

**NEW NATIONAL
THIRD READER**

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New National Third Reader by Charles J. Barnes

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CHARLES J. BARNES

**NEW NATIONAL
THIRD READER**

BARNES'
NEW NATIONAL THIRD READER



High and low
The winter winds blow!
They fill the hollows with drifts of snow,
And sweep on the hills a pathway clear;
They hurry the children along to school,
And whistle a song for the happy
New Year.

See "How the Wind Blows!" p. 59.

BARNES'S NEW NATIONAL READERS

NEW
NATIONAL
THIRD READER

BY

CHARLES J. BARNES



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PREFACE

Teachers and School Officers are requested to examine the following features of this book. viz.:-

The conversational character of a large portion of the reading matter, which serves to cultivate an easy and natural style of reading.

The subject matter of the reading lessons, containing, as they do, the largest possible amount of information consistent with maintaining a proper degree of interest. Even fairy tales have been used to "point a moral."

The careful gradation secured by introducing only an average of fourteen "new words" in each lesson, and those of a kind well suited to the pupils' immature age and imperfect understanding.

The illustrations—the productions of some of the best American artists and engravers—the finest and most artistic ever used in a school-book.

The beautiful script, never before equalled in any school-book, of a size suited to correspondence and general school work.

The new type, made expressly for this book, furnishing a clear, open page—a most important element in preserving the eyesight of young children.

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W. P. 9

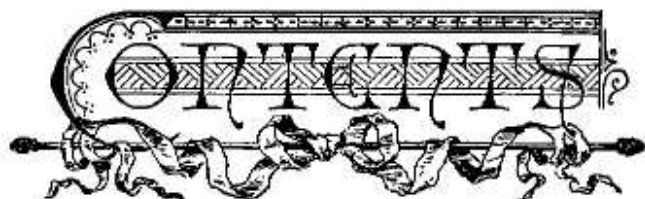
The Language Lessons, at once numerous and comprehensive. They serve—

1. To develop the perceptive faculties of pupils by stimulating investigation—the prelude to all accurate knowledge.
2. To cultivate oral expression in giving the result of such investigation.
3. To cultivate the habit of giving written, as well as oral, expression to thought.
4. To secure complete and connected statements, instead of the rambling modes of expression so common among young pupils.
5. To show the pupil that certain word-forms are necessary before he uses them.
6. To lead the pupil, step by step, through the intricate changes of English word-forms, without attempting to teach him the technical terms of grammar.
7. To enable the pupil to give the substance of a lesson without entering into tedious and unimportant details.
8. To cultivate ease in writing, either with pen or pencil, and incidentally to teach the use of capital letters, punctuation marks, etc.

Articulation Exercises, distributed throughout the book, where they will be used, and not at the beginning, where they are less convenient.

Maxims for Memorizing are included in the text, that clear-cut, well-defined expressions of homely truths may be learned at an early age, and aid in the formation of character.

Words defined, at end of book.



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