

**REVISED EDITION,  
1916. ALDINE  
READERS PRIMER**

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**CATHERINE T. BRYCE & FRANK E. SPAULDING & MARGARET ELY WEBB**

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1916. ALDINE  
READERS PRIMER**



X  
Revised Edition, 1916

# ALDINE READERS

## PRIMER

BY

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## INTRODUCTION

THE distinguishing merits of this Primer are found in the subject matter, the vocabulary, the illustrations, and the method.

The subject matter is within the range of the experience and the imagination of most children of five or six years of age. It is full of incident and action. It enlists at once the liveliest interest of children; it furnishes frequent occasion for dramatization and tempts to the exercise of the dramatic instincts; it encourages varied and natural expression.

The vocabulary is intentionally small; less than one hundred different words are used. These few words are so well chosen, however, that they are adequate to the clear and vivid expression of a varied and rather wide range of thought. The limited number of words necessitates frequent repetition; not a word is introduced that is not used over and over again. The repetition, however, is never mechanical, never for the mere sake of repetition; it is natural, and is determined by the new and varied thought to be expressed by ever varying combinations of words. The result of all this is the rapid and complete mastery by the pupil of a limited but intensely serviceable vocabulary, which not only enables him to read fluently and expressively thoughts clothed in the words of this vocabulary, but also prepares him readily to increase his vocabulary as soon as he begins to observe the facts and principles of phonics. The consciousness of reading power which the child begins to feel almost from the beginning is a potent factor in his rapid progress.

The illustrations are not merely artistic, harmonious, and attractive in themselves; they are an integral part of the reading content

of the book. They express thought, and are to be read no less than the words.

The method by which this book can be used most successfully as a basal book is clearly and fully set forth in the *Teacher's Manual, Learning to Read*. Three prominent features of this method are the rhymes, the phrasing exercises, and the teacher-and-pupil stories.

The rhymes occurring on pages 10, 12, 16, 22, 25, 31, 40, 47, 58, 72, 81, 87, 92, 103, 111, 124, and 137 are to be memorized thoroughly. They furnish nearly all the words used in the book. Experience proves that pupils acquire an initial stock of sight words much more quickly and easily through the memorizing of rhymes than through the more usual object, word, or sentence methods. The chief value of memorizing the rhymes consists in the power that it gives the pupil to help himself to read independently. This matter is made clear in the *Teacher's Manual*.

The phrasing exercises, which occur frequently throughout the book, from the beginning insure the formation of the habit of grasping thought as expressed by groups of closely related words, and of expressing thought by the connected and fluent reading of groups of words that belong together. This habit leaves no room for the tendency of beginners to isolate words, which is almost sure to result in the reading of words instead of thoughts.

The teacher-and-pupil stories are a new feature of proved value. Reading with the teacher, not following the teacher, stimulates pupils to do their best; without mechanically imitating, they respond to the teacher's standards of phrasing, time, voice, and expression. The more ambitious and capable are tempted to try the teacher's part; thus almost unconsciously they develop power and acquire a vocabulary much more extensive than that of the slower pupils; but the power and vocabulary even of the slower pupils are increased as they follow and make response to the reading of the teacher.



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