

**A THIRD CLASS READER; CONSISTING OF
EXTRACTS IN PROSE AND VERSE, FOR THE
USE OF THE THIRD CLASSES IN
PUBLIC AND PRIVATE SCHOOLS; WITH AN
INTRODUCTORY TREATISE ON READING AND
THE TRAINING OF THE VOCAL ORGANS**

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A Third Class Reader; Consisting of Extracts in Prose and Verse, for the Use of the Third Classes in Public and Private Schools; With an Introductory Treatise on Reading and the Training of the Vocal Organs by G. S. Hillard

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G. S. HILLARD

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BY G. S. HILLARD.

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PREFACE.

THE compiler of the First Class Reader, and of the Second Class Reader, solicits the attention of teachers, and of all persons interested in education, to the present work, which is intended for the use of children in the third class in our grammar schools, of ages varying from nine or ten to twelve years. The same general principles which have guided him in the preparation of his former compilations have been followed in this, with such modifications as were required by the more tender age of the children to whom it is addressed. The line of distinction between a second class reader and a third class reader cannot be very sharply drawn. A bright boy or girl in the third class would be quite able to understand what was level to the comprehension of an average boy or girl in the second class. To a certain extent, the selections in the present work are substantially of the same kind as those in the Second Class Reader, and the explanations made in the preface to that work are, in the main, applicable to the present compilation.

In proportion to its size, the present selection has cost the compiler more labor than either of its predecessors. Many of the prose pieces have been either written, or translated, or compiled, by him. A few lessons on moral subjects will be found towards the close, which, it is hoped, will not prove too dry to serve the purposes for which they are intended.

In the poetical selections there will be found many pieces already

familiar to teachers and scholars. This has been advisedly done. Good poetry rather gains than loses by familiarity and repetition ; and no school reader can be esteemed perfect which does not contain some of those gems of English verse, the merit of which has been felt by many generations of pupils.

The introductory portion, on reading, and training of the vocal organs, has been abridged from that prefixed to the Second Class Reader.

G. S. HILLARD.

Boston, April, 1867.

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INTRODUCTION.

THE following scheme of exercises in orthoepy is intended as a manual for the daily practice of those who use this volume, to secure correct habits of articulation and pronunciation. Every lesson in reading should be prepared for by an exercise in this manual, even though a short one. The reading is sure to be executed better if the organs of speech be brought into vigorous play by some previous exercise of this sort. The definitions and explanations are meant for the teacher, who must make his pupils first acquainted with the sounds by hearing, before any description can be understood. As a blind man cannot understand any definition or theory of colors, so—precisely so—no one can learn any thing of the theory of spoken language, the mechanism of speech, until his ear is able to recognize, with discrimination, the sounds employed in speaking. It is quite possible that even some teachers will find it difficult to keep the distinction clearly in mind, between the orthographic and orthoepic forms of words. But any one who wishes to understand the subject will test every proposition by repeated experiments with his own voice. To facilitate that object, examples are given in print, whenever the point to be brought out could be made certainly evident by any intelligible contrivance of orthography. Such examples, if understood, should be attentively practised; and if not, should be practised attentively till they are understood. Let it be kept in mind that the example is an example of *sound* only,