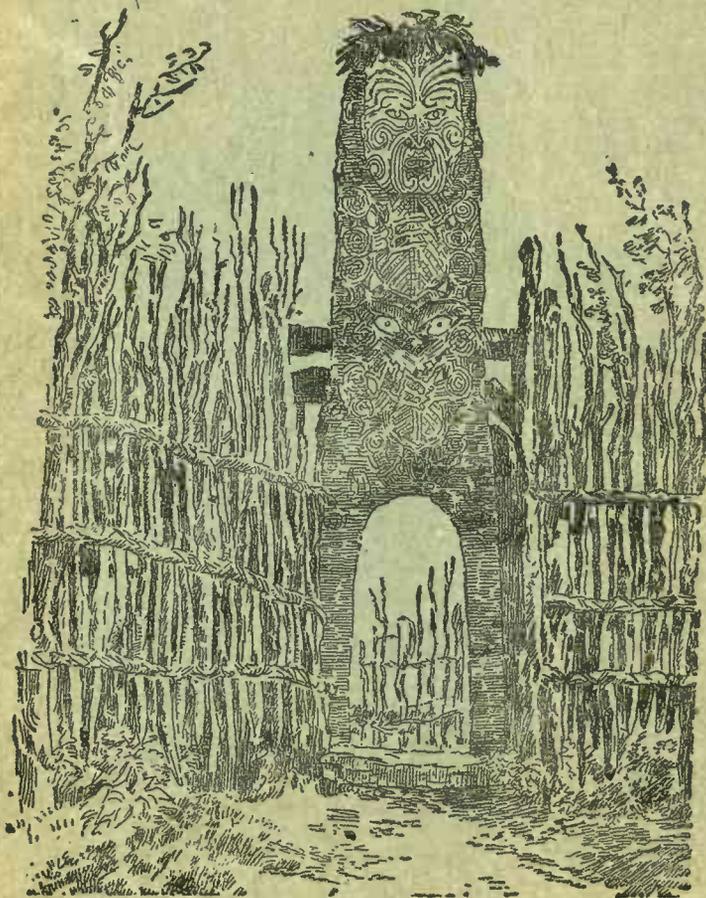


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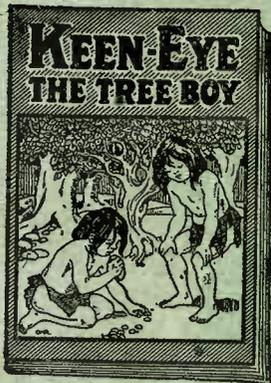
WHITCOMBE'S  
PICTORIAL STORY  
*of* NEW ZEALAND



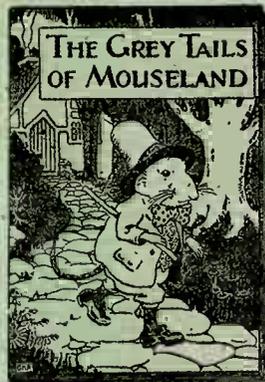
# WHITCOMBE'S STORY BOOKS

CULTIVATE A LOVE OF READING AT AN EARLY AGE AND  
YOU UNLOCK AT WILL THE DOOR TO PRACTICAL KNOWLEDGE

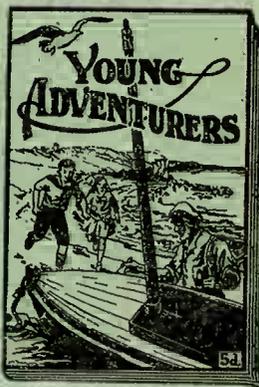
## AGES 8 TO 9 YEARS



- 301 Granny's Wonderful Chair, 5d.  
302 Little Tom and the Water-Folk, 6d.  
303 Cross Purposes, 5d.  
304 Stories From Grimm, 5d.  
306 The Giant's Heart, 5d.  
307 The Swiss Family Robinson, 5d.  
308 Stories From Andersen, 5d.  
309 Aladdin and His Wonderful Lamp, 5d.  
310 Jacky, the Butcher Bird, 5d.



- 311 Tommy's Ride on the Emu, 5d.  
312 Goldwing, 5d.  
313 Teddy Bear's Birthday Party, 5d.  
314 Fuzzy, Wuzzy and Buzzy, 5d.  
315 The Guinea Pig That Wanted a Tail, 5d.  
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317 A Giant Bird and Other Nature Stories, 5d.  
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333 Rip Van Winkle, 5d.  
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FOR AGES 8 TO 10 YEARS  
SECOND EDITION



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AUCKLAND WELLINGTON CHRISTCHURCH DUNEDIN INVERCARGILL

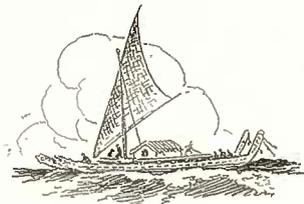
LONDON MELBOURNE SYDNEY

## THE FIRST HOMES of OUR MAORIS



From the south-west, Kupe returned, with tales of a wonderful land. His story led others to set out. Some of them returned with accounts of it.

After a long while many canoes left Hawaiki about the same time for that land in the south-west.



The kind of vessels that made the great voyage.

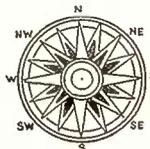
Built on the platform between some of the double canoes. Why?



A small fire was kept burning on stones all the way in each canoe. Why?



For carrying water. Perhaps you can tell what they took for food.



They had no compass to guide them.

They had no map or globe like this.



Yet, across thousands of miles of unknown seas they sailed.

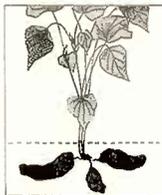
**THE LONG VOYAGE MADE  
BY THE MAORIS TO THE  
SOUTH-WEST.**



At night stealing across the pathless waters—moon and stars to guide them. By day, what?

1. Would we set out for a long sea voyage as the Maoris did?
2. How far had they to sail? How long might it have taken them?
3. Look at this page again. Think carefully. Now, what a great deal you can say about the Maoris, their bravery, their wisdom and their skill!
4. What name did Kupe give to the new land?
5. Tell the story as if told by one who came in the canoes. What did they do when the Storm-God became angry?
6. Are you reminded a little of Jason? This Greek hero was not quite so dark as the Maoris, and had not such thick lips and dark eyes.

**SOME PLANTS AND ANIMALS  
THE MAORIS BROUGHT  
WITH THEM.**



*kumara*



*taro*



*gourd*



*paper-mulberry  
or  
cloth-bark tree.*



*rat*



*dog*

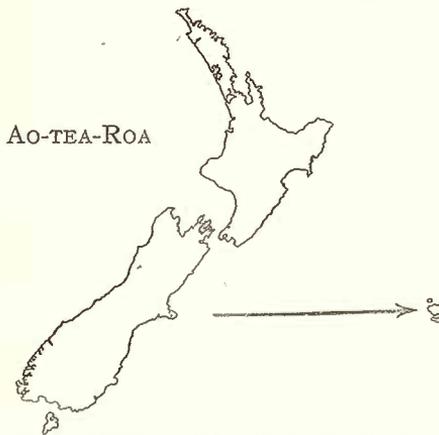
### SETTLING IN THEIR NEW HOME.

The first Maori explorers arrived here about a thousand years ago, and the chief canoes came here about 1350 A.D. The Maoris settled in tribes named after their canoes.

Most of the Maoris stayed in the North Island. Why?

Names of some canoes—Arawa, Tainui, Tokomaru, Takitimu, Aotea, Mamari.

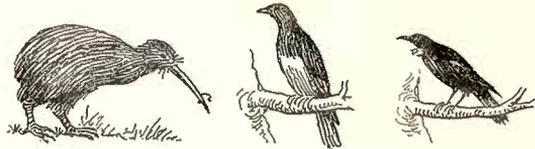
How long is it since the famous canoes came to New Zealand?



To these islands fled the Moriori, driven from Ao-tea-roa by the fierce Maoris.

The Moriori were the descendants of some of the earliest visitors from Hawaiki.

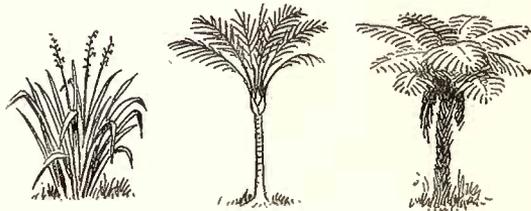
### THE MAORIS FOUND THE NEW LAND WELL STOCKED, BUT WITH NOTHING THAT WAS HARMFUL.



Kiwi

Kukupu

Tui



Flax

Nikau

Mamaku.

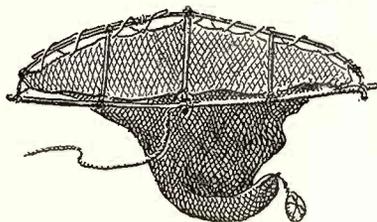
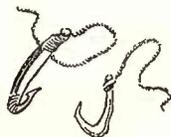
1. Birds gave food, besides feathers for cloaks and mats.
2. The trees and plants gave food, clothing, huts, ropes, spears, and canoes.
3. Can you name the two plants most useful to them; and one that we use now?
4. Ask your teacher to tell you the Maori story about the *pukeko*, or Swamp-hen.
5. What is an English name for the *tui*?

**THE SEA AND THE RIVERS  
WERE WELL STOCKED  
ALSO.**



Canoes for fishing 10' to 20' long. Made from \_\_\_\_\_?

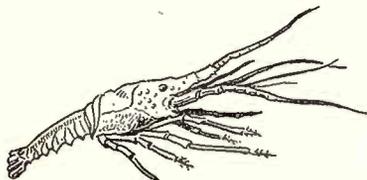
Hooks of bone, wood, shell.



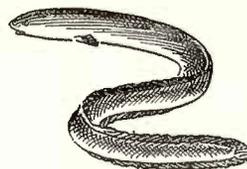
Nets, made of \_\_\_\_\_?



Lines made of \_\_\_\_\_?



Crayfish



*Tuna*—much liked and other shell fish. —fresh, dried or smoked.

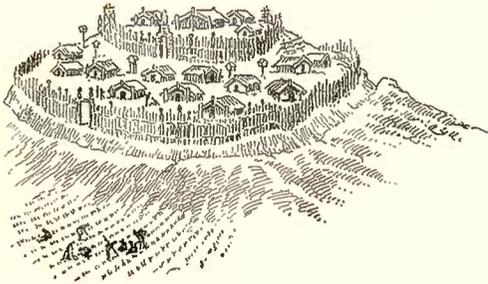
*Toheroa*



Some tribes lived near boiling springs. Where are they? Of what use are they to the Maoris?

1. Do you know how most of the Maoris cooked food?
2. They had no matches. Then how did they light fires?
3. Other dark people still cook food as the Maoris did. Who and where are they?
4. Could you use one of the Maori bird spears, sometimes 30 feet long?
5. Alas! Sometimes the Maoris ate other food than birds, *kumara*, fish, roots, berries. What was it?

### A RACE OF WISE AND SKILLED WORKERS.



#### PA, OR FORTIFIED VILLAGE.

Next to the great meeting house is the *whare* (house) of the *ariki* or great chief, and that of the *tohunga* or priest. Now find the houses of the tribe, the palisade, the ditch, and the crops.



A meeting house, strongly built and ornamented.



*Tiki*, of wood, bone, or stone. Images like this were carved also for houses, posts, and pendants.

*Pataka* or store-house, raised above the ground. Why?



*Waka-taua* or war-canoe. Some were made from one log, some were in two or three sections, and were able to hold 100 warriors. Bow and stern pieces were put on after they were carved.

Imagine the tree that would be needed for such a canoe! Find one in the bush.

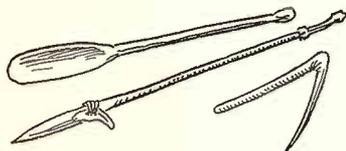
Pretend you are a chief. Tell how you had a canoe made. Choose a tree first. When the canoe is finished, have it taken to the river and launched. Then find some large *pawa* shell to decorate it, and cut round pieces for the eyes of the god in the bow piece. The *tohunga* must bless the war-canoe.

**ARTISTS, GARDENERS, AND STUDENTS.**

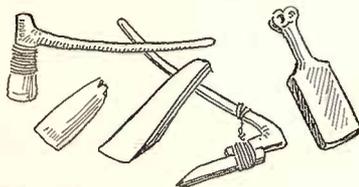
These markings on warriors' faces and on women's chins were called *moko*—tattooing,



and often copying these; for the Maoris loved and copied Nature.



For gardening.

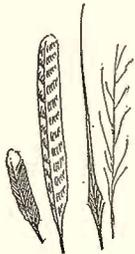


For chopping trees, making canoes, building houses, and for all woodwork.

1. Now, you should have a good idea what kind of men the Maoris were.
2. They had their heroes, yet no books to tell of them; they knew all about Kupe.
3. How did they know?
4. In all their deeds, they tried hard to be worthy of their brave ancestors.
5. Look at the pictures again. Think about each. What long stories each suggests to you! For example, build a *pataka*; go fishing and bird-snaring to fill it. Grow crops. Think of the fun and adventures you had in hunting and fishing.
6. Find other pictures showing tattooed Maoris.
7. Do you know of any other race whose warriors are tattooed?
8. Can you think why the Maoris were tattooed?
9. Try to draw the things shown on this page. Model them in plasticine.

## THEIR CLOTHING AND ORNAMENTS.

Mats, Cloaks, Girdles, Necklaces, Ear-rings, Head-bands.



Mats, garments  
ropes, belts,  
baskets.



For head wear  
and cloaks.



*Wiwi* for mats  
and roofs.

Cloaks, capes.



Richest of cloaks  
for chiefs.



Ear-rings, etc., of bone, wood, shell, greenstone. Sharks' teeth necklaces.

1. Did they use needles and cotton?
2. They dyed their clothing.
3. They had no machines, no factories, but plenty of what all school children should have.
4. You should try to weave a mat, or make a basket, of flax.
5. Make a hut of cardboard, and thatch it.
6. Can you remember the names of some birds from which the feathers for cloaks and head-wear would be taken?

When you can, pay a visit to a good Museum. You will see wonderful things made by Maoris.

**MAORI CHILDREN LOVED  
FAIRY TALES.**



The Storm-god in a rage.



Often sacred, or *tapu*.

Their good friend. Read what Maui did to him.



There was once a Maori woman called Rona.



*Tane* was the Maori god of the bush.

1. The Maoris, children and grown-ups, knew about these, and many, many more.
2. They learned as you learned when very small, and they **remembered**.
3. When they grew up, they told their children, and so passed on what they knew.
4. They believed them, too, all their lives.



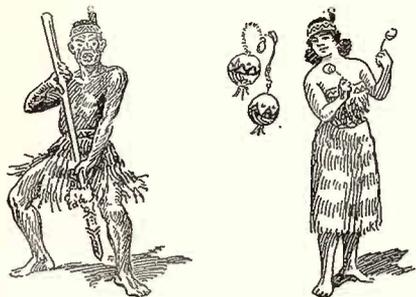
5. One of their prettiest stories is about Tutanekai and Hinemoa.
6. Another tale tells of a huge fish that Maui caught. It is called "Te Ika a Maui." Can you find it in your atlas?

**MAORIS AT PLAY.**

The Maoris had plenty of good games, and hard practice in using weapons. They had good plain food and plenty of sleep. Thus they kept well and fit for anything. They had no sweets, no theatres or picture shows, and no gramophones or radio.



Giant's stride.



Spear dance.

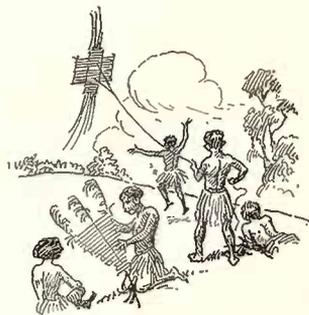
The maidens delighted all with their *poi* dancing.



Wrestling.



Foot-racing across country—a difficult track.

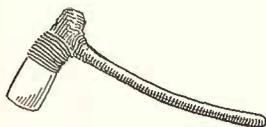


Kite flying.

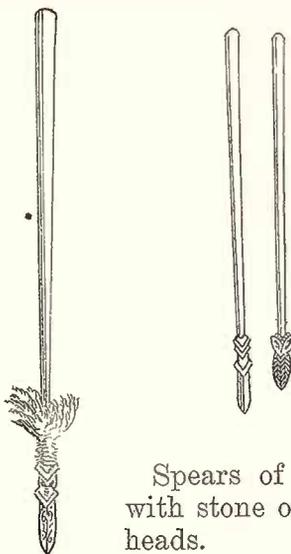
**NOW FOR THE SERIOUS  
BUSINESS OF THEIR LIVES.**



*Mere* of stone, whalebone, greenstone or wood.



Axe of stone or greenstone.



Spears of wood, with stone or bone heads.

*Taiaha.*

1. What was the serious business of the Maori's life?
2. Who would use the *taiaha*?
3. Describe the making of an axe.
4. Where was greenstone most plentiful?
5. You are a chief. Choose a suitable place for a *pa*, and build it. You wish to attack your hated enemy a day's journey away. Send him a challenge, naming the day. Prepare your

warriors, and when the day comes lead your *tama* out on the war-path. Your tribe—your enemy—give *haka* or *peruperu*. Now attack. You win. Take prisoners. What will you do with them? On arrival home, your wounded brother dies. A great *tangi* is held by the tribe.

Write the story. Illustrate it, with sketches and plans. Use plasticine.

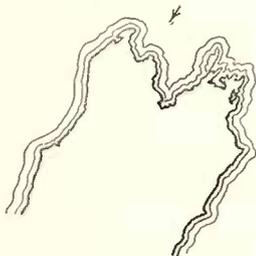
### THE FIRST MEETING BETWEEN MAORI AND WHITE MAN.

A powerful sea-going nation of Europe sent out this ship.



When the ship appeared, the Maoris were frightened. Abel Tasman from \_\_\_\_\_ was in it. Year \_\_\_\_\_.

This is the map he made. Did he stay long?



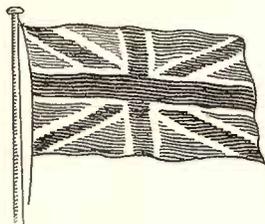
At Murderers' Bay, he learned to fear and hate the Maoris.

1. This meeting was not very pleasant. Troubles and fighting made Tasman glad to leave.
2. Murderers' Bay is now called Golden Bay. Find Cape Maria van Diemen, Tasman Sea, The Three Kings.
3. Find Batavia on one of the "Spice" Islands in the East Indies. Tasman sailed from there, looking for a southern continent.
4. Find Tasman's home country. Find the island after which New Zealand was first named.
5. After Tasman reached home, New Zealand was left alone for a very long time.
6. In those days, long sea-voyages were full of troubles and hardships for sailors. A great British sailor found out how the cause, and also found out how to keep sailors healthy on long voyages.
7. Read the account of Tasman's visit to Murderers' Bay. Draw a plan of the Bay, and, with models of ships, boats, and canoes, act the fight.

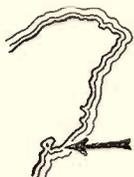
**THE SECOND WHITE VISITOR.**

The most powerful sea-going nation—yours and mine—sent the next ship.

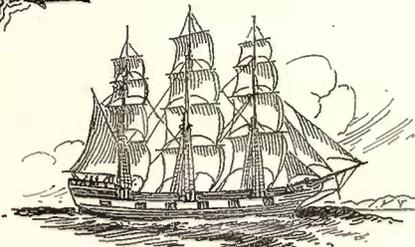
This was the Flag.



This was the Man.



This was the landing place, near East Cape.

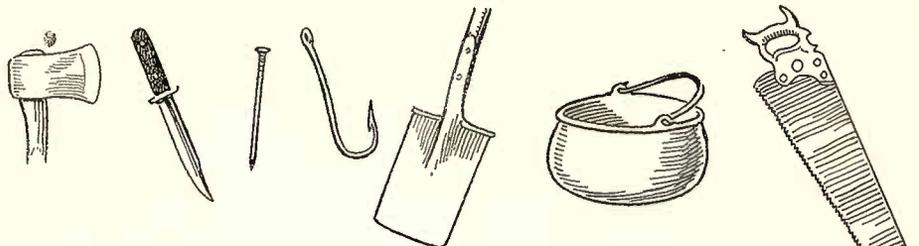


This was the ship.

This was the year. **1769**

1. Name the man—the ship—the place. The flag, you know and honour. The sun never sets on it. Why?
2. For how long has New Zealand been a British possession?
3. Consider how Tasman fared in New Zealand. What were the Maoris' thoughts when another *pakeha* arrived?
4. Cook landed in several parts of the country, and in some places made friends with the natives. Some learned to love him.
5. What kind of a man do you think he was?
6. Name two other Empire builders. Had they Cook's qualities?
7. Cook made more than one voyage to New Zealand.
8. Copy Cook's map. How did he make it? What mistakes did he make?
9. Write a story, or a play, about his first landing. What would a sailor, or a Maori, have written about it?

### WONDERFUL THINGS THAT THE WHITE MAN OWNED.

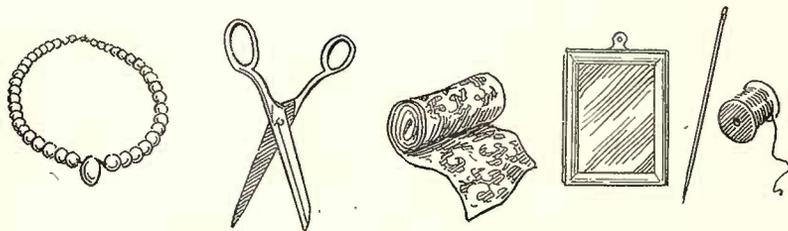


All these are common enough, and were common in Cook's time. But to the Maoris they were priceless, because they were made of iron or steel, and the Maoris knew nothing about metals. Think how a Maori would prize an iron axe, or an iron fish hook.

Would they want these things very much?

What would they be able and willing to give for them?

From what were their own tools and weapons made?



For the women. How useful these things are! Of course you can think of many other useful things.

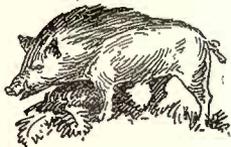
Imagine a Maori family talking about all these wonderful articles. Tell the story as if you were the Maori father or his

daughter. Write a dialogue about it.

What would happen to the Maori spades and axes? Would anybody want them?

Draw all the objects shown on this page, and, next to each, draw what the Maoris had used instead.

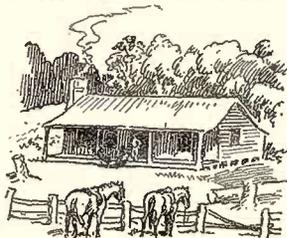
## GIFTS THAT NEVER LOST THEIR VALUE.



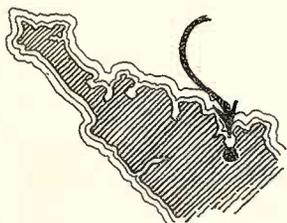
Captain Cook must have been a good man. He left only good things with the Maoris.

1. With Captain Cook was Mr. Banks. Find a place named after him. At first Cook thought it was an island.
2. Now Cook knew, just as you do, what a rich and pleasant country New Zealand was. He told the people of England about it.
3. Yet England did not want to be bothered to make settlements in New Zealand, for at that time she had troubles at home and in other countries.
4. That is why no other Englishman visited these shores for many years.
5. Would others have been welcomed by the Maoris?
6. Trace the route taken by any ships from England to New Zealand. Reckon the distance in miles.
7. Consider the kind of ships used then. How long would the journey take?
8. What are Trade Winds? Hurricanes?
9. Who is Father Neptune?
10. Pretend that you made a voyage to New Zealand in 1840. Tell the story of your voyage. Name the ship.

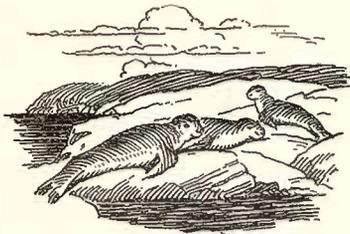
### THE NEXT VISITORS.



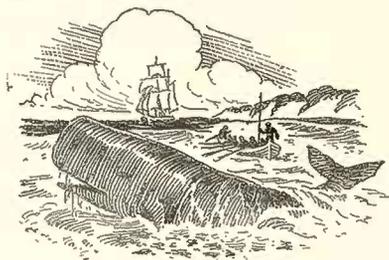
The traders were welcomed for the fine things in their houses.



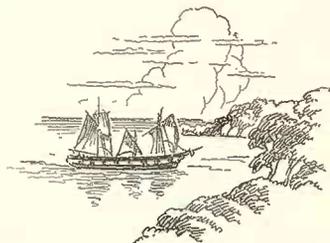
The Bay of Islands was a good harbour near the whaling grounds. Here sprang up the town of Kororareka, afterwards called Russell.



Seals were plentiful and easy to catch. Of what use were they?



Whales were plentiful in New Zealand seas. Some were even caught by the Maoris. Where are they caught now? How? Of what use are they?

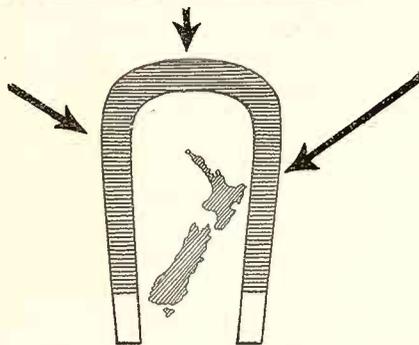


After storms, battered ships would creep into one of the many sheltered harbours for repairs. The trees supplied fine masts and spars.

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Form a picture of Kororareka in those days—people, clothing, houses, harbour.

Imagine that you were a sailor on one of those whaling ships. Describe the capture of a whale.

**COOK'S NEWS SPREADS.**

New Zealand drew white men like a magnet.

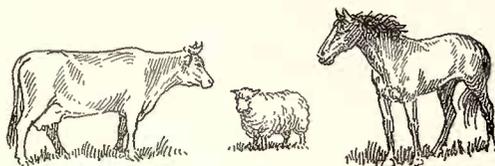
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**THINGS TO DO, AND  
QUESTIONS.**

1. Picture the type of men who visited and settled in New Zealand next.
2. Remember what the Maoris thought of Cook. They had forgotten Tasman.
3. Would the new arrivals be welcomed? Who most of all?
4. Consider what the Maoris thought of the belongings of the white men.
5. What might the white men, knowing this, think about? Would they give much away?
6. Not only English sailors came. What nations, perhaps? Would they be the best white men?

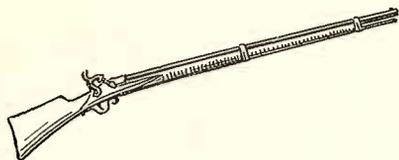
**OTHER PEOPLE FOLLOWED**

Animals were brought.  
Farms were made.



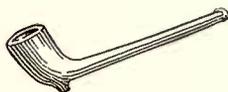
1. Consider these later arrivals. Why did they come?
2. Think out all that they went through before they had their farms in order.
3. Towns and settlements grew into shape—in what kind of places? How could one go from one to another?
4. People in the towns began to depend on the farmers; shops of many kinds were opened.
5. Bread was needed—some farmers grew grain. Sugar, tea—where from? Other foods? Ships, and more ships came.
6. See how the harbour-towns grew. See mills, factories, shipbuilders, etc., etc.
7. Later arrivals wanting to farm had to go farther inland and tracks were made. One day these tracks would become roads.

## WHITE WAYS ATTRACT THE MAORIS.



Beyond price in Maori eyes.

Often  
given  
not  
wisely.



A new  
habit  
for the  
natives.

Good deeds are easily done; but bad habits are even more easily learned. If the Maoris were to share the good things with the whites, they were bound to have the bad, too. Unfortunately, all the earliest settlers were not honest and Christianlike.

1. Consider the second picture. What might a cunning white man attempt if a powerful chief had drunk too much?
2. If you were a wise Maori, what would you think of a brave, strong white sailor who became foolish after taking too much?
3. What trouble might a madly-drunk white man cause? Suppose that he were to offend Maori *tapu*?

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Now, do not imagine that the country was full of drunken Maoris and whites, or of dishonest whites trying to cheat the Maoris; but you can see how some troubles began.

In those very early days many Maoris thought the strange gifts and ways of the white people wonderful.

They did not understand that many wonderful things could be harmful, especially if they were not used properly.

**TRADING IN THOSE DAYS.**

1. Which of the three things shown on page 18 would a Maori warrior want most?
2. Imagine the first two used together! What would be likely to happen?
3. What would he and what could he give to own the thing he wanted most?
4. Again, would a trader give that thing for nothing? The Maoris had no money.
5. Name some things that a white man would ask for—a farmer, a trader, a ship-owner.
6. Who would get the better of the deal, the Maori or the white man?
7. What quality in goods would a dishonest trader give? What would happen if he were found out?
8. Remember that there were some good white men and others not so good. The white men were of different nations too. Would their prices be the same?
9. When more white men arrived what would most of them want? They must have homes.
10. The land belonged to the whole tribe, not to any one Maori. But sometimes a chief would sell land.
11. Can you see troubles coming?
12. Imagine a tribe wishing to attack another tribe. What would the warriors want to buy from the whites?
13. Flax was very useful. See the flax coming to the stores in exchange for ———.
14. Read the story of Hongi who visited our King George IV. in 1820.
15. Now you can picture what was happening at Russell.
16. Would whites be at peace with whites, whites with Maoris, Maoris with Maoris?
17. Perhaps you can think of **two things** that were greatly needed.

**THE FIRST THING NEEDED.**

A message for help had been sent to England.

But the Governor of New South Wales was told to look after New Zealand.



The British possession nearest to New Zealand. From here came help.

The first important Englishman in those days in New Zealand was

sent from New South Wales to help to keep order.



MR. BUSBY.

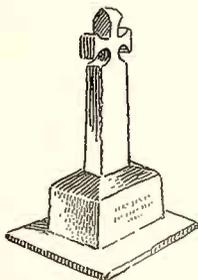
He was called a Resident, and lived near Kororarereka.

- 
1. What was the first thing needed?
  2. How far was New Zealand from New South Wales? How long did a ship take to sail from Sydney to Russell?
  3. Had Mr. Busby an easy task, or a difficult one?
  4. Could he please all the white settlers, or all the Maoris, or all the whites as well as the Maoris?
  5. He had not enough power behind him. Perhaps he did not understand the Maoris. We know he did his best.

## THE SECOND THING NEEDED.



This kind, good man brought it. He came from New South Wales. He loved all men. The Maoris loved him, but could not understand that he belonged to the same nation as the other whites.



This marks an important spot, in the Bay of Islands. **Year 1814**, Christmas Day. Here was started that which helped Maoris, and the British cause more than anything else.

Kindness to all; Truth to all. This was a new lesson for the Maoris and it took them a long time to learn it. Why?

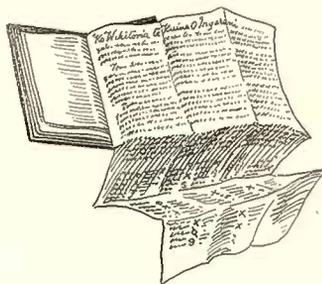
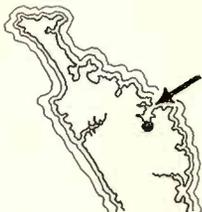
1. Name the man, and say what he was. Find out something about Ruatara.
2. Were there any people in New Zealand who were not glad to see Marsden?
3. After the Maoris knew him and learned from him, what might they think of some other whites?
4. Other missionaries visited other parts. Churches were built.
5. There were some white men who would not help the missionaries. They were dishonest and would not obey the Maori laws with regard to land. These people wished to keep the Maoris ignorant; to make them disbelieve Marsden. Why?
6. Unfair and wrongful business still went on. Whom were the natives to believe?
7. What did Mr. Busby do to keep order? Very little. Why?
8. Again a call for help. From whom?

**BRIGHTER DAYS DAWNING.**

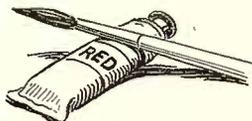
This man was sent. His name was HOBSON. He was a Captain in the British Navy. He arrived from England in 1840.

Captain Hobson had visited the Bay of Islands some years before. He knew what was needed. He saw that to protect the rights of the Maoris was to protect the English. A meeting was held; most of the important chiefs in the district were at that meeting with Hobson.

A great day at Waitangi, 6th February, 1840.



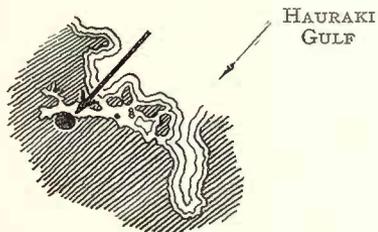
A peep at the Agreement that was signed.



Needed for New Zealand on maps since 21st May, 1840.

1. Who ruled over Britain at that time?
2. Can you find out what that Treaty said?
3. Do you think it a fair agreement?
4. All who signed it, nearly all the powerful chiefs in New Zealand, were pleased about it.
5. Of course, there were some who did not like it. One day, you will hear about them.
6. Write an account of the Signing of the Treaty. Make a play, and act it—in school, at a party.

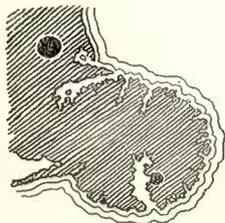
## NEW ZEALAND—A BRITISH COLONY.



Here, Governor Hobson made his capital city.

Settlers continued to arrive, and to make homes in both Islands.

In England, companies were formed for the purpose of making settlements in the new colony.



This is a peninsula in the South Island. A Frenchman came to claim it for France. He called at Auckland first. This was in 1840.

You know something now about the Maoris, and about our wonderful country under the Southern Cross.

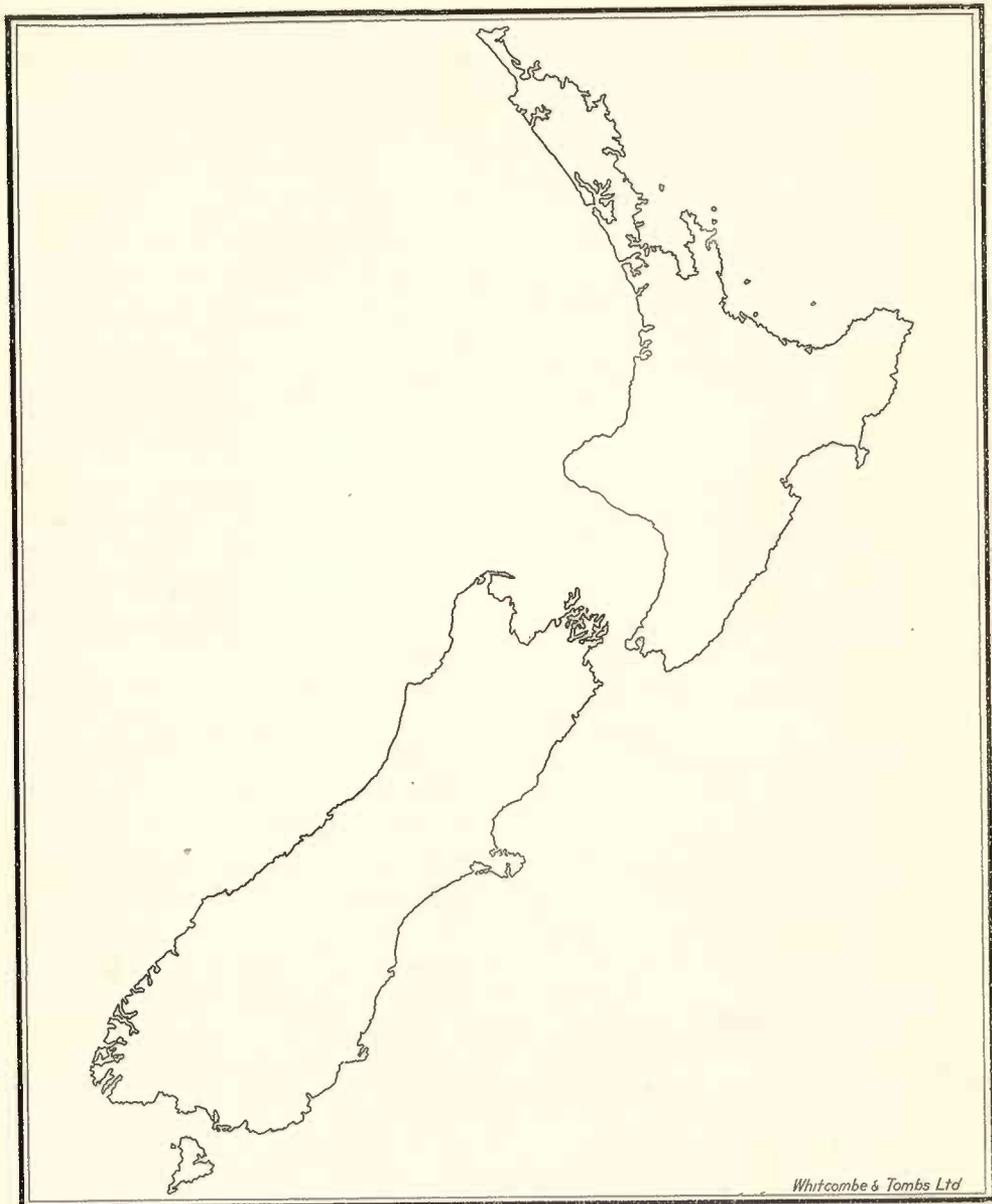
There were sure to be troubles ahead, for two different races cannot settle together properly all at once.

Still, think of our country to-day, of the friendship in which Maori and Briton live. It says much for the Maori, and much for the meaning of the Flag, which you are going to keep flying bravely over the land left you by those pioneers, and by all who carried on after them.

On the map on the next page, fill in neatly all that you can to show how you have enjoyed and understood the story told in this book.

Study these settlements:—  
 Kororareka (Russell), about 1827.  
 Wellington, Auckland, 1839-40.  
 New Plymouth, Nelson, 1841.  
 Otago, 1848.  
 Canterbury, 1850.

The last two were Church settlements.

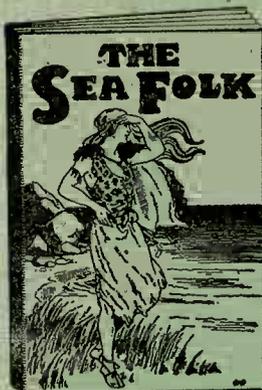


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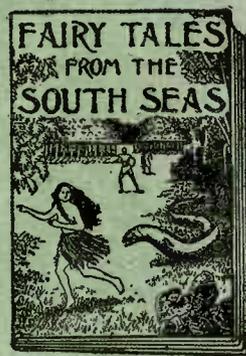
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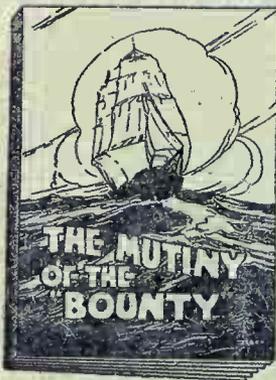
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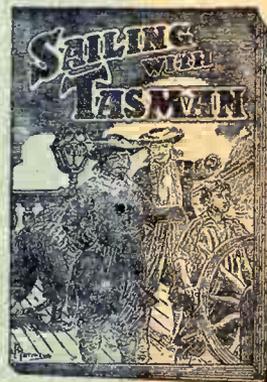
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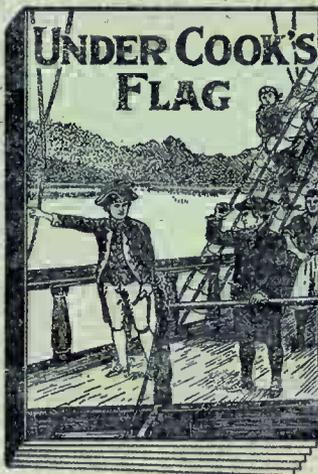


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