*No* we reached the wells." Expand *so* into a sentence.
  - (4) "Bread we had none." Rewrite without using *none*.
  - (5) "With the summer came the heat." Rewrite, using the word *when*.
4. Analyse the complex sentence in the second half of paragraph 4.
  5. Why does the Arab call the "Koran" blessed?
  6. Point out a *simile* and a *metaphor* in paragraph 6.
  7. What is a disjunctive conjunction, and why is it so called? Give three instances from this lesson.

### 21. A Ballad of Sir Pertab Singh.

A *ballad* is a short poem on some historical event or stirring incident, such as "The Leap of Roushan Bey," or the event described in these verses.

*Sir Henry Newbolt*, the author of this ballad, is a Professor of Poetry, and Vice-President of the Royal Society of Literature. He has written several books in prose and in verse. He writes with exquisite taste.

*Major General Maharajah Sir Pertab Singh*, the Regent of the Rajput State of Jodhpur, was a Rajput of the Rahtor clan. He died in September 1922. This grand old warrior was first and foremost of the Hindu rajahs to go to Europe to fight in the Great War. He was then seventy years old, and the Viceroy was not willing at first to send him, because of his age. "What!" he cried, "is there to be a battle and I not in it! I demand it as my right to fight and to die for my Emperor. Send me, my Lord, I will not be denied." The Viceroy, Lord Hardinge, then let him go. With him went his young nephew, the Maharajah of Jodhpur, a graceful and gallant boy of sixteen.

The lines at the head of this poem are by Mr. Rudyard Kipling, one of the most famous of living writers. His two best known books are, perhaps, *The Jungle Book* and *Kim*.

These lines say briefly what the ballad does—that all brave men esteem and love one another, it does not matter from what country they come—from the East (Asia), or from the West (Europe)—nor to what nation they belong nor what their families are. When two brave men meet, each regards the other as his equal, his friend and his brother, and is ready to do him any service.

1. *Him that first, i.e.* King Edward VII.
2. *A soldier, hilt and*

*heel, i.e.* from the handle of his sword (hilt) to the steel spurs on the heels of his boots, *i.e.* from top to toe, in everything and every way, he was a soldier. *He struck jire*, Pertab Singh felt in his heart that the English officer was of the same nature as himself, and his heart warmed towards him. 3. *Their blood sang to them*, their hearts told them. When two persons think the same thoughts we say their hearts beat "in unison," *i.e.* as one. The word "sang" implies that they were joyful and excited. Both delighted in a fight, a good and honourable fight. 4. *Of all their loves, i.e.* their loved ones. *The allotted days*, fixed by fate. *The Shadow*, Death. 5. *Stilled*, brought silence and sadness into the house, for the guest was dead. 6. *Narrow chest*, the coffin or long box into which a corpse is put and buried. *Fast-dreaming*, fast losing all expression, becoming "fixed" or "glazed." He was in a never-ending dream, in "sleep that knows no waking" (see lines on page 138). The poetical phrase is a "euphemism" for "dead." 7. *His race and creed*, Englishmen and Christians. *Creed* means what a man believes, his faith or religion. (It comes from the Lat. *credo*=believe.) *Bear the dead*, carry the coffin to the grave. Four men carry a coffin on their shoulders, two at the head and two at the foot. 8. *An alien bier*, coffin of a man of another race. 9. *I have no caste*, in a case like this, I care not for caste. *Am bearing*, am going to bear, will bear. 10. *Passionate heart*, warm-hearted one. (The word "passion" has quite changed its first meaning. It comes from the Lat. *pat-io*=I suffer, *passum*=suffered, and thus meant at first "suffering"; then it meant filled with *any* strong feeling; then, filled with anger. A passionate man is one who easily gets angry. Here it means easily excited, rash.) *Bethink you, i.e.* think (lit. make yourself think), consider. *That which you lose to-day, etc.* : your caste. If you lose it to-day, you can never regain it; you will be an out-cast for ever. 12. *The rose-red steps*, the steps and the house were built of red marble. 13. *Dawn relit the lamp of grief*, the sun brought with it grief for the dead, grief which had been forgotten, for a time, in sleep during the night. 14. *Hard morning light, i.e.* the light which brought back the hard, *i.e.* stern fact that his friend was dead. 15. *Befell*, there happened. 18. *Then leapt the light*, when he heard this, his eye flashed in anger. *Thy soul hath never known*, you do not know what you are talking about. Here the word "thou" (priest) shows contempt. 19. *That immortal line*, the race or caste of brave men which never dies; this, says the speaker, is the highest caste in the world (Lat. *im*=not + *mors*=death). *Are but dust*, are only like dust, worthless. *Pure as the pool of death* : this charming poetical phrase speaks of death as a deep pool into which the souls of the

brave slip and are purified. There is precisely the same idea in the last lines of Edwin Arnold's "Light of Asia":

The Dew is on the Lotus! Rise, Great Sun!  
And lift my leaf and mix me with the wave,  
*Om maui padme Hum*, the Sunrise comes!  
*The dewdrop slips into the shining Sea!*

## EXERCISES.

1. As an exercise in composition, write out the story in this poem, in your own words, in about one page.
2. Point out any figures of speech there are in the ballad, and explain each of them.
3. There are several poetical "euphemisms" for Death and Die. Quote them.
4. Parse the words: *days* (5), *heart* (5), *fourth* (7), *need* (9), *lose* (10).
5. What is the object of: *sang* (4), *knows* (11), *know* (16), *spoke* (18)?
6. Analyse verse 5.
7. What word in the text has the meaning of: *close* (v. 5), *cover* (v. 6), *carry* (v. 7), *kindly* (v. 8)?
8. Explain what is meant by a noun "in apposition." Quote two instances from this poem.
9. "He went forth all in white," (v. 14). Why "in white"? What does *all* mean? Parse *all*.

## 22. The King's Letter.

This pathetic story tells how Ahmad Ali, a sepoy of the Indian army, living in a village in S. India, was invited, with other veterans who had fought in the Indian Mutiny of 1857, to be present at the Delhi Durbar in 1911, and how he fell dead in the "march past" of the Mutiny veterans.

1. "Event," *i.e.* a great event. This meaning is given to the word by the marks of quotation before and after it. *Pilgrim*, a traveller to some holy place, usually a temple or mosque. This word comes through the French from the Lat. *per* = through + *ager* = the land, *i.e.* one who goes from land to land. The French changed the letter *e* into *i* to soften the sound. *Shrine*, a holy place or temple. Shrine is a softened form of "scrine," found in old English. It meant at first a box to hold sacred writings, or a place in which sacred writings are kept. In this sense the Golden Temple in Amritsar in the Punjab is a shrine, for in it is kept the *Granth* or holy book of the Sikhs. The word comes from the Lat. *scrinium* = a box to hold writings, and is derived from *scrib-o* = write. *Stray*

*bits of gossip*, news which they had heard here and there. *Gossip* means talk about trifles. *Gaunt*, thin from fasting. *Fakir* (pronounced *fakcer*), a Muhammadan beggar regarded as a holy man (Arabic *fakr* = poverty); while a *Sanyasi* is a Hindu beggar.

2. *Paddy*, rice. *Plantain*, this fruit is in Europe called the *banana*. *Pension*, pay given to old servants who are not able to work (Lat. *pend-o* = weigh out). Money is often weighed and not counted, and in the old times "pay" was often given in the shape of grain, weighed out. *Sircār* (or *Sirkār*), the Government. *Social rank*, place in society, *i.e.* the people among whom he lived (Lat. *socius* = a companion). The villagers thought highly of him because he was a Government pensioner. *Kaisar*, Emperor. The word is, like *Tsār*, another form of *Caesar*, the title of the great Emperors of Rome of ancient time. The title was assumed by Queen Victoria when the Viceroy, Lord Lytton, proclaimed her "Kaisar-i-Hind" in a great Durbar at Delhi on 1st January 1877. When the word "Kaisar" is used alone, it usually refers to the late Emperor of Germany. *Terrible*, dreadful (Lat. *terreo* = frighten). *Mutiny*, rebellion of soldiers or sailors against their officers. *Loyal*, faithful. This is another form, through the French, of *legal* (from Lat. *legis*, from *lex* = law), and literally means "obeying the law." *Battle*, fight. *Fight over again*, describe. *Steady*, blow gently. *Convenient*, easy to reach (lit. place for coming together of people, from Lat. *con* = together + *ven-io* = come). *Veteran*, old soldier (Lat. *vetus* = old). *Reverently*, respectfully; he regarded his medal as something sacred. *Fetish*, something held sacred. (The word often means something which has a magical power over its owner for good or ill. Many jungle tribes in India have "totems," much the same as fetishes, which they worship.) *Awe-struck*, full of fear. *Hero*, great man. (Among the Greeks of ancient days a *heros* was a God-man, such as Hindus regard Rama to have been.)

3. *Fortunately*, luckily (Lat. *fors* = chance, luck). *District-officer*, the Collector, also styled Deputy Commissioner in some provinces. *Paying* (visit), making. *Civilian*, officer of the Civil Service, Collector. *Soldier* (pronounced *sōl-jer*), sepoy or sipahi. (The word means one who serves for pay, from Lat. *solidus* = a "solid" piece of money, a coin.) *Ancient*, old. (The word used to be spelt *antient*. It comes from the Lat. *ante* = before + *ens* = being, and means what was *before* us, of old time, *i.e.* very old.) *Photograph*, picture (lit. "taken by light," from Greek *photos* = of light + *graph-o* = write or print. A photograph or "photo" is taken by the aid of light. This is a modern invention of the last century).

4. *Envelope*, cover. *Besieged with questions*, asked many questions by people who came round him, as soldiers surround a fort to take it. (The word

siege literally means the sitting down of soldiers around a fort, from the Lat. *sed-co*=sit. The word "session" or sitting, as of a council, comes from the same root.) *All over the place*, quickly spread everywhere, everybody heard it. 5. *Reticent*, reserved, backward to talk (Lat. *re*=back + *tac-co*=silent). *Turban*, a Turkish word (*dul-band*), a cloth twisted round the head. In India the word usually used is *pagree*. *Translated*, put into his own language, Hindustani (Lat. *trans*=across + *lat-um*=carried. In a translation a word is carried across from one language to another). *A perfect study*, like a picture, it showed so clearly his feelings. *Study* here means something to be studied or looked at closely. *Perturbation*, trouble, disquiet (Lat. *per*=very + *turbo*=trouble). *Figure*, body (pronounced *fig-er*. The Lat. root is *fig*=shape). *Reminder*, bringing back to mind. *Splendid*, fine, glorious (lit. shining, from Lat. *splend-co*=shine). *Curious*, eager to find out more (lit. full of care, from Lat. *cur-a*=care). The curious man cannot rest; he is full of care till he finds out what he wants to know. *Address-me-not air*, looked as if he did not wish to be spoken to. *Was very exclusive*, kept people off (Lat. *ex-clud-o*=out + shut). *Contents*, what was (written) inside (Lat. *con*=together + *ten-co*=hold). The letter "contained" or held together the words in it. *Possess their souls*, keep themselves. *Infirm*, weak. (The prefix *in* means *not*.) *Precious*, highly valued (lit. costly, from Lat. *pretium*=price. The *t* is changed into *c* in the French. If it had been taken direct from the Latin it would be spelt *pretious*). *Haughty gesture*, proud motion of his hand (pronounced *jes-cher*; Lat. *gestum*=carried, lit. "a carrying" (of the hand)). *Majestically*, grandly, as if he were a king (Lat. *majestas*=majesty, from *majus*=very great). 6. *Peace*, *i.e.* be at peace, do not trouble yourself. *Huzoor* (an Urdu word meaning literally "The Presence"), the Government officer. *Envy*, wish that they had his place (Lat. *in* + *video*=against + look, *i.e.* to look angry, to frown at the good fortune of another and then to feel angry in the same way). *Erect*, upright. *Convey*, take, carry (Lat. *con* + *via*=with + way, lit. to take (with one) on the way). 7. *Nipped*, bit. *Bitter*=very cold. *Decrepit* (also spelt decrepid), very old and feeble (lit. noiseless, from Lat. *de*=not + *crepitus*=a noise. A very old man walks so slowly that he makes no noise). *Settled on*, attacked. *Quarters*, lodgings, house given to him to live in. *Draughty* (pronounced *dräfty*), where cold winds blew through the waiting-rooms. *Too much*, *i.e.* too tiring, more than he could do. *Aching limbs and fevered brow*, body full of pain and brow hot with fever. *Seeing to*, looking after. *Father*, old man, said in a kindly way. *Hoarsely*, indistinctly, like a man who has a sore throat.

8. *Amphitheatre*: this term is derived from two Greek words, *amphi*=round about + *theatron*=a theatre or building for seeing. It means a large circular building with raised seats all round, on which people sit to look at some play or exhibition; in this case the marching of the troops with bands of music playing. *Mutiny heroes*, the brave old soldiers who had fought in the Mutiny fifty years before this. *Pulled himself together*, made a great effort, putting forth all his strength. *Pathetic*, sad, moving with pity (Greek *pathos*=deep feeling). *Bared heads*, those who wore hats took them off to show respect to the brave old men. *One, two*, the counting aloud of the officer to help the men to march quickly. *They stopped*, his legs stopped still; he could march no longer. *Frail*, without strength, as if they would break. (*Frail* is a short form of fragile=easily broken, from the Lat. *frang-o*=break.) *Tottered*, stumbled along with shaking steps. *Why!* an interjection; it here means Look! *Fainted*, he lay motionless, and looked as if he had fainted, but really he had fallen dead. In the picture he is seen holding his hand to his heart, which was in great pain. It soon ceased to beat.

## EXERCISES.

1. As an exercise in composition, briefly tell this story in your own words, taking not more than about a page of writing.
2. Write a short account of the Indian Mutiny in 1857, which you have no doubt studied in your Indian history, in from one to two pages.
3. How can you tell from the form of some words that they are adverbs? Give six instances.
4. Make sentences to show how each of the following words (taken from para. 1) may be (1) a noun, (2) a verb :  
*Rule, place, visit, crowd, drink, milk.*
5. Use each of the following words in two sentences as different parts of speech :  
*Stray, pension, wild, part, fight, stop.*
6. Give a synonym (word with the same meaning) for each of the following words :  
*Flung, bears, usual, humble (hut), old, little.*
7. What figure of speech is there in each of these phrases?—  
Sleepy place; wild eyes; breeze would steal over; awe-struck eyes; the light has gone out (para. 3).
8. Explain the phrase "and so on" in para. 1.
9. Give the abstract noun forms of: *loyal, social, terrible, serve, reverent, proud.*

### 23. Evening in England.

These beautiful verses are the first three in a poem known as "Gray's Elegy." An elegy is a mournful or plaintive poem, a poem written on subjects which are serious and such as make the reader take a serious view of things. The word is derived from the Greek *e*, and *legein* meaning "to cry woe! woe!" The author says of himself in this poem :

"Melancholy marked him for her own" (verse 30).

Thomas Gray belongs to the eighteenth century. He was the greatest writer of elegies in that century, and this poem is one of the finest elegies, if not the finest, in the English language. It was published in 1750. It took the author seven years to write it. It is perfect. Many English boys know by heart the thirty-two verses in this elegy. An Indian student would do well to learn it too. The style is pure, clear, and musical.

*Curfew*, this term comes from two French words *couvre-feu*, meaning "cover-fire." It was a bell rung in the evening as a sign for people to put out their fires and go to bed. This custom was brought into England by William the Conqueror about 800 years ago. It is still followed in some parts of the country. *Tolls the knell*, it is the custom in England to toll or sound slowly, at intervals of a minute, a church bell when any person of importance has just died. *Parting day*, *i.e.* departing or dying day. When people hear the curfew bell they know that the day is just ending, just as the knell of a church bell tells them that the life of some one has just ended. *Winds*, herds of cows, lowing as they go, *walk slowly* homewards over the *lea* (pronounced *lee*), *i.e.* the meadow or grassy plain. *Plods his weary way*, walks wearily, for he is tired with his hard work. 2. *Glimmering landscape*, the country around looks more and more dim as the rays of the sun slowly die away. "Landscape" is a changed form of "lands-shape." *Holds* (the air), prevails over. *Save*, except. *Wheels his flight*, flies round and round. *Droning*, the noise made by a flying beetle. This is a "monotonous" (*i.e.* all on one tone) noise, and makes the hearer sleepy. The same meaning is expressed by the phrase *drowsy tinklings*, *i.e.* the tinkling of the bells round the necks of the cows as they move their heads up and down or from side to side in the *folds*—the enclosures or buildings in which they are shut up for the night. *Lull*, put to sleep. 3. *Save*, except. There is silence everywhere, but the stillness is broken by the hooting of the owl. *Ivy-mantled tower*, the tower of the church in which the owls have built their nest. It is "mantled" or covered by *ivy*, a creeping plant with beautiful green leaves, often grown over walls in

England. *Moping*, dull, sleepy. The owl is said to “mope” because it sits silently by itself, and is said to complain or hoot to the moon when it sees any one coming near its *secret bower*, *i.e.* its nest, and disturbing it. The owl “reigns” like a queen in the church tower because no other animal goes there, and this she has done for a very long time, from “ancient” times. All this is the fancy of the poet; but really the owl is wide-awake and active at night, when it flies about to catch mice and the insects on which it feeds. Its “hoot” is its call to its fellow-owl and is its song. It is a night-bird and cannot see well in the bright light of the day, when it sits silently in some shady tree or a hole in a wall or some building like a church tower.

## EXERCISES.

1. Point out and explain the figures of speech in :  
     “Tolls the knell” (1); “weary way” (1); “solemn stillness” (2); “drowsy tinklings” (2); her “reign” (3).
2. In line 1 why does the poet write “parting day” and not “dying day,” although the latter phrase would complete the metaphor perfectly and in addition please the ear by the alliteration?
3. Point out six silent letters (in pronunciation) in six different words in verses 1 and 2.
4. Point out four words in verse 1 where *s* is pronounced like *z*.
5. Analyse the complex sentence in verse 2.
6. (1) What does the word “alliteration” mean? Exemplify your answer from verse 1.  
     (2) What words are used in verse 3 for :  
         “Except,” “over there,” “those who,” “disturb,” “lonely,” “old”?

**24. The Victoria Cross.**

The front or face of the *Victoria Cross* medal is shown in the illustration at the head of this lesson. It will be seen that there is a lion standing on a crown, with the words “For Valour” on the “scroll” underneath. A cross of this shape is known as a “Maltese cross”; the cross seen on the steeples of Christian churches being the “Latin cross.” The back of the medal—the “reverse,” as it is called—is shown in the illustration on page 143. On it there is the date of the battle in which it was earned. Above the medal, and below the broad “ribbon” by which it is attached to the breast of the coat of the wearer (as shown in the illustration on p. 151), there is his name, regiment, and rank.

*Award*, reward. *Instituted*, ordained, established (Lat. *stituo* =

make to stand, from *sto*=stand). *Royal Warrant*, king's orders. *Hyde Park*, a splendid park or open piece of ground in the west end of London. *Presented*, gave. *Non-commissioned officer*, in a regiment there are the soldiers and the officers. The officers command the soldiers. They are of much higher rank, and have "commissions," or papers, giving them their rank in the army. Among the soldiers, too, there are a few lower officers, but they have no commissions, and are known as non-commissioned officers. The highest in rank are the sergeants (pronounced *sār-jent*). 2. *Review*, an inspection of troops by some superior officer like a general, in this case by the Queen. (The word comes, through the French, from the Lat. *re*=back + *vid-co*=look. It means literally a looking back, and then it comes to mean looking at, looking over. The first meaning is seen in another word from the same roots—*revise*, meaning to go over a second time, e.g. to revise a lesson.) *Of all arms, i.e.* (1) "infantry," or foot-soldiers, with their guns or rifles; (2) "cavalry," or horse-soldiers, with their swords and spears; (3) "artillery," or soldiers with cannon or field-guns drawn by horse. *Old newspaper*, the *Times* in 1857. *Tempered*, softened, lessened. *Streak*, line of light in the sky. *Distant view*, look from far off. The ground was covered with people, some near, others far off, but all looking at the grand scene. *Full dress*, best and finest uniform. *Decorations*, ornaments such as stars. On page 144 there is an illustration of an officer of high rank whose breast is covered with medals and stars. *In action*, in battle. *Fashionably*, grandly, finely. "Fashionably dressed" means dressed in the latest style or fashion. Those who do not dress like this are said to be "old-fashioned." 3. *Pavilion*, large tent, called in India a *shāniana*. (The word is derived from the Lat. *papilio*=butterfly which has wings of bright colours. The pavilions of olden times were often made of coloured silk.) *Daïs*, a raised seat or platform. *The realm*, the kingdom, i.e. Great Britain. *Peers*, noblemen. *Robes*, state dress. *Were drawn up*, stood in ranks. *Serried mass*, crowded number. 4. *Field-marshal*, the highest rank in the army under "Commander-in-chief." *Viscount* (pronounced *Vi-count*), a title of nobility, not quite so high as Earl or Lord. *Charger*, war-horse, on which a man "charges," or rushes on, the enemy. *Headed the cavalcade*, rode at the head of the body of horsemen. (The same word is seen in *cavalry*, from French *cheval*, a horse, from Latin *caballus*=horse). *Precisely*, exactly. *Wreath*, cloud of smoke. *Report*, loud noise. *Big gun*, a cannon. *Battery*, a number of cannon (six) which go together under the command of one officer. *Royal salute*, discharge of cannon to salute the King or Queen. This was fired as soon as the royal party entered the park as a signal to the public.

*Roan*, a colour—reddish grey. *Prince-Consort*, Prince-husband, *i.e.* Prince Albert, husband of Queen Victoria; he had not the title of king, he did not reign and was not crowned. The word “consort” means either husband or wife. *Tartan*, a dress worn by Scottish Highlanders. 5. *Regiment by regiment*, *i.e.* one regiment after another, in order. *Drew up*, stopped and stood. *Formed up in line*, arranged in a line. *Were introduced*, their names were called out; as they were led into the presence of the Queen they saluted. (Introduce is from the Lat. *intro*=into + *duco*=lead.) *Stooped*, *i.e.* bowed, bent her head down. A lady always bows, where a gentleman would take off his hat, when introduced to anybody. *Affixed*, fastened. 6. *Decoration*, fastening on the medals or crosses. *See the Conquering Hero comes*, well-known verses sung to a well-known tune when soldiers are honoured in public. *At the double*, at a very fast walk, almost a run. *Trot*, run, not a gallop, which is faster. *Pet*, some animal of which one is very fond, like a dog or a cat. *Complacency*, approval. *Brought up the rear*, marched behind the regiment. 7. *Gun-metal*, the metal of which guns are made, being a mixture of nine parts of copper and one part of tin. *Scroll*, a narrow metal sheet, like a roll of paper. *Inscribed*, written on. *Reverse*, the back (lit. the part seen by turning a thing round, from Lat. *re*=back + *verso*=turn). *Corps*, regiment, lit. body of men (from Lat. *corpus*=a body). *Recipient*, one who receives (Lat. *recipio*=receive). *Ribbon* (also spelt riband), a narrow slip of cloth, usually silk. It is shown in the illustration above the inscription. 8. *Carries with it*, gives the right to receive. The amount of £10 (about Rs. 150) is valuable to a poor man, but a commissioned officer is usually one who is well off, in no need of money. A common soldier is usually a poor man. *Next of kin*, nearest relation. 9. *Midshipman*, the lowest rank of an officer in the Navy. *Reckless*, very great, lit. not caring for himself, regardless of danger (to *reck*, in Anglo-Saxon, is to care for). 10. *Zulus*, a tribe of native Africans. *Boers*, Dutch, born and bred in Africa. They are farmers. The word *boor* means a farmer and then a rough, ill-mannered person. *As Sir E. Wood*, *i.e.* with the title of. *Idolized him*, adored and loved him, as an idol is adored by its worshippers. *A perfect knight*, see Note on page 190. *Frank*, artless, open. *Courteous*, polite (lit. with the manners of those at the court of a king). 11. *Ordain*, fix by order, make a rule. *Eligible*, be legally fit for (Lat. *e*=out + *lego*=choose by law). *Reserved*, kept for.

## EXERCISES.

1. What is the force of the last syllable in each of these words?  
*Cloudless, highest, England, army, presented, beautiful.*

2. What is—

- (1) The adjective form of: *breeze, valour, navy, empire*?
- (2) The noun form of: *institute (to), gallant, grand, say*?
- (3) The verb form of: *conclusion, action, gold, decoration*?
- (4) The adverb form of: *valour, highest, ceremony, soldier*?

3. In paras. 1, 2, pick out six words which have the same form both as noun and verb.

4. Parse the words:

*dated* (1), *it* (1), *review* (2), *cavalry* (2), *one* (after another) (2).

5. The Latin prefix *trans* means "across," as in the word "trans-fer," to carry across, e.g. "The merchant transferred his goods from one ship to another."

Give three other words beginning with this prefix, and the meaning of each.

6. The prefixes *in* (which may be changed into *im, il, ir, or iy*) and *un* mean *not*, e.g. *incautious, untrue*.

Give two more examples of similar words.

7. Inverted commas are used three times in para. 6. In each case say why they are used.

8. Explain the use of the dash (—) in paras. 2 and 10.

### 25. How Sleep the Brave!

William Collins lived in the middle of the eighteenth century about the same time with the poet Thomas Gray. He wrote some very beautiful odes or short poems, of which this is the best known. It is highly figurative and very musical.

In the first verse spring is personified as a goddess who revisits the earth every year. She returns to deck or adorn the land with flowers, which break forth everywhere in the early months of the year, after winter—when the trees are bare, the face of the land is often covered with snow, and no flower or leaf is to be seen anywhere. There are heavy dews and the air is cold in early spring (*vasanta ritu*) in England, and so the goddess has "dewy fingers cold." The "hallowed mould" or sacred soil is that on the graves of the buried brave, and it is the "sweetest sod," i.e. the dearest earth, that can be imagined, or, as the poet says, that the feet of the goddess Fancy have ever trod as she wanders over the land. *Dress* means deck or adorn or clothe with green grass and bright flowers.

In the second verse there is an allusion to the "fairies," imaginary spirits who were supposed to take the forms of tiny men and women and come out at night and dance on the meadows and in the woods. They were very graceful and pretty. Shakespeare in his play, *A*

*Midsummer Night's Dream*, describes the fairies and their pranks and sports.

*Their knell is rung*, the fairies mourn for them in the night-time, ringing fairy bells as bells are tolled at funerals. *Dirge*, a funeral hymn. *Honour*, personified as a pilgrim clad in grey clothes who visits holy places. *Turf that wraps their clay*, mounds of earth that lie on their dust, once their bodies, now decayed to dust. *Freedom*, personified as a hermit or holy man who lives in lonely places. The old spelling of this word was *eremite*, derived from the Greek *eremos*, a desert. *Repair*, go.

## EXERCISES.

1. Point out three alliterations in the first verse.
2. What is the figure of speech in the word and phrases :—  
Sleep (1) ; sink to rest (1) ; wraps their clay (2).
3. Parse the words :  
*Brave* (1), *blest* (1), *trod* (1), *pilgrim* (2), *hermit* (2).
4. Why is *Spring* so called ?
5. Give two meanings of each of the following words :  
*Deck*, *mould*, *form*, *repair*, *spring*.
6. What are the adjective forms of :  
*Sleep*, *rest*, *wish*, *mould*, *dress*, *fancy* ?
7. A-while is an adverb formed by prefixing *a* to *while*. Give instances of three other adverbs formed in the same way.
8. Point out an adjective sentence, an adverbial sentence, a participial phrase, and a prepositional phrase in verse 1.

## 26. The Gift of India.

Sarojini Naidu is a famous Indian poetess, a Bengali lady who has written several books of poems—*The Bird of Time*, *The Golden Threshold*, and *The Broken Wing*, all of them well known in England and in India.

*Alien graves*, i.e. in a foreign land. The Indian soldiers fought in Mesopotamia, Persia, Egypt, Turkey, and France, in the Great War of 1914-1918.

## EXERCISES.

1. Note the instances of alliteration in these lines.
2. Make a sentence including an adjective clause and an adverbial clause.
3. Give six words beginning with *con* (together), with the meaning of each.

4. Give a general rule for distinguishing a word derived from the Latin or Greek from one which comes from Anglo-Saxon.
5. Show by sentences how *when* may be used as an interrogative or as an adverbial conjunction.

### 27. India to England.

Nizam-ud-din, as he was known to his fellow-students at Cambridge University, is now a judge of the High Court in Hyderabad State, of which he is a noble, with a title of Nawab Nizamut Jung, Bahadur. He is deeply read in English literature and English history, and has written some musical sonnets, which were published in England in 1917.

The verses which follow were composed early in the Great World War and express forcibly the loyal patriotism of the eminent author. They are couched in a style not at first easy to understand, and are an appeal to England to call on India to join in the war and to enlist in the army of the Allies.

In the first verse the poet says that this is England's hour of need, that a great war is being fought and the history of nations is being decided. Brave and loyal soldiers must be prepared to die in battle or win for themselves fame and glory. Fate writes the history of a nation with the swords of its warriors.

In the second verse he says that Indians are quite eager to fight for England, but modestly adds that their hands are weak (being untrained to the use of arms). Yet millions of them long to join the army, to be soldiers, and to win the victory, to shield their mighty mother England from harm.

In the third verse he says that the rule of England has been just and merciful and has made India feel that it is a part of England, *i.e.* of the British Empire.

In the fourth verse the poet declares that India loves England in return for her loving care, and will love her for ever.

It may be added that, as the war went on and the peril to the Empire from its enemies was realised in India, hundreds, thousands, and millions of Indians joined the army as soldiers or helpers in various ways, proving that the poet had in his verses rightly expressed the feelings and sentiments of his countrymen.

England is personified as the mighty mother of nations, including India. *Faith and valour*, *i.e.* faithful and valiant soldiers. *Meed*, reward. *Fate*, personified as the maker and writer of history. *Indites*, writes. *Burning brand*, bright sword. *Stiffening hand*, may mean either the tight hold of the sword by the soldier as he

fights, or the hand of the dying soldier growing cold and stiff in death. If the soldier dies it is for his country, whose history he is making. 2. *Our hands are weak*, i.e. the hands of the civilian who has not been trained to the use of arms. *Fain*, gladly. *Warrior's grasp*, the firm hand of a trained soldier. *Turn*, i.e. turn for help (enlist in the army). *Million hearts*, millions of men. *Burn*, long. 3. *A distant alien race*, foreign nation, i.e. India. *'Twas thine*, it was thy work. *Living voice of Liberty*, under the English law all men are free and equal and have their rights. 4. *Guarded*, from all foes. *Their heart-strings*, a poetical way of saying "They love thee with all their hearts." In old times it was thought that the heart was held in its place by a string or tendon, and if this broke death followed. This is not the case, but the term still remains in the language to mean the deepest feelings of the heart. The idea in the line is that England and India are so closely united that if one were to die the other would die also.

## EXERCISES.

1. Why does the poet use the words *thou*, *thine*, *thy*, *hath*, for *you*, *your*, *has*?
2. Point out any figures of speech you may see in this poem.
3. Parse the following words:  
*Story* (v. 1), *hands* (v. 2), *fain* (v. 2), *mother* (v. 2), *'twas* (v. 3), *first* (v. 3), *they* (v. 4).
4. What is a "factitive object"? Point out one in verse 3.
5. What are—  
 The adjective forms of: *hour*, *need*, *faith*, *death*, *hand*, *nation*, *heart*?  
 Make sentences of your own, each containing one of these adjective forms.
6. The ending *en* changes a noun or adjective into a verb, e.g. *length-en*=make long; *sweet-en*=make sweet. Give two similar words, with the meaning of each.
7. The endings *kin*, *ling*, *let*, *ock* are diminutive, i.e. they mean something small, e.g. *darling*, "a little dear." Give one word with each of these endings, and its meaning.
8. The Latin prefix *ex* means "out," or "out of." Exemplify this by three words, giving the meaning of each.

## 28. First Five Indian V.C.'s.

1. *Duke of Connaught's Own*, i.e. own regiment. It is an honour for a regiment to be named after a member of the Royal family.

Many regiments are so named. *Belgium*, the first battles of the war were fought in Belgium, which the Germans invaded in order to cross over to France. *The Front*, *i.e.* the front line of the army, opposite to the Germans. *His fellow V.C.*, the other Indian soldier who earned the V.C. 2. *Come into action*, join in the fight. *Maintained their reputation*, kept up the name and fame of their regiments. 3. *Machine-gun*, a large gun which fires a great many bullets, one after another (see picture on page 172. The soldier is carrying a machine-gun). *Heavy battery*, a number of large cannon. *Volley*, a number of shots fired all together. *Those who were left of them*, those who had not been hit. *Serving*, working, firing. *Wrecked*, destroyed. *Bayoneted*, killed with the bayonet, a short spear fixed on to the end of the rifle of a foot-soldier. *Team*, all the men who were working the gun. *Spiked*, hammered a spike or large nail into the touch-hole, so that it could not be fired.

4. *Garhwals*, natives of Garhwal, a hill district in Kumaon, on the lower slopes of the Himalayas in the United Provinces. They are Rajputs by race. *Bleak*, cold. *Ice-clad*, covered with ice. *Clad* is one form of the past tense of *clothe*, the other form being "clothed." *Glaciers*, great fields of snow and ice which, like frozen rivers, move slowly down the sides of mountains into the valleys below (Lat. *glacis*=ice). *Biting blasts*, very cold winds which crack the skin so that it bleeds, as if it were bitten. *Rude* (hut), roughly built. *Pine*, *i.e.* the pine tree, which grows, in cold countries, on high mountains. *Boulder*, huge block. 6. *Hostile*, opposing each other (Lat. *hostis*=enemy). *Opposite each other*, facing each other (Lat. *ob* or *op*=in front of, against+*positus*=placed). 7. *Pitch dark*, quite dark, the darkness being as black as *pitch* or tar. *Afridis*, a tribe of Afghans, many of whom enlisted in the army and fought very bravely. *Cleared it*, took it by killing the enemies in it. *Worked their way*, made a way for themselves by killing the enemy. *Taken by surprise*, because they never expected to be attacked by men in their own trenches. *Held up their hands*: this is always done by men who surrender, to show that they do not want to fight, and hold no weapons in their hands. *Surrender*, yield (lit. give over one's arms; from French *sur*, a short form of Lat. *super*=over+*rendre* or render =give, from Lat. *re*=back+*do*=give). *Breathed not a word*, said nothing. *Paraded*, called up and made to stand in line. *Rank*, line of men.

8. *Barbed wire*, wire covered with little spikes, like thorns. A barb is the point of an arrow. Men cannot climb over a fence of barbed wire as they can over a fence of common wire. They have to cut it away with sharp scissors. *Held the trenches*,

kept them in their possession. *Knapsack* (pronounced *nap-sak*), a bag carried, on his back, by a soldier, containing a little food and drink. *Nightfall*, beginning of night. Darkness is said to "fall," like a black cloud, over the land when the sun sets. *Held their ground*, kept possession of the trenches. *Proudest token*, most glorious proof.

10. *Pathan*, Afghan. *Mohmand expedition*, a short war with the Mohmands, a tribe of Afghans. 11. *Regiment* (pronounced *rej-ment*), a body of soldiers commanded by a Colonel (Lat. *rego*=rule. The word first meant "rule," then troops under one rule). *Lahore division*, a body of troops which came from the Punjab. *Bombing*, dropping bombs. *Aeroplane* (Lat. *aer*=air), a machine that moves through the air. *It came under a storm of fire*: the word "fire" is here explained by the words which follow within dashes—rifle bullets . . . bombs—which were "fired" at it. It is an instance of "metonymy," "fire" (the verb) being put for "things fired," viz. bullets, etc. *Closing up their ranks*: when a man fell, making a gap in the line, the others pressed closer together to fill up the gap. *Writhing*, twisting their bodies about "like a wounded snake on the ground." *Flesh and blood*, i.e. men, another example of metonymy. *Retire*, retreat, go back. *Sub-company* half a company, under the command of a Jemadar. *Killed outright*, i.e. quite killed, really killed. They looked as if they were dead. In the compound word "out-right," each part has much the same meaning; "out" has the force of "quite," and "right" also has the force of "quite," as in the sentence, "He went *right* up to the top." The word is therefore a "double intensive." An *intensive* word adds to the force of another word, e.g. "he is *quite* dead." 14. *Stretcher*, a rough board on which a wounded man is carried, stretched out on it. 15. A *Subadar* commands a whole company.

17. *Reckless*, caring for nothing, fearless. *Self-sacrifice*, giving up his life. *Bombard*, the verb form of bomb, meaning to attack with bombs. *Hacked*, cut with hatchets or axes. *Streak*, faint line of light in the sky.

## EXERCISES.

1. "First to earn" (1). Express this in another way.
2. Give the noun and verb forms of: *able*, *dangerous*, *high*, *great*, *opposite*.
3. Make sentences of your own, containing the words: *team*, *enormous*, *command*, *overwhelm*.
4. *Overwhelm*. Give four other words beginning with *over*, and the meaning of each.

5. Quote words from paragraph 2 meaning: *afterwards, retreat, contrived, advanced, the remainder.*
6. The word *section* is derived from the Lat. *sect-um*=cut, from *sec-*=cut, and means a part (cut off from the rest). Give four other words derived from the same root, with their meaning.
7. "*His only shelter*" (4). *Only* is here an adjective. Make a sentence with *only* used adverbially.
8. "*For weeks together*" (4). Rewrite this phrase in other words.
9. "*A rude hut*" (4). Make a sentence with *rude* having a different sense.

### 29. Charge of the Light Brigade.

Lord Tennyson was the greatest poet of the reign of Queen Victoria. He was made "Poet Laureate" or Royal Poet in 1850, after Wordsworth. All his poems are very beautiful. Two other poems by him are in this Reader, viz. "Welcome to Alexandra" and "Crossing the Bar." "The Charge of the Light Brigade" is one of the finest war-songs in the English language.

1. *Light Brigade*, a body of horsemen lightly armed. *Forward, i.e.* go forward, attack the enemy, who were half a league, about a mile and a half, in front. A league (pronounced *leey*), like an Indian *kōs*, is about three miles. *All* is here an adverb, meaning entirely. The same meaning would be expressed by *right into*. *The valley of Death, i.e.* the valley which led to death. It was a strip of open ground, with higher ground on both sides, covered with Russian cannon, while in front lay more cannon, with a whole army of Russian cavalry behind the guns. *Charge for the guns, i.e.* attack the guns in front of you at full gallop, going as fast as you can. *For, i.e.* in order to take. *He said, i.e.* Captain Nolan, who brought the order from Lord Raglan, the Commander-in-Chief, to the general commanding the Light Brigade. 2. *Tho'*, a short form of *though*. *The soldier, i.e.* every soldier. *Some one had blundered, i.e.* some one or other had made some mistake. All the soldiers knew very well that no general would ever order such a charge to be made, for it was impossible for such a small body of men to take the guns. It never could be found out who made the mistake, because Captain Nolan was himself killed shortly afterwards. *Their's not to make reply, etc.,* it is not the business of a soldier to reply or even to ask why an order is given; his only duty is to obey, to do as he is told, even though he knows that he will die. 3. *Volleyed*, were fired all together, with a noise as loud as thunder. *Stormed at, fired at. Jaws of Death, etc.,* an instance of "Personi-

fication." Death and Hell are spoken of as huge monsters, like *Rākshasas* opening their mouths wide to swallow up the troops. These two lines are a good instance of CLIMAX (from Greek *climax* = a ladder), a figure of speech in which one climbs or goes upwards from one strong word (Death) to another still stronger word (Hell).

4. *Sabre*, sword used by cavalry. In charging, the horsemen had drawn their swords of bright steel, which flashed as the rays of the sun fell on them. *Sabring*, verb form of *sabre*, cutting down the Russian gunners. *All the world*, all the spectators. The poet means, too, that all the world will hear of the glorious gallantry of these men, and wonder at it when they hear of it. *The battery smoke*, the smoke from the Russian guns covered them. They charged through the front line, killing the Russians, who *reeled*, or staggered and fell, like men who are drunk. *Cossack*, a warlike race living in the south of Russia. *Shattered and sundered*, the Russian artillerymen were broken up and driven hither and thither. 5. *Cannon behind them*: when they charged, the cannon were in front; but when those who were left alive rode back, the Russian cannon were behind them, still firing at them. 6. *O!* (what a) *wild charge they made!* (Note. *Charge* is not the nominative of address here.)

## EXERCISES.

1. Parse the words :  
*League* (1), *forward* (1), *Brigade* (1), *hundred* (1), *plunged* (4), *right* (4), *sundered* (4).
2. What is the force of the dash (—) in the line :  
*Not—not the six hundred?*
3. As an exercise in composition, write this poem out in prose as a story.
4. Quote from the poem instances of alliteration.
5. Why does the poet repeat the phrase "*Half a league*" three times over in verse 1?
6. *Not* (line 3, verse 2). Complete the sentence understood.
7. What is *their's* put for in verse 2?
8. Use each of the following words in three different senses in sentences of your own : *charge*, *barc*, *right*, *left*.

## 30. The Second Five Indian V.C.'s.

*Lance-naik*, the lowest rank of an infantry soldier above a private, an assistant naik. The *naik* is called a *corporal* in a British regiment. *Dogras*, a race of hill-rajputs from the lower slopes of the Himalayas

*Insisted*, would not be prevented (Lat. *in*=on + *sisto*=stand, *i.e.* to stand on one's word and not be pushed away from it). *Crawl*, move along on "all fours," *i.e.* on his hands and knees, like a four-footed animal. *Narrow escapes from death*, *i.e.* he was very nearly being killed, but just saved himself. *Await*, wait for. 2. *Name and fame*, both words mean the same thing. *Many a field*, many fields. *Surrounded with his company*, *i.e.* he and his company were surrounded. *Cartridge*, a small case filled with gunpowder and a bullet on the top of the powder. It is put into a gun, which is then said to be loaded. This soldier had fired off all his other cartridges and had only one left. *Left for dead*, left lying on the field because he looked as if he were dead.

3. *Conspicuous*, very great (lit. seen by everybody; Lat. *con*=together + *spec*=see). *Devotion to duty*, giving up himself to duty, thinking of that only (Lat. *de*+*votum*=vowing, *i.e.* making a vow to God and then wishing strongly to do a thing). *Cover of his trench*, the protection of the trench which "covered" him from the fire of the enemy. *Motionless*, without moving. 4. *Gap*, empty space. *Belts of ammunition*: a soldier carries a number of cartridges in a leather case which he wears. The cartridges were the "ammunition" (Lat. *ad*=to or for + *munio*=fortify; hence the word meant, at first, things used in fortification, then anything used in war "munitions," but now it means cartridges, gunpowder and shot, all used for guns). *Held their ground*, kept where they were, defending themselves.

6. *Kinsman*, relation. (Kin, or "kith and kin," is the Anglo-Saxon for the Latin word *relation*, which is now more commonly used.) *Attached to*, joined for a time to, *i.e.* served for a time in another regiment named the 28th Cavalry. *Volunteered*, offered of his own will (Lat. *volo*=will or wish). *Brigade Headquarters*, the place where the Brigadier or General was stationed with his chief officers, from which place he sent orders to the troops in different places. *On each occasion*, every time (Lat. *ob* or *oc* + *casum*, a falling, from *cado*=fall. So the word means, literally, a falling or happening. In English we often use "fall" for "happen"; we say "it fell out" or "it befell," meaning "it happened"). *Directly from the hands of the King*: this was a double honour. Often the V.C. is given from the hands of some distinguished general in a distant land.

7. *Acquires*, gets (lit. gets by search or effort; Lat. *ad*=to + *quero*=search for, whence our word "quest"=search). *Ancestors*, forefathers (Lat. *ante*=before + *cessum*=going, from *cedo*=go). 8. *Children*: they are small in size and playful and

merry, like children. *Marvellous*, wonderful. (The word, coming through the French, has changed very much from its Latin root, *mirabilis*=wonderful, from *miror*=wonder.) *Arduous*, hard. (The Latin word *arduus* means steep, hard to climb, like a high hill, and then difficult, in any word. The Sanscrit root “*urdu*” has just the same meaning.) *Campaign* (pronounced *campane*), season or time of warfare. (The word literally means an open field, from Lat. *campus*=a field. Then it came to mean the *time* of war in the open country during the season when armies usually “take the field,” *i.e.* march out to fight.) *Hardship*, hard work, toil. *Huge joke*, great fun, something to laugh at. *Quench their spirits*, depress them, make them sad. *Extinguish*, stop (lit. put out, *e.g.* a fire).

9. *Recipient*, receiver, taker (Lat. *re*=back + *cipio* or *cipio*=take. The word literally means to take *back*, then merely to take. The word receiver comes from the same root through the French, where the letter *p* has been changed to *v*). *A letter home*, *i.e.* a letter (written to his father at) home. *Was to have been*: it had been settled that he was to be promoted from the rank of Havildar-Major (Senior Havildar) to that of Samadar-Adjutant, but before this could be done he was killed. *Capture*, take (Lat. *captum*=taken, from *cipio*=take). *Within thirty*, less than thirty. *As though hit*, as if he had been hit. *Try his luck*, see if he could shoot the Germans, who were firing the machine-gun, before he was shot down himself, but the only result was that he *was* shot down. *Lewis gun*, a sort of machine-gun, so named from its inventor, Lewis. It is shown in the picture on page 172. *In one burst*, in one shot. *Jammed*: the wheel in it (see picture) stuck fast and would not move. *Incomparable*, unequalled (lit. not to be compared with any other act, because it was braver. We “compare” things which are in some ways alike. The writer had never seen anything so brave before). 11. *Commemorate*, mention as worthy of being remembered. *For us*, their officers, their country, and their king. *Unquestioning*: like the gallant “six hundred” at Balaklava, “Their’s not to reason why.” *Touch*, come up to, be as good as. *Tenacity*, perseverance (lit. holding on to work, from Lat. *tenex*, holding fast, from *ten-co*=hold). *Impetuous*, eager (lit. rushing on the foe, from Lat. *impetus*=a rush, from *in*=on + *peto*=rush). *Unflinching*, not flinching or drawing back, but bearing boldly all hardship. *Adversity*, misfortune, calamity (Lat. *adversus*=opposite, coming from another direction towards a man, from *ad*=to, towards + *verto*=turn, *e.g.* an “adverse” wind is one blowing *against* a ship, *i.e.* towards it from the front, so that it cannot sail). *Bind our hearts*, make us love them very much.

## EXERCISES.

1. Give synonyms for : *gallant*, *view* (noun), *beloved*, *icy*.
2. Give antonyms for : *ancestors*, *rise*, *heavy*, *narrow*.
3. Make four sentences, each with the verb *get* in a different sense.
4. How did Ahmad Khan show "conspicuous bravery" ?
5. "He earned the V.C. a dozen times over." What does this mean ?
6. Why was the V.C. given to Jemadar Gobind Singh ?
7. Give the meaning of *by* in each of these sentences :  
 (1) Sit *by* me. (2) Come *by* two o'clock. (3) He was killed *by* poison. (4) Lead him *by* the arm.
8. Give the principal parts of : *ride*, *eat*, *fly*, *sit*, *sing*. Use each of these parts in a sentence of your own.

## 31. An Evening on the Ganges.

This is a beautiful descriptive poem by Reginald Heber, a Bishop who lived in the last century. He is chiefly known by his hymns or sacred songs, sung in churches, and by a book of Travels in India, where he lived for many years.

In these six verses he describes what he saw or heard on the banks of the river Ganges, up which he was sailing from Calcutta to Patna. In the first verse, the boat is moored to the bank for the night, and the boatmen prepare their evening meal. In the second, he asks the reader to take a walk with him through the jungle, and says there is no fear of tiger or snake. In the third verse, he describes the bamboo jungle and the peacock in it. In the fourth, he tells him of the cry of the jackal, of the fireflies, and the dhatura flower. In the fifth, he describes the sounds that he hears, the distant music from far-off villages, the shrill cry of the cricket and the sweet notes of the nightingale. In the sixth, he says that a storm is coming on, therefore he will return to the boat and go to sleep.

1. *Our task*, i.e. our day's work, our voyage up the river; the boat did not sail at night, only in the day time. *Ganga's breast*, the surface of the river Ganges. The word *Ganga* means "The Goer." (The root *ga* means "go" in many languages, e.g. in English, "go," in Scottish, "gang," and in Urdu and Hindi *g* is softened into *j*, for in these languages *ja* means *go*. The word "droog," a steep rocky mountain, comes from the Sanscrit *dur* + *ga* = hard to *go* up.) *Moored* = tied. *Bark*, boat, called a "tiny frigate" two lines below. *Harbour* or haven, a sheltered place in which ships rest, secure from storms. *Furled* (pronounced in two syllables, *fur-led*, not *furld*), tied

to the mast. *Behold*, see. (This is an old word, not now used except in poetry. It is often found in the Bible, in Shakespeare, and other old books.) *Frigate*, a small warship carrying cannon; the term is here playfully used for the sailing boat. *Ride*, float on the water. We often say a ship "rides at anchor." *'Mid charcoal gleams*, glowing charcoal. The Muhammadan sailors cooked their food over a charcoal fire on the deck of the boat. *Savoury*, smelling nice and tasty (*savour* through the French from Lat. *sap-iv* = taste. From the same root we get the word *insipid* = tasteless). *Steams*, sends up steam as it is cooking. The Hindu sailors go on shore and cook their "simpler" food (probably rice or other grain) under the trees.

2. *The jungle through*, *i.e.* through the jungle (pronounced *throo*). *Dank and rude*, damp and rough, wild. *Dank* is an old word not now used. *Holds his solitude*, rules as sole king of the jungle. So the owl (page 139) has her "ancient solitary reign" in the church tower. *Venomed*, poisonous, like the cobra. *Brake*, wood. *Child of the sun*, snakes are found chiefly in hot places where the sun shines with great heat. *Nature's embers*: the word "embers" means "ashes." The snake loves to lie on parched or dried-up leaves and grass which have been scorched and withered naturally (*i.e.* by the sun) and look like the ashes left by a fire. *In ruin laid*, ruined. *Haunted shade*. One often sees an ancient temple (now abandoned) or tower of a ruined and forsaken city, in the jungle, with a pipal tree growing out of the walls. Places like this are often believed by the country folk to be "haunted," *i.e.* inhabited or often visited, by the ghosts of people who once lived there. *His scales to wreath*: the snake twines (wreathes) his body (scales) around the tomb in some Muhammadan graveyard. (Hindus do not have tombs or tombstones, built only by Muhammadans and Christians.) "Scales" are the round bits of hard skin which cover the bodies of snakes and fishes. *Fit warder*: "ward" is another form of the word "guard." Death is poetically said to reign like a king in the graveyard, which contains bodies of the dead. It is his palace, and the snake, which kills people, is a fit guard at the gates of the palace of Death.

3. *Pause!* stop! and look at the peacock flying through the bamboos. The bamboos which bend over and meet one another overhead look like arches. *Arched*, pronounced as two syllables, *ar-ched*. *Bower*, a shady place in a garden or wood made by the boughs of trees bending or *bowing* towards one another and meeting overhead. *Fragrant*, smelling sweet, scented. *Giant flower*, *i.e.* flowers of creeping plants which grow up trees, clinging to them, till they reach to the top (Lat. *gigas* = giant). The word comes through the French. The form of the Latin root is seen in

the adjective *gigantic* (pronounced *jī-gantic*). A giant is a very tall man, much taller than ordinary men. *Pendent train*, tail hanging down, as it flies. *Gorgeous* (pronounced *gor-jius*), splendid. *Aloft springs*, flies up. 4. *A truce to thought!* Let us stop thinking, and listen to the cry of the jackal. *Truce* means usually a stop in fighting for a time—an armistice. *Sylvan revelry*, noisy merriment in the woods (Lat. *sylva*=a wood). *Revel* is another form of rebel. It means noise and disorder such as is seen and heard in a rebellion. Then it means noisy rejoicing and shouting, such as is heard in the *Holi* festival in India, which may be called a revel. *Fading ray*, *i.e.* of the setting sun. *Fading*, growing less and less bright. *Scantly*, for scantily, *i.e.* scarcely. A poetical form of the word. *As fade the upper skies*, as the light from the sky *above* grows dim, we see lights from *below*, *i.e.* the fireflies, which now swarm in countless numbers on the trees and bushes. *Thicket*, bush. *Opens*, opens. *Eyes*, *i.e.* the fireflies which look like tiny eyes of light, opening and shutting. *Lights his lamp of love*, the firefly shines to attract its partner to it. *Copse*, thick wood where it is very dark. *Sinking, soaring*, flying low, flying high. *Dhatura*: this is a beautiful large white flower like a trumpet, which opens wide (bares her breast) at night. *Confest or confessed*: to “confess” is to tell one’s faults to another. In the day-time the *dhatura* remains shut up, but opens her heart (bares her breast), *i.e.* tells all she has to tell, to the cool night air. *Soften’d hum*, the sounds described below—the song, the drum, etc.—all blend together and sound soft and musical in the distance. *Breezy alleys*, lanes or openings in the woods, through which the breeze is blowing. *Briar*, thorny shrub. *Shrill cigala strikes his lyre*, plays on his harp, *i.e.* sings. The *cigala*, or cicada, is a winged insect like a grasshopper, and is commonly called a *cricket*. Its shrill, piercing notes may be heard at night to a long distance. *Liquid strain*, sweet, soft-running note. *Thrills*, sounds clearly. *Soul-entrancing*, song that rises in the air (swells) and fills my soul with such joy that it forgets everything else, as if it were in a dream (trance). *Philomel* is a name for the nightingale among the old poets. In the ancient legends of the Greeks, *Philomela* was a princess who was changed by the gods into a bird, the nightingale. It is considered to be the sweetest song-bird in England, and is also found in some parts of India (see page 106.) 6. *Enough* (pronounced *enuf*): we have walked far enough; we must now go back to our boat, for rain is coming on. *Announce*, tell. *Shower*, fall of rain. *Assume*, take. The flashes of lightning are getting brighter, showing that a storm is coming on. *Yon lamp*, the flickering (trembling) lamp in our cabin on our boat. *Sheds its beam*, shines. *Betimes*, in time, early.

## EXERCISES.

1. As an exercise in composition, write out any of the verses in this poem in your own words.
2. Quote words or phrases from the poem meaning :  
*Getting* (1), *under* (1), *branches* (1), *boat* (1).  
*Sea* (2), *small* (2), *float* (2), *meal* (2).  
*Forest* (3), *shikarce* (3), *loneliness* (3), *fearlessly* (3).
3. Analyse the complex sentence in verse 3 beginning "Behold us now."
4. Point out a simile and a metaphor in verse 4.
5. Use each of these words in a sentence of your own : *foote*, *rush*, *cry*, *guide*, *sink*, *retreat*, *explore*.
6. Point out six alliterations in verse 4.

## 32. Crossing the Bar.

This beautiful poem is one long metaphor, in which the poet says that he is a sailor, setting out at sunset to sail on an unknown sea. He hopes that his little ship will not be wrecked as it "crosses the bar," the ridge of sand at the mouth of the harbour, out of which he has to sail. He hopes to be carried over it safely, at high tide, when there is deep water over the bar, not at low tide, when the shallow water "moans" as it flows over the bar. When he has once crossed the bar, the Pilot will come on board and steer his ship safely into the ocean.

He means that he feels he must soon die (put out to sea), and hopes that when he dies he will have no fear of death (the dark), that his friends and relatives will not bid him farewell sadly. When he has passed away from the world he hopes to see God, who will guide him safely into eternity, the unknown country.

This double meaning runs through the whole poem.

*One clear call* : when all is ready to start, there is a loud call for all the passengers to come on board. So the poet feels that he hears a call, from somebody or somewhere, to quit this life. *Moaning*, the sound made by shallow water as it rushes over the bar. Those who have no faith in God often moan and groan when they are dying, fearing the future and what may befall them in the next world. *Put out to sea*, set sail, *i.e.* die. *Such a tide*, high tide, when deep water flows silently into the harbour and after a time flows out again, or ebbs. *Drew from out the boundless deep*, flowed in from the ocean. *Turns home*, ebbs. *Evening bell*, "The curfew tolls the knell of parting day" (see note on "Evening in England," Lesson 23, page 139). *The dark*, the unknown state, eternity. *Embark*, die.

*Bourne of Time and Place*, this world. In eternity there is no time, no place. "Bourne" literally means bound. This world is limited by Time and Place. It has bounds; not so eternity, which is boundless. *My Pilot*, i.e. God. *Crost*, i.e. crossed.

## EXERCISES.

1. Point out two instances of alliteration in verse 1.
2. Parse the words: *sunset* (1), *call* (1), *foam* (2), *Dark* (3), *Place* (4).
3. What is *that* put for in verse 3?
4. Give antonyms for:
  - Sunset* (1), *evening* (1), *clear* (1), *sea* (1).
  - Asleep* (2), *full* (2), *out* (2), *dark* (3).
  - Sadness* (3), *embark* (3), *far* (4), *hope* (4).
5. Analyse the complex sentence which makes up verse 4.
6. What is:
  - (1) The adjective form of: *star*, *sound*, *time*, *face*, *hope*?
  - (2) The verb form of: *dark*, *sad*, *tide*?
  - (3) The adverbial form of: *time*, *clear*, *dark*?
7. Point out a "nominative absolute" in verse 4.
8. What word in the poem is used for: (1) *Venus*, (2) *set sail*, (3) *motionless*, (4) *ebb*, (5) *flow*.
9. Tennyson is very fond of using Anglo-Saxon words in preference to words derived from Latin and Greek. Show this from this poem.
10. Quote instances of simile and metaphor from "Crossing the Bar."

## THE END

## SERIES OF ENGLISH AND VERNACULAR GRAMMARS

By J. C. NESFIELD, M.A.

**BOOK I. THE PARTS OF SPEECH**, with numerous Examples, and Questions and Answers on the text. For the use of Elementary classes in European and other English-teaching schools. 6 Annas. KEY, 4 Annas.

The same in DIGLOTT form for the use of Elementary classes in Anglo-Vernacular schools. Hindi-English, 4 Annas. Urdu-English, 4 Annas.

**BOOK II. EASY PARSING AND ANALYSIS**, with numerous examples and parsing models. For the use of Upper Primary and Lower Middle classes in European and other English-teaching schools. 8 Annas. KEY, 6 Annas.

The same in DIGLOTT form (Urdu-English or Hindi-English), for the use of the corresponding classes in Anglo-Vernacular schools. 4 Annas each.

**BOOK III. (a) IDIOM AND GRAMMAR FOR SECONDARY SCHOOLS**, with numerous examples and parsing charts. For the use of Upper Middle classes preparing for the Middle Scholarship Examinations in Indian provinces. R. 1.4.

(b) **QUESTIONS AND ANSWERS** on the above, consisting of—Part I. Salient Rules and Definitions. Part II. Questions and Answers on Parsing. Part III. Solutions of Examples in Text. Part IV. Questions from Middle Examinations with their Answers. 12 Annas.

**BOOK IV. (a) ENGLISH IDIOM, GRAMMAR, AND SYNTHESIS: A Manual of Practical and Theoretical English for High Schools and University Students, in Five Parts.** Part I. Accidence, Analysis, Syntax, and Punctuation. Part II. Idiom in Words, Phrases, and Constructions. Part III. The Transformation and Synthesis of Sentences. Part IV. Word-Building and Derivation. Part V. Figures of Speech, Poetic Diction, and Prosody. Rs. 2.8.

(b) **QUESTIONS AND ANSWERS** on the above. Part I. Salient Rules and Definitions. Part II. Questions and Answers in Parsing. Part III. Solution of Examples in the Text. 12 Annas.

APPENDIX TO BOOK IV. 3 Annas.

**VERNACULAR GRAMMARS.** Short and easy books, prepared by competent Indian scholars. These volumes, besides containing all the essentials of Urdu or Hindi Grammar, indirectly aid in the study of English Grammar.

URDU. Tashil-ul-Qawaid. Part I. 2 Annas. Part II. 3 Annas.

HINDI. Bháshá Saral Vyakaran. Part I. 1 Anna. Part II. 2 Annas.

MACMILLAN & CO., LTD., LONDON, BOMBAY, CALCUTTA, & MADRAS.

## By J. C. NESFIELD, M.A.

ENGLISH GRAMMAR FOR ELEMENTARY SCHOOLS.

Book I., 6d. ; Paper, 4d. Book II., 6d. ; Paper, 4d. Book III., 7d. ;  
Paper, 5d. Book IV., 8d. ; Paper, 6d.

USES OF THE PARTS OF SPEECH. 6d.

EASY PARSING AND ANALYSIS. 1s. 3d. KEY,  
2s. 6d. net.

OUTLINE OF ENGLISH GRAMMAR. 2s. KEY, 3s.  
net.

MODERN ENGLISH GRAMMAR. With Chapters on  
Idiom and Construction. 2s. 6d. KEY, 3s. 6d. net.

ENGLISH GRAMMAR, PAST AND PRESENT. 5s. 6d.  
KEY AND COMPANION, 3s. net.

HISTORICAL ENGLISH AND DERIVATION. 4s.

ORAL EXERCISES IN ENGLISH COMPOSITION.  
2s.

JUNIOR COURSE OF ENGLISH COMPOSITION. 2s.

SENIOR COURSE OF ENGLISH COMPOSITION.  
4s. KEY, 1s. 3d. net.

ERRORS IN ENGLISH COMPOSITION. 4s.

HOW TO SUMMARISE, EXPAND, AND RE-CAST  
EXTRACTS IN PROSE AND VERSE. 2s. 6d. KEY, 3s. net.

ELEMENTARY LESSONS IN ENGLISH COMPOSI-  
TION. ORAL AND WRITTEN. Book I., Cloth, 9d. , Paper,  
7d. Book II., Cloth, 10d. ; Paper, 8d. Book III., Cloth, 1s. ;  
Paper, 10d.

MANUAL OF ENGLISH GRAMMAR AND COMPOSI-  
TION. 3s. 6d. KEY, 3s. net.

AIDS TO THE STUDY AND COMPOSITION OF  
ENGLISH. In Five Parts. 5s. KEY, 5s. 6d. net.

GUIDE TO THE STUDY AND COMPOSITION OF  
ENGLISH. Rs. 2.8. KEY, Re. 1.

HOW TO CONDENSE AND SIMPLIFY. For the use  
of Students preparing for Matriculation and Intermediate Examina-  
tions Re. 1.8. Also done Without Answers, Re. 1. Answers  
separate, 12 as.

MATRICULATION ENGLISH COURSE. 4s. KEY,  
4s. 6d. net.

MACMILLAN & CO., LTD., LONDON, BOMBAY, CALCUTTA, & MADRAS.

BY LLEWELYN TIPPING, M.A. (CANTAB.)

INDIAN EDUCATIONAL SERVICE

## NEW ENGLISH GRAMMAR SERIES

ON THE DIRECT METHOD

**A First English Grammar.** Intended for the use of beginners who are learning English by the Direct Method. Price 4 as.

**The Middle School English Grammar.** Parts I. and II. 6 as. each.

**The High School English Grammar.** Parts I. and II. 12 as. each.

In these books students are taught: (i) to express themselves in regard to everyday familiar occurrences; (ii) to read and speak; (iii) last of all, by practice and example, to understand the rules that govern the forms that they use.

## ENGLISH GRAMMAR & COMPOSITION

FOR JUNIOR FORMS

Parts I. and II., 6 as. each. Part III., 8 as.

## THE MIDDLE SCHOOL COMPOSITION

BY THE DIRECT METHOD

**Middle School Composition.** 12 as.

**English Composition for High Schools.** Re. 1.

MACMILLAN AND CO., LTD.,  
LONDON, BOMBAY, CALCUTTA, & MADRAS.

# SENTENCE BUILDING

By RICHARD WILSON, B.A.

*Illustrated*

## LIST OF THE SERIES

Teacher's Lesson Book I. . . . .	8d.
Teacher's Lesson Book II. . . . .	8d.
Teacher's Lesson Book III. . . . .	8d.
Teacher's Lesson Book IV. . . . .	1s.
Teacher's Lesson Book V. . . . .	1s.
Teacher's Lesson Book VI. . . . .	1s.
Teacher's Lesson Book VII. . . . .	1s.
Pupil's Companion I. . . . . 10d. ; Paper, 7d.	
Pupil's Companion II. . . . . 10d. ; Paper, 7d.	
Pupil's Companion III. . . . . 10d. ; Paper, 7d.	
Pupil's Companion IV. . . . . 1s. ; Paper, 9d.	
Pupil's Companion V. . . . . 1s. ; Paper, 9d.	
Pupil's Companion VI. . . . . 1s. ; Paper, 9d.	
Pupil's Companion VII. . . . . 1s. ; Paper, 9d.	

## PUPIL'S CLASS-BOOK OF ENGLISH COMPOSITION

By ED. T. S. LAY

*In Five Books. Illustrated*

BOOK I., 1s. 6d. ; Paper, 1s. 3d.

BOOKS II.—V., 1s. 9d. ; Paper, 1s. 6d. each.

## EXERCISES FOR PARAPHRASE AND COMPOSITION

By P. SESHADRI, M.A.

Price Re. 1.

MACMILLAN AND CO., LTD.,  
LONDON, BOMBAY, CALCUTTA, & MADRAS.

# **SOME ENGLISH USAGES FOR INDIAN STUDENTS**

By H. G. WYATT, M.A.  
Principal, Central Training College, Lahore.

*Price 12 as.*

# **A MANUAL OF UNSEENS WITH HINTS, UNIVERSITY QUESTIONS, AND SOME ANSWERS**

By P. O. WHITLOCK, B.A. (Cantab.), I.E.S.  
and G. C. GANGULI, M.A.

*Price 12 as.*

# **WORD-BUILDING, TRANSCRIPTION, AND COMPOSITION**

By R. S. WOOD

Book I., 5½d. ; Paper, 3d.	Book IV., 6½d. ; Paper, 4d.
Book II., 6d. ; Paper, 3½d.	Book V., 8d. ; Paper, 5d.
Book III., 6½d. ; Paper, 4d.	Book VI., 8d. ; Paper, 5d.
Book VII., 1s. 1d. ; Paper, 10d.	

Also Vol. I., Books I. to IV., 1s. 6d. Vol. II., Books  
to VII., 2s. 6d.

# **ORAL AND WRITTEN EXERCISES IN ENGLISH COMPOSITION**

By R. S. WOOD

PRIMARY BOOK, 6d. JUNIOR, 7d. INTERMEDIATE, 8d.  
SENIOR, 9d.

MACMILLAN AND CO., LTD.,  
LONDON, BOMBAY, CALCUTTA, & MADRAS.

# A MODERN DICTIONARY OF THE ENGLISH LANGUAGE

*Cloth, 4s. 6d. net.*

Approved and recommended for use in all parts of  
India, Burma, and Ceylon.

## THE SHORTER MODERN DICTIONARY OF THE ENGLISH LANGUAGE

*Limp Cloth, 2s. Cloth Boards, 2s. 6d.*

*THE SCHOOL WORLD.*—"It contains all that a  
young pupil will need, and—what is of equal importance  
—it leaves out most that he will not need."

## THE SCHOLAR'S ENGLISH DICTIONARY

With Select Lists of Abbreviations and Foreign Words  
and Phrases. Containing nearly 14,000 Words. 100 pages.  
Paper Cover, 4 as. Cloth-lined Cover, 5½ as.

*New and Revised Edition*

## MURRAY'S GRADUATED ENGLISH SPELLING BOOK

*Price 4d. net.*

## EXTRACTS FROM STANDARD AUTHORS A DICTATION MANUAL

By RANKIN WENLOCK

*Special Edition for India. Price 12 as.*

MACMILLAN AND CO., LTD.,  
LONDON, BOMBAY, CALCUTTA, & MADRAS.







