

**SARGENT'S STANDART  
SERIES.-NO.3. THE STANDARD  
THIRD READER FOR PUBLIC  
AND PRIVATE SCHOOLS**

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Epes Sargent

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**EPES SARGENT**

**SARGENT'S STANDART  
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AND PRIVATE SCHOOLS**



SARGENT'S STANDARD SERIES.—No. 3.

THE  
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THIRD READER

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PUBLIC AND PRIVATE SCHOOLS.

CONTAINING  
EXERCISES IN THE ELEMENTARY SOUNDS; RULES FOR ELOCUTION, &c.;  
NUMEROUS CHOICE READING LESSONS; A NEW SYSTEM  
OF REFERENCES;

AND  
AN EXPLANATORY INDEX.

BY  
EPES SARGENT,  
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## P R E F A C E.

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A READER which is true to its name should be composed of such exercises as are best adapted to its specific purpose. In the attempt to make it at the same time a Reader and a didactic or scientific manual, neither object is likely to be gained. This is the testimony of our most experienced teachers; and, under a conviction of its truth, it has been my aim in this collection to present, for the most part, such pieces as convey, in a concrete and attractive form, some salutary moral, or are fitted to inspire that affection for the beautiful in nature, which is so elevating in its influence, and which cannot be cultivated too early in life.

It has also been my endeavor to reconcile simplicity with sound literary taste and an accurate style. Too many writers for the young, in striving to be simple, have been merely feeble or insipid; and let it not be supposed that their mistake is not detected by the class to whom they address themselves. Could they hear some of the comments of their juvenile critics, they would not so undervalue the discernment of the young.

The system of references, which has been so much approved in the author's Fourth and Fifth Readers, has been introduced into this on a scale sufficiently comprehensive to direct the attention both of pupil and teacher to besetting faults in elocution, and to lead to a habit of referring to a dictionary for words, the meaning or pronunciation of which may not be known with certainty.

The introductory exercises on the elementary vowel sounds will be found unusually complete, and, in practice, very efficacious in supplying the pupil with a good stock of formulas in pronunciation, and initiating him into accurate habits of articulation. To render these exercises more convenient for reference, the representative words have been arranged in alphabetical order, so that the pupil can at once satisfy himself whether a word, the vowel or consonant sound of which he would verify, is in the list. The marks of reference in

the reading lessons supersede the necessity of any further examples under the elementary sounds than are given in the selected words themselves; but, should it be thought desirable, examples may be easily multiplied on the blackboard or slate, according to the suggestions offered on page 47 of the Standard Fourth Reader.

A list of the consonant combinations of the English language is given; and as the same consonant letters (with a few exceptions) always represent the same sounds, it has been deemed unnecessary to cumber the page with repetitions of examples. A single example perfectly enunciated is obviously sufficient. The author is persuaded that the exercises in this volume, on the elementary vowel sounds and consonant combinations, present, in a compact form, all that is essential to practice, in the attainment of a good articulation.

Questions on the reading exercises have been dispensed with, for the simple reason that every intelligent teacher can propose them far better, because more aptly, himself. The opportunities for them are so numerous, and so readily suggested, that, what with applying the interrogative system to the words of the text, the grammatical sense, the subject-matter, and the implied moral, the questions might be multiplied indefinitely, and made to occupy more space than the lessons themselves. Here, as in other cases, it is a good rule to do one thing at a time; to make the reading lesson a reading lesson simply, and reserve for other departments of instruction such questions as may not be strictly relevant to the one object of teaching to read.

The attempt to teach reading by written formulas and arbitrary marks of inflection is now very generally rejected by intelligent teachers. On this subject Dr. Humphreys, of Cambridge, England, remarks:—

“The multiplied rules given in Readers, on both sides of the Atlantic, seem to me very useless, unless it be to swell the size of the books. The rules required to insure good reading are very few and very simple, provided the teacher be ever careful to offer in his own reading a good *model* for imitation. They are these: Enunciate every syllable of every word fully and distinctly, observe the punctuation, and rather read too slowly than too rapidly; and, above all, adapt the tone of your voice and the emphasis to the *meaning* of the words. This last has ever been my standard rule, and successful experience as a teacher warrants me in maintaining it to be the chief guide to good reading.”

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\* \* \* The names of authors, alphabetically arranged, will be found in the Explanatory Index at the end of this volume. For an explanation of the marks of reference, see page 31.

Where the names of authors are italicized in the following Table, it is intended to indicate that such pieces have been written or translated, altered or abridged, expressly for this work. Many of the pieces to which no name is attached have also been written for this work.

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