

**THE GOLDEN BOOKS
SERIES: THE
GOLDEN LADDER
BOOK. A SCHOOL READER**

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The Golden Books Series: The Golden Ladder Book. A School Reader by E. Hershey Sneath & George Hodges & Edward Lawrence Stevens

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**E. HERSHEY SNEATH & GEORGE
HODGES & EDWARD LAWRENCE STEVENS**

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THE GOLDEN LADDER BOOK

The Golden Rule Series

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DEPARTMENT OF EDUCATION
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THE GOLDEN RULE SERIES

THE GOLDEN LADDER BOOK
A SCHOOL READER

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PREFACE

THIS Series of books embodies a graded system of moral instruction. The method of instruction involved in the Scheme is the indirect method. It introduces the pupil, in a concrete and interesting manner, to the subject-matter of morals, by means of fairy tale, myth, fable, allegory, parable, legend, stories of real life, of heroes and heroines, biography, and historical incident. This method was adopted in preference to the more formal, direct, and didactic methods, because of an induction based on a *questionnaire* circulated among the teachers of ten cities, nearly ninety-five per cent of whom favored the indirect method. This induction is supported, also, by investigations relating to the moral nature in the field of child psychology, and the psychology of the first years of adolescence.

In the composition, selection, and arrangement of material, attention has been given to the laws

established by scientific pedagogy relating to the unfolding of the fundamental interests of children.

The contents of the Readers have been selected from the best literary sources. Both ancient and modern classics have been largely drawn upon, especial attention having been given, not only to the ethical content, but also to the literary and engaging qualities of the material selected. The Series includes, also, a number of original stories and much re-written matter. Everything contained in the Readers has been carefully adapted to the requirements of the respective grades—the selections having been subjected to a practical test in the schools of New York. Method, material, grading, form, vocabulary, interest, etc., have been made the subject of actual experiment. The aim has been to produce a series of books that will accomplish all the ends of literary Readers, and at the same time embody a graded system of moral instruction.

No especial pedagogical method is required of the teacher in using these books. The same method of questioning that obtains in the use of other Readers may be adopted in the use of the ethical Readers. If, in the teacher's judgment, the pupil

fails to apprehend the real moral content of the story or poem, the teacher can easily lead up to it by tactful questioning, but she should be especially careful to avoid the direct method. It is eminently desirable that the pupil should do his own moralizing, hence the teacher should not try to exhort or preach.

The Series, as thus constructed, is the only one of its kind. Books for moral instruction used by the French, the Japanese, the English, as well as in our own country, employ either the direct method, or a combination of the direct and indirect methods, and the English and American books contain much religious material. This Series must, therefore, be regarded as the first and only contribution of its character made to moral education. It is earnestly hoped that the Readers may satisfy the almost universal demand for systematic graded instruction in morals in the schools.

This particular book, designed for pupils approximately of the third grade, embodies all the fundamental features of the Series. It deals with the virtues and vices peculiar to children of this age. The material has been prepared with the utmost care. Very naturally in a Reader for pupils of this