

**TRAINING DEPARTMENT
OF THE LOS ANGELES
NORMAL SCHOOL.
CHILDREN'S LITERATURE**

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Training Department of the Los Angeles Normal School. Children's Literature by Various

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VARIOUS

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TRAINING DEPARTMENT

OF THE

Los Angeles Normal School

Children's Literature

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Preface

To serve the children in our Training School, the students in our Normal School, and children and teachers generally, is the mission of this booklet.

The literature referred to is the best that we can suggest. When better shall come to our attention, that will be included, for only "the best is good enough for children." The blank pages in the booklet may serve for additions and notes. All selections presented have been tried either in this school or elsewhere. Nothing is presented wholly on a theoretical basis. Much literature is offered for each grade—much more than can possibly be presented. The intention is to refer to types of suitable material, leaving to the teacher the selection of that which best accords with the characteristics of the pupils and the limitations of the school library. Sometimes the teacher will find the material that will best suit the pupils in a list several grades either above or below the one indicated. This is true, both of the school work and of the home reading.

Considered in a large way, the titles suggested indicate the "content side" of our literature course for the grades. Search on this side will not, however, reveal progressive continuity in thought, nor a center of correlation, nor a correspondence with racial development. Those selections which seem best to accord with the general or specific needs of the pupils, those which express something that is vital to the pupils, those which put in good form the unformed or half-formed ideals of the pupils, those which present advanced ideals to the pupils, ideals of both content and form, always those which are enjoyable to the pupils at the same time appealing to their developing æsthetic appreciation—those are the selections made. Occasional repetitions may be noted even in successive grades. Children do not change so much in a half year or even in a whole year as to make a certain selection fit to be given at only one of those times. Neither do we fear occasionally to repeat a selection with no more than one year intervening. Children often do not get all there is, even for them, in a selection at its first presentation. Besides, the

method of approach may be varied when the selection is repeated, so that pupils may often, for example, greet an old friend when they, in a higher grade, read the selection that was read to them earlier, or even still earlier told to them. The methods of approach that are indicated as suitable are intended to be suggestive only. Parts of many selections which are considered suitable, for example, to be read by the children, might well be read to them and still other parts told to them. There is no intention of giving a prescription either as to material or to method.

A select list of references on the pedagogy of literature is given. The importance of the telling of stories and of dramatization is recognized by reference lists on these topics. One play (the first one presented in the Intermediate Grades in the Training School, in which the text was worked out chiefly by the pupils under teacher direction) is published. A few illustrations follow, showing how with only slight suggestions in the way of costume and with no stage accessories, dramatizations have been given.

In story telling and dramatization, as in most other things, little children are leading us to the "everlasting better."

EVERETT SHEPARDSON,

Supervisor Training School.

Los Angeles State Normal School,

June 23, 1908.

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Keys

The small letters used at the left of most titles have the following significance:

- a—Suitable to be **told** to children.
- b—Suitable to be **read** to children.
- c—Suitable to be **read by** children.
- d—Suitable, as a whole or in part, to be **dramatized**.
- e—Suitable, as a whole or in part, for **memorizing**.

When figures are used at the right of titles, they refer to where the selections may be found as designated in the first succeeding list of sources.

First Grade

BEATRICE CHANDLER PATTON, Training Teacher

FABLES

- a, d. The Lion and the Mouse - - Scudder, also in 5.
a, d. Belling the Cat - - Scudder, also in 5.
a, d. The Crow and the Pitcher - - Scudder, also in 5.
a, d. The Town Mouse and the Country Mouse - -
Heart of Oak, II., also in 2, 5, 7.
a, d. The Lark and the Farmer - - Heart of Oak, II.,
also in 7, 2, 5.
a, d. Wolf! Wolf! - - Æsop, also in 7, 2.
a, d. The Wind and the Sun - - Sara Cone Bryant,
also in 7, 2, 5.
a, d. The Hare and the Tortoise - - Scudder, also in 5.

NURSERY TALES

- a, d. Stories from Mother Goose - - Heart of Oak, I.
a, b. Mother Goose Village - - Madge Bigham.

CONSTRUCTIVE STORIES

- a, d. The Little Red Hen - - Baker and Carpenter,
also in 6.
a. The Old Woman and Her Pig - - Baker and
Carpenter, also in 6.
a. Titty Mouse and Tatty Mouse - - Baker and
Carpenter.
a. The Gingerbread Man - - Sara Cone Bryant.
a. The Pancake Story - - Dasent.
a. Henny Penny - - Dasent, also in 2.
a. Who Killed the Otter's Babies? - - Sara Cone
Bryant.