

**A GUIDE TO THE TEACHER'S  
MASTERY OF TEXTS, AND  
AIDS IN ELEMENTARY  
INSTRUCTION**

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A guide to the teacher's mastery of texts, and aids in elementary instruction by Edith C. Buck

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AND

AIDS IN ELEMENTARY INSTRUCTION

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## P R E F A C E .

A school text is often the embodiment of thoughts which have been worked out step by step in the class room and have developed gradually. Such has been the history of this book.

The work which was carried on for a year approximately, by means of mimeographed copies provided for each pupil, was first presented in book form in 1906. This edition has been in use for two years and the author feels convinced that if the work is pursued conscientiously and faithfully, the results to the pupil are markedly beneficial.

**To Whom Useful.**—It is believed this text will prove useful to several classes of people:

I. To superintendents and members of book committees of school boards who may wish to examine the merits and demerits of texts under contemplated adoption.

II. To the teacher who has the privilege of selecting the book best adapted to her work.

III. To institute workers who teach Methods or Didactics, because of the lists of questions which may be made the bases of discussions.

IV. To those conducting grade meetings in the public schools.

V. To the progressive teachers who are striving for advancement in their profession.

VI. To those criticising a new publication or the advance sheets of school texts intended for publication.

**Grades Included.**—The plan of the work is to deal with grades from the fourth to the eighth, inclusive. When primary subjects have been touched upon, it is because it is thought the pupil will have a better understanding

of the subject if the foundation upon which it rests is thoroughly understood.

**Chapters.**—No attempt has been made to answer all the questions asked upon any one subject, nor to present a complete treatise upon it, as the volume would be too bulky.

They should be supplemented by references from other texts and best of all by the teacher's own personal experience, since the answers to numberless questions are not contained within the covers of any book.

**Questions.**—In no sense is the list of questions on any one subject intended to be exhaustive. Many of them are such as any teacher who is well equipped for her work is expected to know.

Each teacher will use them as her individuality may dictate.

**Outlines for the Examination of Texts.**—A writer has said, "The intellectual treasures of the past are locked up in books." It behooves, then, the intellectual teacher to unlock these treasure houses and partake of the rich feast provided. The outlines contained herein may serve as the gateway. No outline found in this book was made to cover simply the subjects included in any one text. For example, before the outline on texts for the first, second and third readers was attempted, examination was made of the following series in the foregoing grades: Brumbaugh's Standard Readers, Stepping Stones to Literature, Lights to Literature, Graded Literature Readers, Progressive Course in Reading, The Jones Readers, School Reading by Grades, Heart of Oak Books, and the Heath Readers. The salient points of all these sets were selected and used in making the outline, the less prominent characteristics being excluded.

**Problems.**—The experienced, thoughtful teacher, who cares for her pupils and for advancement in her profession, looks at the subject which she is to present from



every standpoint and strives to weigh carefully all the things she needs to bear in mind to make her presentation as strong as possible. She knows into just what pitfalls the pupil is likely to fall, what difficulties may beset him and what can be done to heighten interest when it seems to be lagging.

It is not assumed that the problems included in the text will present entirely new thoughts to experienced teachers, but it is hoped that they may contain at least some new suggestions. But to the uninitiated, who must gain their knowledge mainly through experience, to such it is hoped these problems may be particularly valuable.

**Acknowledgment Paid.**—Grateful acknowledgment for helpful suggestions is paid to Dr. H. H. Seerley, President of the Iowa State Normal School, to Professor W. H. Bender, Supervisor of Advanced Training, to Professor E. J. Cable and to Miss Alison E. Aitchison, both of the Department of Physiography and Geography; to Professor H. C. Cummins, of Drawing, Penmanship and Bookkeeping Department, for the questions on Penmanship, and to Miss Frances M. Dickey, of the Musical Department, for the questions on music.

Last, but not least, thanks are due to my father, Professor S. J. Buck, D. D., who for forty years was a teacher in Iowa College.

EDITH C. BUCK.

Cedar Falls, Iowa, September 8, 1908.



## SUGGESTIONS TO TEACHERS.

**Chapters and Questions.**—In discussing the different subjects contained in this text, it is assumed that the chapters and questions on the subjects considered will be studied preparatory to the recitation. The questions may then be used simply as a basis for discussion, or the pupils may have access to them in class as great care has been exercised to arrange them logically. The original teacher will add to and subtract from according to her own knowledge and the advancement of the pupils. In studying the chapters many supplementary books should be read. In Dr. J. P. Gordy's "A Broader Elementary Education," the educational values of literature, history, English, arithmetic and other subjects are particularly helpful if used in connection with this text.

It is believed that the pupil should not be graduated with a one-sided view of a subject, but that different opinions should be presented for his consideration, as such a course of treatment will inevitably broaden him. The chapter on arithmetic as found in *Educational Aims and Values*, by Paul H. Hanus of Harvard University, presents quite the opposite view from that of Dr. Gordy, and is well worth careful study. Other pedagogical texts should be consulted as the teacher may dictate. The questions on history are founded on McMurry's *Special Method in History* and the questions on the five formal steps are based upon the *Method of the Recitation* by the same author.

**Examination of the Text.**—So far as the author has learned, the system of text examination is pursued in a manner peculiar to this school, in which it originated, and since this is true, perhaps an explanation, even if somewhat lengthy, may not be out of place.