

**THE NEW CENTURY  
SECOND READER**

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The New Century Second Reader by F. E. La Victoire & H. A. Perdue

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**F. E. LA VICTOIRE & H. A. PERDUE**

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*RAND-McNALLY EDUCATIONAL SERIES.*

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BY

F. E. LAVICTOIRE AND H. A. PERDUE.



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## PREFACE.

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The child is first interested in his own life and the conditions surrounding him.

In the First Reader of this series we have endeavored to make him familiar with these conditions. As he becomes better acquainted with his own environment, he is introduced to the social life of the people about him. From this he becomes conscious that there are children outside of his society whose lives and conditions differ from his own.

In this, the Second Reader, we have introduced the child to some of these little strangers, feeling that he is now ready to be interested in their appearance, homes, and manner of living, so different from his own. In addition to this we have told the folk-stories and myths characteristic of the different people. These will supply the dramatic element which the child nature demands.

We have given reading matter which may be used as the basis of the constructive and written work of the class. This work will also furnish preparation for the study of history and geography.

H. A. P.

F. E. L.

## SUGGESTIONS TO TEACHERS.

The preparation suggested below will awaken the interest of pupils and make the reading of the lessons a matter of conscious and rapid growth.

**INDIANS.**— In taking up the study of Indian life, the teacher should first talk with the children and encourage them to tell what they already know about Indians. From this can come a talk about the appearance of the Indians. Show the children pictures of Indians; if possible, show colored pictures. Many children can bring from home articles of Indian dress, and these may be used for a temporary collection. Indian clothing may be made by the children of chamol's skin, decorated with beads. Dolls may be dressed in these clothes. Then the children may draw or paint pictures, illustrating their ideas of Indians.

Talk with the children about Indian homes. Let them contrast them with their own homes, and find the reason why the Indian prefers the wigwam to a house like ours. Talk about the migration of the Indians, and lead them to see that the wigwam was the most appropriate shelter, as it could be moved about easily. Little wigwams may be constructed of sticks and cloth, or paper.

Talk with the children about the habits of the Indians, and the nature of the country where they lived. Ask them what kind of country is best adapted to their needs. For instance, they would choose a place where game was plentiful, and where there was a good supply of water. Show how they moved from place to place as their needs demanded.

Before the stories are read, tell them to the children. Read to them the story of Mondamin from Hiawatha. Let them dramatize and illustrate such stories as circumstances permit.

Talk with the children about Indian tools, and let them see that these tools were of the simplest construction and were made of materials which the Indians found close at hand. Perhaps some of the children can bring from home articles made by the Indians. Many of these can be made by the children themselves, such as bows and arrows, baskets, etc.



**ESKIMOS.**—In taking up the stories of Eskimo life, the teacher should talk with the children of the land where the Eskimos live, its direction from us, the long dark winter, the exceedingly short summer—explaining the cause of all this by telling the children of the relation of the sun to that part of the world. Let the class imagine that they are traveling to the land of the Eskimos. Lead them to see the very great difference between their surroundings and those of this little boy Tooloah. Ask the children what they would do if they lived in such a country. Get their ideas in regard to what they would do for food, clothing, and shelter. Let them mold Eskimo dwellings in clay, using common salt to represent snow. Dolls may be dressed in bits of fur to represent the different members of this family, or the people and the dogs may be molded in clay, or cut out of paper. If, as these things are talked of and constructed, their names are freely used and written by the teacher and the children, it will help very materially in the reading.

**CHINESE.**—When the stories of the Chinese are studied, speak of their appearance and peculiar dress. Many of the children are perfectly familiar with the appearance of Chinamen. Talk of their country and its direction from us.

Let the children, if possible, dress dolls to represent Yen and his sister; or they may make paper dolls. They can construct the wheelbarrow and cart out of stiff paper. Kites and fans and parasols may be made. These can be constructed out of very simple material, such as ordinary light-brown paper, colored with crayon or water colors, with a framework of splints or twigs.

Encourage the children to bring any Chinese curios they may have access to, such as chopsticks, china, silk scarfs, Chinese nuts, etc., making either a permanent or a temporary collection.

**JAPAN.**—In studying Japanese children, tell about the habits of the people, so different from our own. Let the children think of all the things that we get from Japan. A Japanese collection may easily be made. Many pretty articles of Japanese use may be constructed of cardboard and paper, such as Japanese houses, fans, umbrellas, etc. Dolls may be dressed in Japanese costume. If possible, show the children Japanese pictures, explaining their peculiar drawing.

**NORWAY.**—As in the lessons on the Eskimos, the children must be led to see that the different conditions in climate are brought about by the influence of the sun.

These Norway peasants lead a life that is very simple, the farmer being not only tiller of the soil, but carpenter, stone mason, and

blacksmith; and he often constructs with his own hands the different implements he uses in his work. The busy housewife is baker, cheese and butter maker, spinner and weaver, all in one. The children can be led to see all this; and in a measure to appreciate the difference between our mode of living and theirs. They can construct the farmer's dwelling; they can make pictures and cuttings of the different implements and utensils. The stories of Norse folklore and mythology are highly dramatic, and may be acted out by the children.

For the teacher's own use, "Norse Mythology," by Andersen, Paul du Chailu's "Land of the Midnight Sun," and Stoddard's lecture on Norway will prove helpful. Stories of Norse mythology will be found in Bullfinch's "Age of Fable," and can be retold by the teacher. "Stories of Norse Gods and Heroes," by Annie Klingensmith, contains tales that may be read to the children by the teacher.

HOLLAND.—Try to give the children a mental picture of Holland, its people and their life. Show pictures of the country and the people. Let the children imagine themselves in Holland, and draw pictures of what they see. If possible, dress a boy and girl in the characteristic Dutch dress and let the children draw their pictures. Let them construct articles of Dutch use, such as windmills, sailboats, etc.

GERMANY.—In talking about Germany, take the children on a journey from Holland to Germany, and let them imagine the things that they would see. Describe to them the country, and the things that we get from there. Describe, too, the people and their life.

Tell the German stories before having them read. Introduce the "Pied Piper" by reading Browning's poem, as it is quite simple.

HELPFUL BOOKS.—The following books will prove of great value to the teacher, and will furnish many selections which may be read to the class: "Stories of Indian Children," by Mary Hall Husted; "Stories of the Red Children," by Dorothy Brooks, and Longfellow's "Hiawatha."

In connection with the Eskimo, help will be found in "The Children of the Cold," by Frederick Schwatka, and in "Seven Little Sisters," by Jane Andrews.

"Little People of Asia," by O. S. Miller, and the "Geographical Reader," by Frank Carpenter, will be found useful in the study of the Chinese and Japanese; also "Story of China," by Mara Pratt.

"Modern Europe," by Fanny E. Coe, gives an interesting account of life in Germany and Holland.

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