

**THE READER THE FOCUS
OF
LANGUAGE-TRAINING;
SWINTON'S THIRD READER**

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The Reader the Focus of Language-Training; Swinton's Third Reader by William Swinton

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WILLIAM SWINTON

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"Andy stood in the middle of the track, and stretched out his little arms as far apart as he could."

(*"The Little Hero of the Railroad,"* p. 85.)

THE READER THE FOCUS OF LANGUAGE-TRAINING

SWINTON'S
THIRD READER



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"THE READER THE FOCUS OF LANGUAGE-TRAINING."

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SWINTON'S READERS.

I. *Swinton's Primer and First Reader.*—This book consists of a great variety of carefully graded exercises, developing the proper use of the various *methods* of primary teaching, and presenting abundant work in script for the slate-practice of the youngest pupils. 120 pages.

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. All the above books are handsomely bound in cloth, similar to this book, and in all respects of mechanical execution and illustration are of the highest order of excellence.

TO SCHOOL OFFICERS.

The attention of School Officers is invited to the following points in this *Third Reader*.

Vocabulary.—The most difficult words occurring in each lesson are arranged in the vocabularies, with syllabication, accents, and diacriticals for oral spelling, either by the alphabetic or the phonic method.

Preparatory Dictation.—As the needed preparation for intelligent reading, the lesson is preceded by a dictation (to be written by the class as the best possible spelling exercise), containing the more difficult words, the meaning of which is illustrated by their use in easy familiar sentences. It would be difficult to exaggerate the utility of this entirely original exercise.

Language Lessons.—Under this head will be found a variety of attractive work suited to the capacity of Third-Reader classes. It comprises exercises in sentence-writing, supplying ellipses, word-analysis, the use of synonyms, etc. (*See these exercises throughout.*)

Composition.—Each piece specially fitted for reproduction in an abstract from memory is followed by a syllabus ("Heads for Composition"), in which, by a series of topics and hints, the young composer is aided in reproducing, in his own language and in orderly sequence, the salient features of the piece he has just read. (*For further explanation of this novel feature, see "Suggestions to Teachers."*)

Matter.—In the selection, adaptation, and composition of the reading-pieces, the most earnest effort has been put forth to furnish sound and sweet mental food. An attempt has been made to introduce into the book a little of what may be called *organism*, by carrying on a certain number of pieces (about one-half) on distinct strains,—a series of lessons on "HOME PETS," as the living forms most familiar and interesting to children; a second series, "BRIGHT EXAMPLES," to touch and stimulate the affections; and a third series, "ABOUT PLANTS," as a slight glimpse of Nature in one of her most attractive aspects.

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*• The Poems, Lessons XIX. and XXXVII., are taken from "Our Little Ones," by the obliging permission of W. T. Adams, Esq.

SUGGESTIONS TO TEACHERS.

THE language-work in the Third Reader consists of:—

I. The Vocabularies.—These may be spelled orally either by the alphabetic or the phonic method; but, whether or not so spelled, the word-list of each lesson should certainly be copied by the class. It is strongly recommended that the words be copied with the diacritical marks, as the necessary training in the ready "reading" of these characters. Silent letters, indicated by *Italic* letters, may be marked by a diagonal line drawn through each from left to right.

II. Preparatory Dictations.—These exercises serve (1) as a training in written spelling, capitalizing, and punctuation; (2) as illustrative of the meaning of the more difficult words, whose signification (formal definition not being in place at this stage) is suggested and borne in on the pupil's apprehension by the use of the words in easy, familiar sentences.

It will be noted that the word or words that are in each sentence specially illustrated are printed in *Italics*: if the teacher in dictating the sentences will lay extra emphasis on these words, and teach the pupils to draw one line (the conventional manuscript sign of printed *Italics*) under each such word, the aim of the exercise will be the better secured.

If the programme of study does not admit of the Dictation being made a class exercise, pupils should be