

**BRUMBAUGH'S
STANDARD READERS. THE
STANDARD THIRD READER**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649711253

Brumbaugh's Standard Readers. The Standard Third Reader by Martin G. Brumbaugh

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MARTIN G. BRUMBAUGH

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DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

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THIRD READER

BY

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PREFACE.

THE presentation of the subject of reading to a child involves two distinct aspects. Elementary reading, so called, is reading for the purpose of learning how to read. Advanced reading, so called, is reading for the knowledge and culture acquired thereby.

At the beginning and at the end of the reading process these aspects are clearly defined. The beginning is manifestly a process of language-mastery. The end is just as clearly a process of fact-gathering and of mental discipline or culture. But the transition from the former to the latter is not abrupt. Throughout the process there is a lessening of the mechanical processes and a corresponding increase in the emphasis to be given to the true ends of reading—culture and information.

A Third Reader represents approximately the middle ground, and must present both aspects of the reading process. It is the last book of the series in which formal language-mastery is presented directly to the child. At the completion of this reader the child should read naturally and appreciatively.

The amount of conscious effort required to read should gradually lessen as the child advances in the grades. This means that the child's progress in reading is greater than the progressive difficulties of gradation. Simply to master the increasingly complex forms of the language of the series is by no means a criterion of satisfactory results. The increasing ease with which the reading is done is the true measure of advancement.

The Third Reader marks an advance in the thought-range of the subject-matter of the series. In the more elementary

books of the series the child learned to interpret his own sense realm, his own environment, into language. The scope of his knowledge is now to be enlarged. He must now learn that the language symbol is of universal application; that by means of it one becomes conversant with that larger and less familiar realm of incident and of fact lying beyond the range of sense; that, in short, the child is now to read himself into a conscious "at-homeness" with the entire realm of knowledge. Reading thus becomes to him not only the "seven-leagued" boots by means of which he outstrides his environment, but also the "charmed rug of Darius" by means of which he simply wishes, and lo! he is at home in any land and with any incident he cares to know.

To gratify this universalizing desire of the awakened mind of childhood typical lessons are presented. Biography, historic incident, nature lore, racial traits, and kindred themes are placed before the child to cultivate his powers of mind and to arouse within him an abiding love for reading. Numerous poetical selections are incorporated into the text to create a love for the highest forms of literature, and to impart an ethical sequel to many of the prose selections.

The purpose of these selections is thus two-fold: to complete the fundamental processes of learning to read, and to introduce the child through carefully graded typical lessons to the rich realm of literature. It is confidently believed that these aims are of such transcendent significance that their attainment will amply compensate for the suppression of all subsidiary purposes. To attain these ends naturally, surely, and clearly is the mission of this reader.

Grateful acknowledgment is made to Houghton, Mifflin & Co. for copyright poems used by permission of and special arrangement with them; and to Little, Brown & Co. for permission to use "October's Bright Blue Weather" and "Choice of Colors," both written by Helen Hunt Jackson.

SUGGESTIONS TO TEACHERS.

To teach reading well is an achievement well worth the best efforts of the teacher. During the time spent upon a Third Reader the pupil should master the process, and at the end of this time he should read understandingly and appreciatively. This grade is to prepare the pupil for formal literary interpretation. One can now afford to be exacting with the pupil. See that the pose of the body; the articulation and pronunciation of words; the proper use of the voice, including pitch, rate, volume, quality, and accent; and an appreciation of the sentiment of the selection receive the most exacting attention.

The dangers at this stage of advance seem to be an inclination to condone mistakes and to be content with naming the words in order. There results a decrease of interest in reading. Little is given because little is expected. The pupil stops short at reading. He should be trained to read well. The difference between reading and reading well means everything for subsequent reading. It is important, too, at this stage of advance to provide abundant supplementary reading. The introduction of new studies provides new avenues of thought. One lesson a day in reading will scarcely emphasize this study enough to make it a growing interest to the child. To neglect reading for the sake of other studies will not contribute to the reading-habit, nor will it secure increased results in the other studies of this grade.

The teacher should see that no pupil is advanced beyond this book until he has mastered the process of thought-getting from the printed page. No amount of reading in formal literature can atone for imperfect work in the grades embraced within the scope of the first three books of the series.

Particular attention is called to the arrangement of exercises in this book. There is no alternation of prose and of poetry simply to secure variety. The prose exercise unfolds a fact. The poem that follows lifts the fact to the threshold of the emotional life. If the emotional life is touched, the reading is sympathetic; and, what is of more moment, the conduct of the child will be in harmony with the spirit of the selection. This is the ethical significance, the character-building value in reading.

Many of the poems here presented are so chaste in language as well as in thought that it is of prime importance to have them memorized. Standards of literary appreciation are thus established permanently in the mind. A love for the beautiful as well as the true will result.

Let the reading of the text be the final step in the teaching process. The drill upon pronunciation and definition of words, the discussion of meaning and purpose of statement, the analysis of constructions, the appreciation of sentiment, and all other processes for a just interpretation of the text should be given before the pupil is asked to read. Have the entire class read the selection, or a part of it, silently before formal instruction begins.

Nothing is of greater moment than to inculcate the reading-habit—a habit of the highest significance. The pupil that acquires the reading-sense, the habitual desire to read, will become fairly well informed and in a sense educated through this means alone. Sad, indeed, is the life-prospect of the person that does not habitually seek the companionship of good books.

The illustrations accompanying the text will be found admirably adapted to language-work. This language-work should be given orally by the pupil and in language of his own. This should be followed by a written exercise, an exercise which is an end within itself. Oral language-work is vastly more conducive to good reading than written language-work. What the pupils write should be read in the same manner and with the same care as the printed selection.

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