

**THE NEW  
MCGUFFEY;  
THIRD READER**

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The New McGuffey; Third Reader by William Holmes McGuffey

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**WILLIAM HOLMES MCGUFFEY**

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## PREFACE.

THE present revision of *McGuffey's Readers* has been made with due recognition of the advancement that has taken place in methods of instruction since the appearance of the former revision somewhat more than twenty years ago. While embodying those features which represent the latest and best ideas relative to the theory and art of teaching reading, this new edition retains the distinguishing characteristics which have given to the *McGuffey Readers* a more widespread and enduring popularity than has ever been attained by any other series of school text-books. More than half of the selections used are new to the series, and all have been carefully revised and adapted in conformity with the general plan of this revision. The aim has been, while avoiding experiments and whatever may prove to be of short-lived interest, to hold fast to those things that are worthiest and most valuable, whether new or old.

Lessons inculcating worthy ideas in regard to right thinking and right doing form a considerable portion of the contents of this book. Stories relating to common objects and phenomena of nature are so presented as to encourage habits of observation and inquiry. Selections from the most popular writers for young people are given, and the pupils are introduced to a few of the best and most enduring productions in modern literature.

The transition from the preceding book is without any break or unexpected difficulty; and care has been taken throughout the volume to make the pupil's progress evenly gradual. Only a few new words are used in each selection, and in the first half of the volume all such as would present the slightest difficulty to the learner are given in an appropriate word list at the head of the lesson. These

the pupils should learn to recognize by sight, as well as to spell and pronounce by the aid of the diacritical marks that accompany them. In the latter part of the book, the difficult words are defined in a list at the end of the lesson, thus affording ready assistance to the pupil while preparing for the recitation.

The brief Introduction, relating to the principles of good reading, is intended to afford to the teacher some suggestions for a series of practical lessons to be presented from time to time as occasion may demand.

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## INTRODUCTION.

### GOOD READING.

A GOOD reader is always listened to with attention and pleasure; a poor reader never satisfies himself or those who hear him. The reasons for this are plain. The good reader has a quick eye to know every word at sight; he has a ready control of his voice, and therefore pronounces distinctly and correctly; his mind is alert to catch the meaning of that which he reads, and hence it is easy for him to make his hearers understand and enjoy. To him reading is a delight; it is merely talking from the book.

On the other hand, the poor reader has not learned to recognize words quickly and easily; new words are to him like the faces of strangers, and he finds it hard to know them. He must even guess at some of the commoner words that ought to be familiar to him. All this gives him so much trouble that his eye has not the time to run forward and take in the meaning of the whole sentence while his voice is still on the first words. He therefore stumbles along from word to word, and does not understand much of that which he is trying to read. Do you think it is any wonder that he cannot make others understand it? Reading is to him an irksome task; it is the hardest kind of work, and he finds no pleasure in

it. His hearers are weary of him before he has labored through a single sentence; they do not like to listen to him.

Every person ought to become a good reader, both because of the pleasure that may be gotten from books and because of the knowledge that can be gained only by reading. It is true that most of your reading will be silent reading; but if you cannot read aloud well enough to make your hearers understand and enjoy, your silent reading will be a mere stumbling over words, and all book learning will be a task.

It is quite easy for some children to learn to read well, while for others it is very difficult, — just as it is easy for one boy to learn to catch a ball and very hard for another. But there is no reason why even the poorest reader should not try his utmost to improve. This he may do by paying careful attention to many things.

In order to recognize every word at sight, you must have much careful practice. Do not guess at words, but study them until their appearance is as familiar to you as the faces of your schoolmates and friends. Study the new words at the head of each lesson; study them also as they appear in connection with other words in the lesson itself.

To be able to pronounce every word correctly, learn the meaning of the diacritical marks that are used with those in the word lists.

Let your eye run quickly from the beginning of a sentence to its end, so that you may grasp its meaning before your voice has had time to speak the words. Practice first with short sentences, then with longer and still longer ones.

Study each reading lesson silently and carefully, try-