

**UNCLE ROBERTS
GEOGRAPHY. 1.
PLAYTIME AND SEEDTIME**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649512805

Uncle Roberts Geography. 1. Playtime and Seedtime by Francis W. Parker & Nellie Lathrop Helm

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

FRANCIS W. PARKER & NELLIE LATHROP HELM

**UNCLE ROBERTS
GEOGRAPHY. 1.
PLAYTIME AND SEEDTIME**



DOWN BY THE CREEK.

UNCLE ROBERT'S GEOGRAPHY

EDITED BY FRANCIS W. PARKER

I
PLAYTIME AND
SEEDTIME

BY
FRANCIS W. PARKER
AND
NELLIE LATHROP HELM



NEW YORK
D. APPLETON AND COMPANY
1902

627456

©

RIGHT, 1898,

BY D. APPLETON AND COMPANY.

AUTHOR'S PREFACE.

THE problem of making a reader for the lower grades is a very difficult one, judging by results. "The vocabulary of children learning to read is small, therefore, say the authors, the number of words used must be limited;" the result is often namby-pamby, meaningless, uninteresting sentences, like "The cat is on the mat." Reading and reading aloud are different processes. Reading is imaging or thinking by means of written or printed words. Oral reading is the expression of the conscious thought *in the words of the author*. Oral reading should assist the mind action in imaging. Very often, however, it clogs and stifles the imaging through an over-effort or over-strain to pronounce words. Children take great delight in reading (imaging) that which they can

not express by reading orally. In other words, they may not image completely; some words may not assist the thought in its movement, but the imaging is, in reality, vivid, and therefore interesting. In such cases, the demand for oral expression in the words of the author checks the image flow and hampers the mind in its free action. The most interesting reading for children is often that literature which they should not attempt to read orally. Unnatural difficulties in the way of reading produce, in many cases, the most deplorable results. Put interesting books in the hands of children, pronounce easily, without note or comment, every word they ask for, encourage them to tell what they have read, ask them to read orally a sentence now and then in a perfectly natural voice.

1. Reading should be, first of all, interesting to the learner; and in order to be interesting it must come close to and enter into the child's stream of thought.

2. The literature which a child reads should recognize his physical, mental, and spiritual

life; his plays and games, his love of myths, his delight in doing work that is often play to him, his desire to be useful, his pleasure in observing nature and human life.

3. Reading should stimulate the child's desire to be useful. It should foster the desire for self-recognition in the right way.

4. Reading-matter should always be the best literature. It should cultivate the child's feeling for the true, the good, and the beautiful.

FRANCES W. PARKER,
NELLIE LATHROP HELM.

