

**NATURE STUDY IN  
ELEMENTARY  
SCHOOLS; FIRST READER**

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Nature study in elementary schools; first reader by Lucy Langdon Williams Wilson

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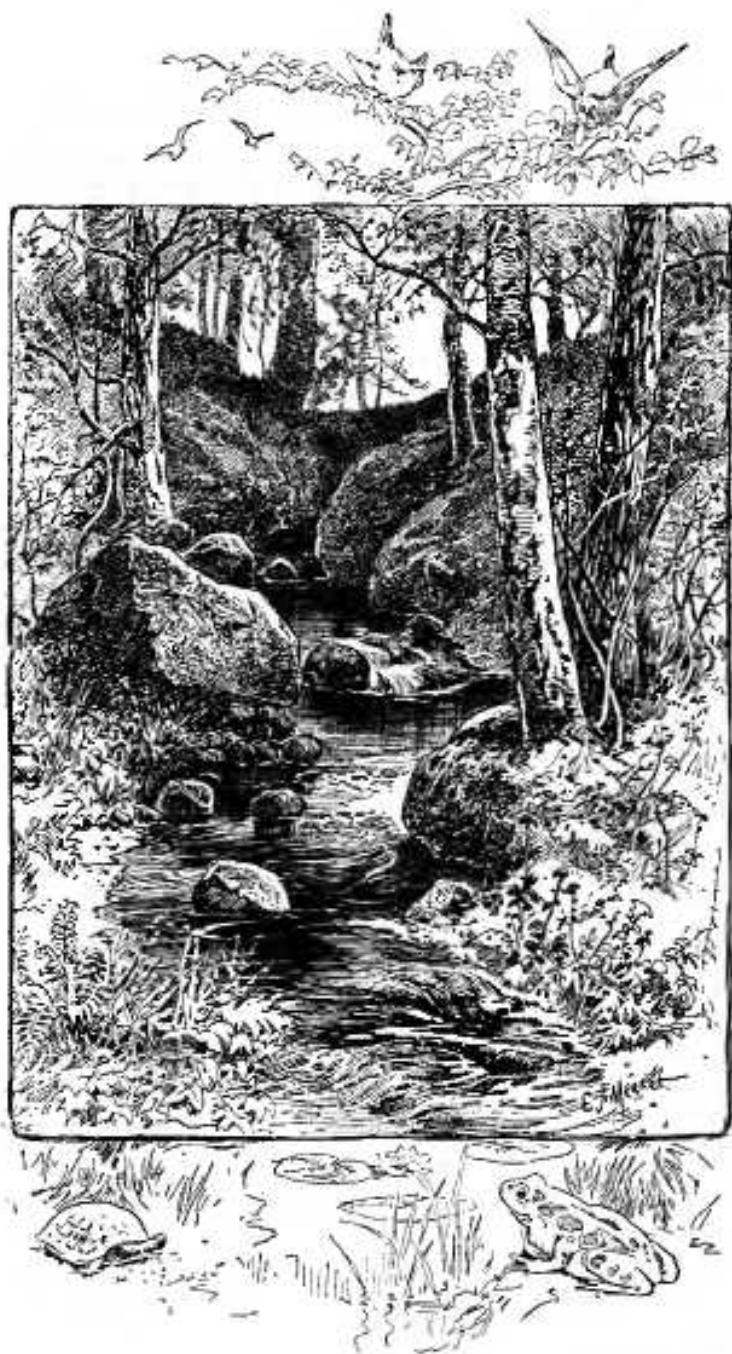


NATURE STUDY  
IN ELEMENTARY SCHOOLS

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*FIRST READER*

•The M Co. •



*Frontispiece*

# NATURE STUDY

IN

ELEMENTARY SCHOOLS

FIRST READER

BY

LUCY LANGDON WILLIAMS WILSON, Ph.D.

OF THE PHILADELPHIA NORMAL SCHOOL

AUTHOR OF "NATURE STUDY IN ELEMENTARY SCHOOLS: A MANUAL," "NATURE  
STUDY IN ELEMENTARY SCHOOLS: A READER," "HISTORY IN  
ELEMENTARY SCHOOLS: A MANUAL," AND "HISTORY  
IN ELEMENTARY SCHOOLS: A READER"



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## PREFACE

THE original matter in this series of Readers has been written, and the selections chosen, with the desire of putting into the hands of little children literature which shall have for their minds the same interest and value that really good books and magazines have for grown-up people. It is the author's aim to prepare the ground and even thus early to plant the seeds of that which may later develop into a love for art, for literature, and for nature.

But this most desirable result cannot be accomplished by merely putting the Readers into the hands of the child, expecting him to master the words by reading the sentences,—to get at the thought while he stumbles and hesitates over unfamiliar words.

It is expected that each of these lessons will be preceded by a nature lesson.

For a guide in this work, both for facts and method, I know of nothing better than my own book, "Nature Study: A Manual for Teachers." These Readers have been planned in accordance with the course of study there outlined.

Either during the nature lesson or after it, the new words should be thoroughly taught from the

board. To aid the teacher a list of such words has been placed at the beginning of each lesson.

Later in the day let him read the reading lesson for the sake of the thought. Do not take it for granted that no further teaching is necessary. But remember, too, that it is now the pupil's time to talk.

If he does not read well now, it is because he fails to grasp the thought. A word, a question, will often clear up the obscurity in his mind. Lead him to think, not to imitate.

It is a good idea to have a systematic plan for silent reading. Many of the stories in this volume will lend themselves easily to this device. And on this work may be based a subsequent oral and written language lesson.

Above all, do not neglect to cultivate his taste — his literary and artistic instincts. "*What stanza, what line, or what part of this did you like the best?*" "*Why?*" are questions always in order and always interesting.

Two devices, well known but comparatively little employed, are most useful in developing a child's literary and artistic nature; viz. the learning of poetry, and the listening to reading aloud. For this purpose the lists of literature in the Manual will be found very useful.

L. L. W. WILSON.