

**FOUR TRUE STORIES
OF LIFE
AND ADVENTURE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649587674

Four True Stories of Life and Adventure by Jessie R. Smith

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

JESSIE R. SMITH


**FOUR TRUE STORIES
OF LIFE
AND ADVENTURE**

Four True Stories of Life and Adventure

BY
JESSIE R. SMITH

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

NEW YORK
WILLIAM BEVERLEY HARISON
1 AND 3 WEST 18TH STREET
1897



TO TEACHERS

This book is to be read by children, not to them.

Fifty years ago, the only tool used by the teacher in teaching reading was the school lesson-book. Since that time, the problem, both in means and purpose, has greatly broadened. The modern teacher has several ends in view and finds use for a variety of tools. In the first preliminary steps of teaching technique, the process is probably a more or less mechanical one, and the teacher still finds use for the reading-book. But once this initiation is accomplished, she finds herself in need of a variety of different

8

books. She wants stories of intrinsic interest to children, which may be either read or related, for the purpose of introducing the children to literature, myth, history, and science. When he has reached his fifth school year, and generally not until then, under present rates of progress, the child is able to read such stories for himself. To meet this need, the market now offers a liberal assortment of serviceable books. But between the first-year period and this later period, there exists at present a gap, both in the child's ability to read and in the market supply of books which he can read. The child, during these years, is hungering for stories, especially for "true" stories, and some mothers and teachers try to meet the demand by reading and telling. This is well and good, but it is clear that if this

PREFACE

v

inborn craving could be met by books, framed in language of such limited vocabulary and construction that the child in the second and third years of school could understand, and of such intrinsic interest that his attention would constantly be invited to the story rather than to the form of print, a valuable tool would be offered. Rapidity in learning to read depends upon the quantity of material read and upon the quickness with which the child's attention shall be drawn to the substance by which the process is made more or less an unconscious one. The market supply of such books is painfully weak. Those that we have are chiefly the result of the attempt of some adult to project himself into the mind and vocabulary of a child, and such attempts have not been fruitful of much success.

5

This book is designed to meet this end. It is practically written by children. Miss Smith's purpose has been that of a faithful chronicler of children's language, mode of expression, and the lines of their plot interest. In this purpose she has had the advantage of a natural sympathy and instinctive "rapport" with the child mind and impulses, that, so far as my experience speaks, few persons possess. The method of the book's production has been as follows: she first related to her pupils, who were from seven to nine years of age, the story of the hero in the best form her instincts could dictate. Some days later, after the story, its form of presentation, and language have somewhat "settled" in the children's minds, she has called for reproductions, both oral and in written form, allowing the pupils also to

illustrate their written work in any way they pleased. She has then made these reproductions the material for most careful study as to essential elements of plot, salient points of interest, and especially the words and forms of expression used by the children. By this means the story has been reconstructed. Portions over which the children love to linger are brought out to the fullest extent. Their words and forms of language, within the limit of grammatical usage, are followed scrupulously. Much care has been used to keep the stories within a limited vocabulary. Less than 750 different words are used in the entire series, and these, excepting the necessary geographical names, are all of the commonest use among children.

The practical idea upon which the plan

is based is, therefore, that if there are points of interest and description which particularly and uniquely attract children, these will be the points which will be most forcibly impressed upon children's minds when they hear the story related; and further, of these points, the strongest will be the ones best remembered when the children reproduce the story. By using a comparatively large number of these reproductions, Miss Smith has gleaned the common points of interest as well as the common forms of expression. The method is therefore unique. Without attempting to formulate any principles or a philosophy of children's interests, Miss Smith has simply sought to draw the material from the child himself. These stories, in typewritten and mimeographed form, were used in the schools of