

**THE BOYS' AND GIRLS'
READERS: TEACHERS'
MANUAL OF SILENT AND
ORAL READING**

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The Boys' and Girls' Readers: Teachers' Manual of Silent and Oral Reading by Emma Miller Bolenius

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EMMA MILLER BOLENIUS

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THE BOYS' AND GIRLS' READERS

TEACHERS' MANUAL
OF
SILENT AND ORAL READING

By

EMMA MILLER BOLENIUS

*Author of "Teaching Literature in the Grammar Grades
and High School," "The Teaching of Oral English"
and "Everyday English Composition"*



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B.

THE BOYS' AND GIRLS' READERS

FOURTH READER

FIFTH READER

SIXTH READER

By EMMA MILLER BOLENIUS

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*Grateful acknowledgment is
made to Mr. Robert H. Davis
and the New York Sun for
permission to use the poems
about Roosevelt*

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TO THE TEACHER

THE object of this Manual is to bring enthusiasm into the teaching of reading and to show various ways in which to motivate the reading period to get better results. To do this, two things are necessary: (a) to know what we are expected to accomplish in reading by the end of the sixth grade, and (b) to have a vision of what the teaching of reading involves.

In that excellent Bulletin, entitled "The Reorganization of English in Secondary Schools," issued by the Department of the Interior in 1917, the following standards are laid down for the end of the sixth grade:

At the end of the sixth grade pupils should be able: (1) To express clearly and consecutively, either in speech or in writing, ideas which are familiar and firmly grasped; (2) to avoid gross grammatical errors; (3) to compose and mail a letter; (4) to spell their own written vocabulary; (5) to read silently, and after one reading to reproduce the substance of a simple short story, news item, or lesson; (6) to read aloud readily and intelligently simple news items, lessons from textbooks, or literature of such difficulty as "The Ride of Paul Revere," or Dickens's "A Christmas Carol"; (7) to quote accurately and understandingly several short poems, such as Bennett's "The Flag Goes By" and Emerson's "The Mountain and the Squirrel."

We see, therefore, three phases of the reading problem: silent reading, oral reading, and appreciation. Throughout this Manual these three are treated in detail.

We must have, in the second place, a vision of what the teaching of reading involves, or of the various kinds of reading needed in life. The report alluded to above expresses the purposes of reading in ordinary life so lucidly that we quote:

Knowledge of books and power to read them thoughtfully and with appreciation includes:

- (a) Ability to find pleasure in reading books by the better authors, both standard and contemporary, with an increasing knowledge of such books and increasing ability to distinguish what is really good from what is trivial and weak.

- (b) *Knowledge of a few of the greatest authors*, their lives, their chief works, and the reasons for their importance in their own age and in ours.
- (c) Understanding of the leading features in structure and style of the main literary types, such as novels, dramas, essays, lyric poems.
- (d) *Skill in the following three kinds of reading* and knowledge of when to use each:
 - (1) *Cursorry reading*, to cover a great deal of ground, *getting quickly at essentials*.
 - (2) *Careful reading*, to master the book, *with exact understanding of its meaning* and implications.
 - (3) *Consultation*, to trace quickly and accurately a particular fact by means of indexes, guides, and reference books.
- (e) *The habit of weighing, line by line, passages of special significance*, while reading other parts of the book but once.
- (f) *The power to enter imaginatively into the thought of an author*, interpreting his meaning in the light of one's own experience, and to show, perhaps by selecting passages and reading them aloud, that the book is a source of intellectual enjoyment.

In the fourth, fifth, and sixth grades these phases of reading are almost as vital as in the seventh and eighth grades, but they must be treated in the elementary fashion necessary for younger pupils. This Manual stresses these important phases of reading. It begins in an elementary way in the Fourth Reader, and progresses in difficulty through the Fifth and Sixth, the purpose being to equip boys and girls by the end of the sixth grade with the tools of reading necessary for successful scholarship in a Junior High School or seventh grade, or for meeting the demands of real life, if the child leaves school.

The editor has tried to inject into the Manual her personal enthusiasm, for she well realizes that the young or inexperienced teacher may be carried on in her work, if the Manual can but seem like a real person standing at her shoulder with guidance. To be most helpful she has supplied much ground-work information, which will be a time-saver for the teacher and an aid in grasping the fundamentals of a selection.

Do not expect a pedantic work in this Manual. It has been made as human as possible; for teachers are human, children are human, and reading should be the most human of all the studies in the curriculum.

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