

# **A THIRD READER**

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A Third Reader by Clarence F. Carroll & Sarah C. Brooks

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**CLARENCE F. CARROLL & SARAH C. BROOKS**

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## PREFACE

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THROUGH oral presentation, children of the primary grades become acquainted with fairy tales and stories of heroism and adventure. These same stories, when they appear in print later, arouse interest from the fact that they are old friends in new situations. The ethical content of the selections, also, is presented a second time to intensify impression.

Teachers know from sad experience that much of the literature appropriate to these earlier grades is beyond the reading capacity of third-year children because of its difficult vocabulary and phraseology. Laboring to master the technicalities, the children become first discouraged and then indifferent; and thus the love of reading, which it is our aim to inculcate, receives a decided check. In the desire to reduce difficulties to a minimum, the authors have taken the liberty of simplifying difficult words, and difficult or unusual expressions in a number of the selections used, endeavoring at the same time to preserve their characteristic features.

From the fact that some of the subject matter is familiar, it is hoped that much valuable work in language and construction may be done in connection with the reading. The review of favorite lessons ought also to furnish opportunity for dramatic presentation, the discussion of which affords valuable language material, and at the same time may be made to encourage individual effort. Dramatic situations should come from the pupils' interpretation of the story, rather than from the teacher's suggestions.

Teachers are referred to the Suggestions to Teachers in the First Reader for help in phonics. In this third year's work the teacher may well encourage the formulation of previous knowledge of this subject, and exact its application.

For favors extended in the use of material for many of the selections in this Reader, the authors take pleasure in acknowledging their indebtedness to the following: Messrs. Charles Scribner's Sons for "Wynken, Blynken, and Nod," by Eugene Field, from "With Trumpet and Drum" (copyright, 1892, by Mary French Field); "The Duel," by Eugene Field, from "Love Songs of Childhood" (copyright, 1894, by Eugene Field); "One, Two, Three," from "Poems of H. C. Bunner" (copyright, 1884, 1892, 1896, 1899, by Charles Scribner's Sons); "The Wind" and "My Shadow," by Robert Louis Stevenson, from "Poems and Ballads"; The Houghton Mifflin Company for "The Hunting of the Red Deer," by Henry Wadsworth Longfellow, and "The Fairy Book," from "A Pocketful of Poesies," by Abbie Farwell Brown; *The Youth's Companion* for "The Tomato Story," by Fannie L. Brent; *The Outlook* for "Why the Chimney was not Built," by Annie H. Donnell; *Little Folks* for "Big Brother's Valentine," by Lilla Thomas Elder; and The Milton Bradley Company for "Little Half Chick," adapted from the Spanish, by Carolyn S. Bailey in "The Children's Hour." Grateful acknowledgment is made, also, to Emily Huntington Miller for permission to use "A Winter Song," and to C. L. Condit for "The Wishing."

THE AUTHORS.



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## A THIRD READER

### JACK AND THE BEANSTALK

#### I

wom'an      butch'er      jour'ney      won'der ful  
ex change'   pack'age      a greed'      sor'ry

Once upon a time there lived a woman who had a son named Jack. The woman was very poor. She had nothing but a little house and a red cow.

"Jack," she said one day, "we have nothing in the house to eat, and no money to buy food. We must sell the cow, for we cannot go hungry."

Jack started to town the next morning to sell the cow. On the way he met a butcher.

"Where are you going with that cow, my son?" asked the butcher.

"We have nothing at home to eat," said Jack, "and I am going to town to sell our cow."

"Sell her to me," said the butcher, "and save