

**THE NEW CENTURY  
THIRD READER**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649656257

The New Century Third Reader by Henry S. Tibbits

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**HENRY S. TIBBITS**

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THIRD READER**



## PUBLISHERS' PREFACE.

This volume has been prepared with the greatest care. The design has been to use only such matter as will please, attract, interest, and instruct the pupil. Each article has been selected with a view to some particular literary merit of its own.

As the pupil has now reached the period of his life when he begins to realize that books may be his friends, our object has been to place before him reading matter of such high quality that he will involuntarily form a taste for good literature.

The subject-matter of this book covers a wide range of thought and adjusts itself very carefully to the sympathies of childhood. The friendships which the child is thus enabled to form with good authors, will be of inestimable value to him in after life.

The mind of the pupil of this age is in the formative period and his tastes are easily directed toward high ideals. To this end careful thought has been given to the selection of matter which can not fail to lead the child to turn unconsciously toward the best things in the life about him, and eventually to branch out into the larger fields beyond.

The true teacher will always keep in sight this great purpose in school reading—to so awaken the interest and kindle the enthusiasm of the child that the oral expression will conform to the dramatic requirements of the article.

That this volume may contribute its share toward the formation of sturdy character and the uplifting of man-

hood and womanhood is the sincere desire of both publishers and compilers.

Grateful acknowledgments are made to Mrs. Nellie F. Kingsley of Evanston, Ill., and to others who have contributed by their timely suggestions to whatever of peculiar merit may be found in the volume.

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By permission of, and arrangement with, the publishing houses mentioned below, we are permitted to use "The Anxious Leaf," from Henry Ward Beecher's *Norwood* (Ford, Howard & Hulbert); "What I Fear," by Chauncey M. Depew (*Cosmopolitan Magazine*); "The Invitation," by John Burroughs; "The Snowball" (Thomas Y. Crowell & Co.); "Knee-deep in June" and "The Raggedy Man," by James Whitcomb Riley (The Bowen-Merrill Co.); Extract from "Uncle Robert's Visit," by Francis W. Parker (D. Appleton & Co.); "Angling," by George Howland, and "Hephestus, the Smith-god," from "Greek Gods, Heroes, and Men," by the Hardings (Scott, Foresman & Co.).

## SUGGESTIONS TO TEACHERS.

"There is nothing that so stimulates our vocal expression as the desire to impress upon others the beauty and the sentiment of what has impressed ourselves."—S. H. CLARK.

The Third Reader finds the pupil at the transition stage in the process of learning to read. Previous training has been largely in the recognition of symbols for well-known or readily understood ideas. Later instruction will place the emphasis upon ability to master the thought, with less effort upon the mechanics of reading. Then the pupil will "read that he may know and understand," as Bacon says. However, at the Third Reader age it is necessary to prepare the mind of the pupil for what he is to read, in order that association may be formed between the unknown and the related known.

The teacher therefore begins a lesson with a broad view of its contents, questioning whatever spontaneous interest the subject may possess into a voluntary and sustained interest. This necessitates full and accurate information upon the subject-matter of the lesson upon the teacher's part, and some simple plan or idea as to how she will proceed.

To aid her, the words which may offer some difficulties in pronunciation are appended to each lesson. If these are pronounced distinctly and clearly to begin with, much of the abrupt hesitation which might follow from first meeting them in the text will not occur.

It is a most valuable accomplishment to be able to stand up unabashed and speak with perfect freedom the thoughts of one's mind—whether in the drawing-room, on the street, or upon the public platform. The self-contained presence,

the power of initiative, the mastery of the situation are powers that win. When the mind of the pupil is suitably prepared for the lesson, it is wise to permit him to read to the end of the part assigned him without interruption. Stopping a pupil to correct slight errors confuses—"breaks the circuit." It is usually proper to assume that suitable previous preparation has forearmed the pupil to overcome the difficulties.

What a pleasure there is for the teacher in an erect but comfortable position of the pupil in reading! It places the spinal column in natural curves, elevates the chest, gives the head the poise of freedom and power, and locates the book at suitable focal distance from the eye and in a position that permits the pages to be turned readily without loss of continuity.

The quality, pitch, and intensity of tone used are best considered in relation to the feeling which the subject-matter arouses in the child. Analysis of these qualities is sometimes dry and tasteless. Depth of feeling calls forth sympathetic expression. The dramatic power of putting one's self exactly in the place of the one who uttered the thought is the desideratum. The securing of proper expression, therefore, involves the cultivation of the emotions. It is an element of true culture. No other exercise of the school is so valuable as the reading lesson for this purpose. Here may appear the glow of enthusiasm, the awakening of true sympathy, and the prompting to right moral action.

Drill is necessary to establish correct habits in position, enunciation, and expression. Drill is not exact repetition. That would be deadening. The mechanical association between sign and sound must be rendered complete; but constant improvement and growth rightly accompany drill. "Read that over again, Johnny," is simply marking time. When a pupil is helped to feel the emotion more keenly



and encouraged in his ability to give richer expression to his feeling, he is being educated. This is equally true in teaching grasp of thought.

The object of language lessons is to form correct habits of speech. This is largely through imitation and drill. The pupil is taught a language already settled in its forms by his ancestors. He is to master those forms and the cadences already established by the best usage. What lesson is better adapted to language work than the reading lesson?

This Reader presents literature in many forms. The skillful questioning of the judicious teacher suggests the substance of the paragraph or stanza read and helps the pupil make the thought his own. She secures answers involving the use of the valuable language of the text. The pithy phrases and apt turns of the author then become part of the pupil's mental furniture.

"Memory gems" are well established in educational usage. Pupils are wisely taught to cull them from our best literature. They are not always short. Biography teems with testimony to the pleasure great minds derive from the matchless poems and the richest thoughts of genius.

The questions appended to the text are merely suggestive of the possibilities of good language work. The teacher must exercise her own judgment as to the best use to be made of any text-book.

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In order to meet the requirements of Third Reader pupils, and at the same time to give them the advantage of a large acquaintanceship with authors, some adaptations have been found necessary.

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