

**GOLDEN TREASURY  
READERS: THIRD  
READER, PP. 1-255**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649595143

Golden Treasury Readers: Third Reader, pp. 1-255 by Charles M. Stebbins

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**CHARLES M. STEBBINS**

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GOLDEN TREASURY READERS

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THIRD READER

BY

CHARLES M. STEBBINS

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*ILLUSTRATIONS BY HERBERT E. MARTINI*

NEW YORK · CINCINNATI · CHICAGO  
AMERICAN BOOK COMPANY

1912

~~T 75.845~~

Edus T 759.12.834

July 3, 1912

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## PREFACE

THE same general principles that underlie the earlier books of this series have been kept constantly in mind in the preparation of this Third Reader.

**Subject Matter.**—The material for this book has been chosen with a view to cultivating a taste for the best literature. Real child literature has been used throughout, and a large part of it is fresh and new, to both teacher and child. Nothing has been inserted for the sake of instructing the child in various branches of learning. The purpose here has been to satisfy the natural desire of the child for live things, for the beautiful out-of-door world and the world of the imagination. Accordingly, everything is full of action. Not only human beings, but plants, animals, wind, moon, and fairies speak in a language that is real and appealing to the child mind.

**The Illustrations.**—The illustrations are an essential part of the subject matter and of the method of this Third Reader. The purpose is not only to foster a love of good reading, but to cultivate a refined taste. Nothing is more effective to this end than refined pictures which really appeal to the child's imagination. The pictures, therefore, not only serve to arouse interest in the subject matter, but also fill the child mind with higher ideals and a truer appreciation of the beautiful in life.

**The Method.**— It is taken for granted that the child has, by this time, mastered the mechanics of reading. If, for any reason, he has failed to do so, the interest which this book will naturally arouse, should soon lead him to the desired goal. For that reason phonic exercises have been omitted.

Language work is now of growing importance, and should advance with the child's advancement in reading. His increased ability to read and enjoy stories should lead to increased delight in relating and in writing stories. This inevitably means advancement in expression. The language lessons are placed directly after the stories upon which they are based. They lay stress upon the things the child needs to know; and, at the same time, bring his interest and activity into play. These exercises should be supplemented by the teacher; and pupils should be led to suggest and carry out language work for themselves.



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