

**STORY AND PLAY
READERS. VOLUME
I. SIXTH YEAR**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649713257

Story and Play Readers. Volume I. Sixth Year by Anna M. Lütkenhaus & Margaret Knox

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

ANNA M. LÜTKENHAUS & MARGARET KNOX

**STORY AND PLAY
READERS. VOLUME
I. SIXTH YEAR**

**STORY AND PLAY
READERS**

STORY AND PLAY READERS

EDITED BY

ANNA M. LÜTKENHAUS

Director of the Dramatic Club, Public School No. 15,
Borough of Manhattan, New York City

IN COLLABORATION WITH

MARGARET KNOX

Principal of Public School No. 15, Borough
of Manhattan, New York City

VOLUME I

SIXTH YEAR

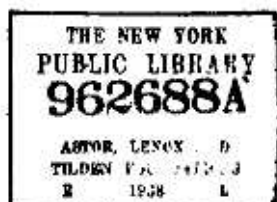


NEW YORK
PUBLIC
LIBRARY

NEW YORK
THE CENTURY CO.

1923

60



Copyright, 1917, by
THE CENTURY CO.

ROY WAIN
CLUB
WAIN

PRINTED IN U. S. A.

428.6L

B670748

*T*O all the Boys and Girls
who in the great public
school system of America are
reading the literature of all
lands this book is dedicated,
with the hope that through its
pages a deeper love for read-
ing will be inculcated and a
greater desire to read to others.

MARGARET KNOX,
ANNA M. LÜTKENHAUS.

JUL 26 1938
THOMAS P. MOON & C.

NEW YORK
PUBLIC
LIBRARY

THE NEW YORK PUBLIC LIBRARY
CIRCULATION DEPARTMENT
475 WEST 125th ST.
NEW BRIDGE PLAZA

INTRODUCTION

What to read and how to read it,—these are the problems that confront the teachers of the grammar grades. For the primary grade teachers these matters are easily settled. Our little children's desire to read the printed page is enough impetus to carry them successfully through book after book even though the content be of little value as literature. It is when this period of teaching the mechanics of reading is past, that both teacher and class lose interest in the effort to master the printed page, and our children's reading deteriorates. The reading period is usually a dull uninteresting time, when the children, in careless, slovenly manner, run through page after page of text, which makes little or no impression, however literary it may be, because of the lack of vital interest that is aroused in the child's mind.

It may be that most of us feel, that once the child has learned to read, there is no further need for oral reading except for practice, occasionally, in pronunciation, punctuation, and in the more difficult and obscure formalities of the text. Reading, now, is to be left to the children themselves for the pleasurable acquiring of knowledge, and for acquaintance with literature.

But, we, as teachers, must not allow ourselves to get into the habit of making the reading period a resting place in the busy day. We must remember that *reading* in itself is the most important of all subjects, because through it, language, our means of intercourse with all peoples in all subjects, is developed.

Through reading we have our opportunity to teach our greatest moral and ethical lessons, and to build up, through the appeal to the emotions, the fine well-rounded character of the cultivated man and woman. Does not the teaching of reading really mean teaching our children to understand all the mighty thoughts of the world, whether they be expressed in music, or poetry, or art, or in the characters of the heroes of literature?

If reading is understanding, let us not push it aside then, as unimportant, in the rush and hurry of our modern life; but let us take up this lost art again, and really learn to read. Let us go back to the age when to be the reader of a community was to be the teacher. When books were scarce and reading was not a general accomplishment the one who could and would read, commanded the respect and admiration of all the countryside. We hear of neighborhoods in our grandfathers' day where the farm laborers were held in thrall by the reading of a little girl of twelve. She used to borrow the *Waverley Novels*, and these men and women, tired by a day of hard toil, would sit around an open fire on the hearth in the evening, while one of their number held a blazing pine knot as a torch to shed its light on the pages of her book, and listen, all eyes and ears, to the dramatic reading of the thrilling tales, by this girl.

Do we not find this repeated in our own experience today, when, during a holiday time or a day of leisure, we can snatch a quiet evening to stay at home? What greater pleasure can there be than to gather about the open fire and while we sew or knit or employ our hands in some light task, listen to a good reader and live with him through the scenes of the good old books?

But, then comes the criticism: "How few people read