

# **THE STORY HOUR READERS MANUAL**

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The Story Hour Readers Manual by Ida Coe & Alice J. Christie

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**IDA COE & ALICE J. CHRISTIE**

**THE STORY HOUR  
READERS MANUAL**



# STORY HOUR READERS

## MANUAL

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STORY HOUR READERS MANUAL.

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## FOREWORD

THE stories used in the Story Hour Readers were written for the purpose of establishing the reading habit early in life, through the interest they may arouse. Their content is within the comprehension of the youngest child, who will read eagerly about his friends in the folklore world.

Mother Goose rhymes and folklore tales are used extensively.

Young children live over again the activities of primitive man. Everything is concrete and alive to them, but abstract ideas are beyond their comprehension. Therefore, the stories selected are full of life and of the activities that appeal to childhood.

Dialogue and dramatic action are great sources of delight, and are very valuable during the early days of school life, as they are play and represent the other natural activities of children.

Long descriptions are unnecessary in a child's book. They have been omitted, because the imagination of a child fills the void which needs explanation to the adult.

The rhythm of the jingle is irresistible. Its mingling of sense and nonsense arouses the imagination of children, and its fascination appeals even to the slowest pupils, who might not respond to less exciting stimuli. For this reason jingles precede most of the stories in the first and second books, and are associated with them. Jingles are used also for basic work in phonetics during the first half year.

The moral of a story is obvious to a child, and the adult's

point of view should not be forced upon him. The teacher's interpretation of the story, however, will influence the class. The misfortunes of any of the characters should be dwelt upon only when they are the result of wrongdoing or unwise conduct. To produce the most wholesome effect upon the children, the teacher should be optimistic.

The following suggestions, which are meant for the teacher only, are given merely as an aid to interpretation:—

FIRST YEAR — FIRST HALF

Bo Peep and Her Sheep  
Little Bo Peep found the sheep herself.  
*Persistent effort is rewarded.*

The Little Tin Soldier  
The king thanked them and gave each one a medal.  
*Devotion to country is rewarded.*

Bunny Bunting  
*Obedience to parents.*

FIRST YEAR — SECOND HALF

Piggy Wig's House  
*Coöperation brings happiness and contentment.*

For description of games mentioned, see "Games for the Playground, Home, and Gymnasium," by Jessie H. Bancroft, and "Song Stories for the Kindergarten," by Mildred J. and Patty S. Hill. Several of the songs in this book are from Elliott's "Mother Goose Melodies Set to Music."

THE AUTHORS.

## PRINCIPLES OF READING

### FUNDAMENTALS

THE following general principles of education should be applied in teaching reading:—

1. A complete thought, though vague, is first presented. This is followed by analysis of the thought into parts, and a study of the parts, including the necessary drill. Finally, the parts are recombined into the complete thought, a clarified whole.

2. There is "no impression without expression." Therefore the child's initiative and self-activity should be employed to produce clear and vivid images.

3. Education is a reorganization and enlargement of experience; in common phrase, "from the known to the unknown."

When these principles are applied, memory becomes a by-product of the educational process, and the faulty rote method of teaching is avoided.

### APPLICATION OF PRINCIPLES

1. **Wholes, to Parts, to Wholes.**—The vague whole is acquired by the children through listening to the story told by the teacher, and by the exercise of their own self-activity in dramatization. The story is first analyzed, and then built up synthetically by the teacher, sentence by sentence, at the blackboard. The sentences are afterwards separated