

**GRADED LITERATURE
READERS:
THIRD BOOK**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649596164

Graded Literature Readers: Third Book by Harry Pratt Judson & Ida C. Bender

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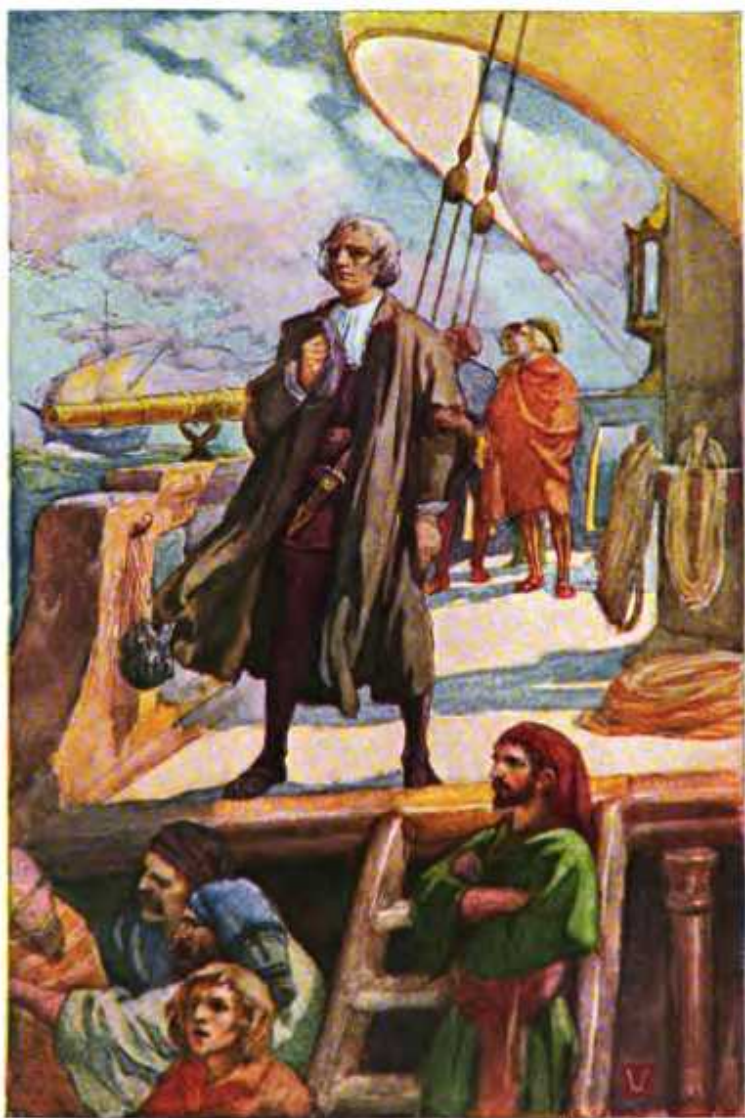
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HARRY PRATT JUDSON & IDA C. BENDER

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Columbus watching from the deck of his ship. [See page 28.]

GRADED LITERATURE READERS

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THIRD BOOK



MAYNARD, MERRILL, & CO., PUBLISHERS

Edue T 759.00.492

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PREFACE

It is believed that the Graded Literature Readers will commend themselves to thoughtful teachers by their careful grading, their sound methods, and the variety and literary character of their subject-matter.

They have been made not only in recognition of the growing discontent with the selections in the older readers, but also with an appreciation of the value of the educational features which many of those readers contained. Their chief points of divergence from other new books, therefore, are their choice of subject-matter and their conservatism in method.

A great consideration governing the choice of all the selections has been that they shall interest children. The difficulty of learning to read is minimized when the interest is aroused.

School readers, which supply almost the only reading of many children, should stimulate a taste for good literature and awaken interest in a wide range of subjects.

In the Graded Literature Readers good literature has been presented as early as possible, and the classic tales and fables, to which constant allusion is made in literature and daily life, are largely used.

Nature study has received due attention. The lessons on scientific subjects, though necessarily simple at first, preserve always a strict accuracy.

The careful drawings of plants and animals, and the illustrations in color—many of them photographs from nature—will be attractive to the pupil and helpful in connection with nature study.

No expense has been spared to maintain a high standard in the illustrations, and excellent engravings of masterpieces are given throughout the series with a view to quickening appreciation of the best in art.

These books have been prepared with the hearty sympathy and very practical assistance of many distinguished educators in different parts of the country, including some of the most successful teachers of reading in primary, intermediate, and advanced grades.

Thanks are due to the following for their courteous permission to use copyrighted material in this book: to Mrs. Julia C. R. Dorr, for the story, "How Lulu Got Lost"; to The Educational Publishing Co., for Miss Beckwith's story, "The Boy who Hated Trees"; and to Messrs. E. Plon, Nourrit et Cie., for permission to reproduce M. Boutet de Monvel's illustrations for La Fontaine's fables.

INTRODUCTION

The Third Reader marks a further development of the plan on which the first two books of the Series are based. The general character of its subject-matter is the same as that of the Second Reader, but the pupil's increased vocabulary and greater facility in reading make possible a wider choice of literature.

The stories of child life are of a pure and wholesome influence, but in none of them has the pupil's interest in the story been sacrificed by the insertion of an obtrusive moral. The fairy stories will be found stimulating to the imagination, and it is believed that they will lead to an appreciation of what is permanently good in literature. A few of the Greek classic stories are also given. These are well adapted to a child's comprehension and give an early familiarity with themes constantly recurring in literature and art.

In this book, as in the Second Reader, word lists and language and phonetic exercises are provided in abundance. It will be noticed, however, that in the lists of new words at the head of the lessons those of the simplest phonic construction are omitted.

The primary purpose of a reading book is to give pupils the mastery of the printed page, but through oral reading it also becomes a source of valuable training of the vocal organs. Almost every one finds pleasure in listening to good reading. Many feel that the power to give this pleasure comes only as a natural gift, but an analysis of the art shows that with practice any normal child may acquire it. The qualities which are essential to good oral reading may be considered in three groups :

First—An agreeable voice and clear articulation, which, although possessed by many children naturally, may also be cultivated.

Second—Correct inflection and emphasis, with that due regard for rhetorical pauses which will appear whenever a child fully understands what he is reading and is sufficiently interested in it to lose his self-consciousness.

Third—Proper pronunciation, which can be acquired only by association or by direct teaching.

Clear articulation implies accurate utterance of each syllable and a distinct termination of one syllable before another is begun.

Frequent drill on pronunciation and articulation before or after the reading lesson will be found profitable in teaching the proper pronunciation of new words and in overcoming faulty habits of speech.

Attention should be called to the omission of unaccented syllables in such words as *history* (not *histry*), *valuable* (not *valuble*), and to the substitution of *unt* for *ent*, *id* for *ed*, *iss* for *ess*, *unce* for *ence*, *in* for *ing*, in such words as *moment*, *delighted*, *goodness*, *sentence*, *walking*. Pupils should also learn to make such distinctions as appear between *u* long, as in *duty*, and *u* after *r*, as in *rude*; between *a* as in *hat*, *a* as in *far*, and *a* as in *ask*.

The above hints are suggestive only. The experienced teacher will devise for herself exercises fitting special cases which arise in her own work. It will be found that the best results are secured when the interest of the class is sustained and when the pupil who is reading aloud is made to feel that it is his personal duty and privilege to arouse and hold this interest by conveying to his fellow pupils, in an acceptable manner, the thought presented on the printed page.

CONTENTS

	PAGE
THE DOVE AND THE ANT	Fable 9
GOOD-NIGHT AND GOOD-MORNING	Mouckton Milnes, Lord Hough- ton 10
THE BAG OF WINDS 13
THE WIND	Christina Rossetti 17
THE SEA 18
O SAILOR, COME ASHORE	Christina Rossetti 21
THE STORY OF COLUMBUS 23
HANS, THE SHEPHERD BOY 30
THE MOON	Robert Louis Stevenson 34
BIRDS—I. BILLS 35
WHEN	G. Clifton Bingham 38
BENJY IN BRASTLAND	Juliana Horatia Ewing 39
MARY ALLERTON—THE STORY OF A LITTLE PILGRIM 49
THANKSGIVING DAY	Lydia Maria Child 58
A GOOD SHOT	Joseph Kirkland 57
BIRDS—II. FEET 61
THE LAND OF COUNTERPANE	Robert Louis Stevenson 63
THE FOX WHO LOST HIS TAIL	Fable 64
HOW LULU GOT LOST	Julia C. R. Dorr 66
SEVEN TIMES ONE	Jean Ingelow 73
THE WOLF AND THE LAMB	Fable 74
THE SKYLARK'S SPURS	Jean Ingelow 76
THE FAIRIES	William Allingham 84
BIRDS—III. TRAVELS 86
GOOD-MORNING	Robert Browning 89
SO-SO	Juliana Horatia Ewing 90
THREE COMPANIONS	Dinah Mulock-Craik 100
ATALANTA'S RACE 101