

**GOLDEN TREASURY  
READERS: PLAN  
BOOK FOR TEACHERS**

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Golden Treasury Readers: Plan Book for Teachers by Charles M. Stebbins

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**CHARLES M. STEBBINS**

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**GOLDEN TREASURY READERS**

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**PLAN BOOK FOR TEACHERS**

BY

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## INTRODUCTION

**Basic Principles.**— This series of readers is based on the theory that the aim of education is to develop in the child the capacity to understand and enjoy the natural and social world in which he lives, and to enter into the business of society and become a useful member of it. The basic factors in this development are activity, knowledge, and culture, and the solution of the problem of education consists in maintaining the proper balance between these essential elements.

**The Relative Importance of Fundamental Elements.**— Of the three elements which we have mentioned in the educative process, self-activity must stand foremost. It is dominant in the physical nature of the child; it is dominant in the demands that society makes upon the adult. Happiness and efficiency in life depend upon successful doing. There has been too great a tendency to lay stress on knowledge, book knowledge, as the aim of education. Knowledge is essential, but to a very large extent it is only a means to an end. It is the material with which we work. Without it we might not be able to accomplish much; but with it we can attain our end only by employing the child's activity, thereby developing his powers toward efficiency. Culture is a result, and comes from a proper application of activity to knowledge. The result should mean quickness of perception, force and fitness



of imagination, balance of the emotions, and ability to give adequate expression to one's ideas.

While we are looking toward the attainment of these things, it is essential that we keep in mind that self-activity is the foremost factor. By self-activity is meant, not simply the use of the mind, but the employment of the physical powers of the child in giving expression to his thoughts. The spontaneous method of response in the child is through physical activity. This physical activity may find expression in the schoolroom in several ways. The chief of these are relating stories to others, writing stories, dramatizing stories, and the playing of games based upon stories.

**The Means.** — Two elements are of primary importance in the attainment of these educational aims. They are subject-matter and method. The former is more important than the latter, because the latter must depend to a very large extent upon the former. The proper intellectual food must be supplied before it can be prepared for assimilation. The proper preparation and presentation of it for assimilation is method.

**The Subject-matter.** — Our interest in subject-matter is concerned, not simply with the selection of matter that is adapted to the age and development of the child mind from the standpoint of difficulty, but just as vitally with the content of the stories.

What should guide us in the selection of subject-matter? This is a question that naturally arises. The child of six is concerned chiefly with discovering the world about him, particularly those things that concern him directly. He is full of life and activity, and is therefore drawn to those things that have to do with life and activity. His power of observation is not keen. He sees clearly only what is striking. Bright colors, lively action, unusual

stories, verse with quick movement, are the things that appeal to his senses.

Children like to enter into the life of animals, and conceive of them as talking and as having feelings like their own. They like to impersonate animals represented in this way. Such stories will furnish information, which is part of the educational aim; and they will stimulate the imagination and hold the interest.

**The Plan or Method.** — The plan of study briefly outlined in the following pages is based upon the fact that speaking, writing, and reading are not different subjects, but closely connected branches of a single subject. The study and practice of one of these branches by the pupil invariably increases his ability in the others, and the neglect of one inevitably results in impairing the other two. Oral work in the form of conversation on a given subject clarifies the child's ideas, increases his speaking vocabulary, trains his ear, and develops his vocal organs, — results which are prerequisites to success in reading. The child's work, therefore, should be centered about an interesting whole, and should develop in a natural way from that whole, the thought element being always dominant.

**The Story the Basis of Unity.** — If there is to be unity in the child's work, a basis must be supplied for that unity, — something about which he can think, talk, read, and write. To supply this by means of words, phrases, and unrelated sentences is an extremely difficult task. To succeed in his work, the child must think, and there is little stimulation to thought in unrelated material. The story, therefore, with a clear, simple development about a central idea, becomes the basis of unity in the child's work. It calls forth his interest, fixes his attention, and stimulates and gives direction to his thought.

## CHAPTER I

### THE BEGINNING OF READING

(See the Golden Treasury Primer)

**1. Scope of the Work.**—The work outlined in this chapter should extend over a period of about six weeks. It covers the first three stories in the Primer, together with the rimes on page 16. So far as technical reading is concerned, the aim is the acquirement of a vocabulary of about fifty sight words. The work may be outlined as follows:—

1. Development of the story.
2. Dramatization.
3. Reading from the blackboard.
4. Reading from the book.

#### DEVELOPMENT OF THE STORY

**2. Telling the Story.**—The first need that presents itself to the teacher of beginning classes is that of creating an absorbing interest in the work to be undertaken. Here the story is of particular value in itself; but the teacher can enhance its value greatly by her manner of presenting it to the class. It must be told in simple but