

**APPLETON'S HOME
READING BOOKS. IN
BROOK AND BAYOU; OR,
LIFE IN THE STILL WATERS**

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Appleton's Home Reading Books. In Brook and Bayou; Or, Life in the Still Waters by Clara Kern Bayliss

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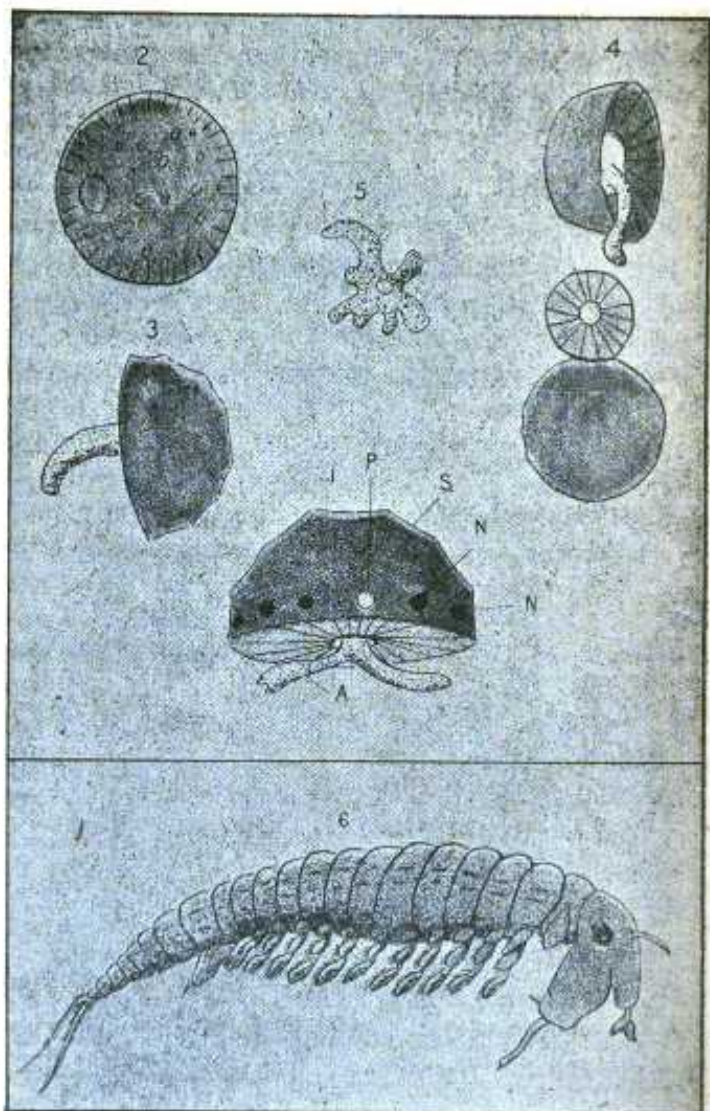
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CLARA KERN BAYLISS

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CHART I.



Arcellae—Fairy Shrimp.

APPLETONS' HOME READING BOOKS

IN BROOK AND BAYOU
OR, LIFE IN THE STILL WATERS

BY
CLARA KERN BAYLISS

He liveth best who loveth best
• All things, both great and small



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INTRODUCTION TO THE HOME READING BOOK SERIES BY THE EDITOR.

THE new education takes two important directions—one of these is toward original observation, requiring the pupil to test and verify what is taught him at school by his own experiments. The information that he learns from books or hears from his teacher's lips must be assimilated by incorporating it with his own experience.

The other direction pointed out by the new education is systematic home reading. It forms a part of school extension of all kinds. The so-called "University Extension" that originated at Cambridge and Oxford has as its chief feature the aid of home reading by lectures and round-table discussions, led or conducted by experts who also lay out the course of reading. The Chautauquan movement in this country prescribes a series of excellent books and furnishes for a goodly number of its readers annual courses of lectures. The teachers' reading circles that exist in many States prescribe the books to be read, and publish some analysis, commentary, or catechism to aid the members.

Home reading, it seems, furnishes the essential basis of this great movement to extend education

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beyond the school and to make self-culture a habit of life.

Looking more carefully at the difference between the two directions of the new education we can see what each accomplishes. There is first an effort to train the original powers of the individual and make him self-active, quick at observation, and free in his thinking. Next, the new education endeavors, by the reading of books and the study of the wisdom of the race, to make the child or youth a participator in the results of experience of all mankind.

These two movements may be made antagonistic by poor teaching. The book knowledge, containing as it does the precious lesson of human experience, may be so taught as to bring with it only dead rules of conduct, only dead scraps of information, and no stimulant to original thinking. Its contents may be memorized without being understood. On the other hand, the self-activity of the child may be stimulated at the expense of his social well-being—his originality may be cultivated at the expense of his rationality. If he is taught persistently to have his own way, to trust only his own senses, to cling to his own opinions heedless of the experience of his fellows, he is preparing for an unsuccessful, misanthropic career, and is likely enough to end his life in a madhouse.

It is admitted that a too exclusive study of the knowledge found in books, the knowledge which is aggregated from the experience and thought of other people, may result in loading the mind of the pupil with material which he can not use to advantage.

Some minds are so full of lumber that there is no space left to set up a workshop. The necessity of uniting both of these directions of intellectual activity in the schools is therefore obvious, but we must not, in this place, fall into the error of supposing that it is the oral instruction in school and the personal influence of the teacher alone that excites the pupil to activity. Book instruction is not always dry and theoretical. The very persons who declaim against the book, and praise in such strong terms the self-activity of the pupil and original research, are mostly persons who have received their practical impulse from reading the writings of educational reformers. Very few persons have received an impulse from personal contact with inspiring teachers compared with the number that have received an impulse from such books as Herbert Spencer's *Treatise on Education*, Rousseau's *Émile*, Pestalozzi's *Leonard and Gertrude*, Francis W. Parker's *Talks about Teaching*, G. Stanley Hall's *Pedagogical Seminary*. Think in this connection, too, of the impulse to observation in natural science produced by such books as those of Hugh Miller, Faraday, Tyndall, Huxley, Agassiz, and Darwin.

The new scientific book is different from the old. The old style book of science gave dead results where the new one gives not only the results, but a minute account of the method employed in reaching those results. An insight into the method employed in discovery trains the reader into a naturalist, an historian, a sociologist. The books of the writers above named have done more to stimulate original research on the

part of their readers than all other influences combined.

It is therefore much more a matter of importance to get the right kind of book than to get a living teacher. The book which teaches results, and at the same time gives in an intelligible manner the steps of discovery and the methods employed, is a book which will stimulate the student to repeat the experiments described and get beyond these into fields of original research himself. Every one remembers the published lectures of Faraday on chemistry, which exercised a wide influence in changing the style of books on natural science, causing them to deal with method more than results, and thus to train the reader's power of conducting original research. Robinson Crusoe for nearly two hundred years has stimulated adventure and prompted young men to resort to the border lands of civilization. A library of home reading should contain books that stimulate to self-activity and arouse the spirit of inquiry. The books should treat of methods of discovery and evolution. All nature is unified by the discovery of the law of evolution. Each and every being in the world is now explained by the process of development to which it belongs. Every fact now throws light on all the others by illustrating the process of growth in which each has its end and aim.

The Home Reading Books are to be classed as follows:

First Division. Natural history, including popular scientific treatises on plants and animals, and also de-