

**HISTORY READER FOR  
ELEMENTARY SCHOOLS:  
ARRANGED WITH SPECIAL  
REFERENCE TO HOLIDAYS, PART II,  
JANUARY. FEBRUARY, PP. 141-219**

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**L. L. W. WILSON**

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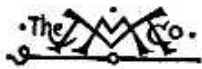


**HISTORY**  
**IN**  
**ELEMENTARY SCHOOLS**

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## PREFACE

A MANUAL for teachers on History in the Elementary School is now in process of publication.

Until this is issued the following suggestions may be of some value to the teachers who wish to make a profitable use of the reader.

### SUGGESTIONS TO TEACHERS

Children like best to read about things of which they already know. Therefore fill the children's minds with the central thought for the month, with other stories, and occasionally with these same stories amplified, before their own reading begins.

With colored crayons put on the board, in September, drawings of the Indians; in October, the ships of Columbus and of the Vikings; in November, the wild turkey; in May and June, the flags. Stencils of Washington, Grant, Lincoln, Franklin, and the other American worthies make large graphic likenesses on the blackboard.

Prang publishes a number of inexpensive color reproductions of famous historic scenes.

More interesting than even the largest and most brilliantly colored of pictures are impromptu games



and plays based on the stories, in which the children are the happy actors.

Let the stage properties be few. And just here a hint may be sufficient; viz. children like to be trees *almost* as well as to be wild Indians!

In regard to the use of these stories for reading, I would suggest the following method as one of the many ways in which children may be taught to become fluent, intelligent readers:—

Divide the time allotted to reading into two periods as widely separated from each other as possible.

In the first of these teach all of the new words, and drill upon them thoroughly. Too much emphasis cannot be laid on the importance of this preparatory word study.

In general, the following methods will be satisfactory with second and third year pupils:—

I. Write upon the board a new word with all the diacritical marks that may be necessary to enable the pupil to pronounce it correctly.

II. Teach the meaning of the word.

III. Proceed in the same way with several other words.

IV. Drill on the instant recognition of these words without diacritical marks.

V. Let the pupils write the words from dictation, marking the sounds and accents, and dividing it properly into syllables.

Later in the day let him read the 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 short stories in this little book will lend themselves easily to this device. 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, or what line, or what part of this did you like best? Why? are questions always in order and always interesting.

L. L. W. WILSON.

PHILADELPHIA NORMAL SCHOOL.

