

**LANGUAGE
THROUGH NATURE,
LITERATURE, AND ART**

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Language Through Nature, Literature, and Art by H. Avis Perdue & Sarah E. Griswold

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H. AVIS PERDUE & SARAH E. GRISWOLD

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THE MATTERHORN

From a Swiss photograph

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ART

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AN INTRODUCTION

THE first purpose of this book is to suggest subject-matter of genuine interest to children, and which of itself is worth while. A second purpose is to indicate such treatment of the subject-matter that the language used in the lessons will be the expression of real thought, and the formation of correct habits a natural result.

No claim is made to originality in subject-matter, but an effort has been made to select material which is suited to the changing conditions of the seasons and common to many localities.

Related lessons have been arranged in groups so as to arouse an interest in many phases of the subject and to broaden the child's experience. This grouping also demands natural repetition of vocabulary and consequent familiarity with its form. While lessons on nature study, stories, poems, and pictures have been so grouped, it has been the aim to treat each of these so that it would make its own legitimate appeal, and the peculiar value of each experience be gained by the children.

In developing each subject, many topics have been presented to meet varying conditions and interests. It is not expected that one pupil or class will necessarily follow all the lines indicated, but that those will be selected which appeal to past experience or which stimulate to further activity. In some cases "Suggested Work" has been outlined to point out possibilities of additional work for pupils or classes beyond

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the average in power, or to enable pupils to do more work in the subject without the teacher's direction. If such work is done, a report to the class will be interesting and valuable.

The purpose in calling for seat-work, such as cutting or drawing, in connection with some of the lessons, is to lead the class to review or think over the experiences more definitely, thus preparing for better language expression.

It is believed that the best results in oral expression come rather from a correct use of language than from learning definitions and rules. For this reason the questions and directions have been framed not only to stimulate thought, but to call for a full language response, thus giving an opportunity for the correction of errors and for training in right usage. Laws or rules governing uses of forms have been stated only after the children have had experiences that make those laws understood and when such statements might lead to care in further use of the same forms. The necessity for repetition in the formation of habits has been recognized and care taken to provide frequent opportunities for practice.

There is a well defined movement in favor of teaching form as an instrument of thought rather than as a thing of importance in itself. It is hoped that the material and suggestions in the following pages will be in accord with this movement.

The selections from Frank Dempster Sherman, Henry W. Longfellow, Celia Thaxter, John Burroughs, James Russell Lowell, and Edith M. Thomas are used by permission of, and special arrangement with, Houghton, Mifflin & Company, publishers of the works of the authors named. For the use of other valuable copyrighted matter, thanks are extended to Little, Brown & Company, D. Appleton & Company, The Bowen-Merrill Company, and Mary Catherine Judd.

May 25, 1902.

H. A. P.
S. E. G.



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