

**ALDINE LANGUAGE METHOD,
PART TWO: A MANUAL FOR
TEACHERS USING SECOND
LANGUAGE BOOK**

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Aldine Language Method, Part Two: A Manual for Teachers Using Second Language Book by
Frank E. Spaulding & Catherine T. Bryce

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PART TWO

A Manual for Teachers Using
Second Language Book

BY

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PREFACE

CHILDREN think; they cannot help thinking. Children try to express their thoughts through language; they cannot help expressing themselves. Children have strong preferences; some things they like and seek, other things they dislike and shun. Children delight in thinking about the things they like, the things that interest them; they delight in the feelings that accompany and stimulate their thought about these things. Children are eager to know more of the things that interest them; they are eager to know what other people think, and how other people feel about these things. They are also eager to make known to others their thoughts and feelings; often to make others think and feel as they think and feel. These characteristics of children are as natural and almost as unavoidable as breathing.

The *Aldine Language Books* take advantage of these strong natural characteristics of children; they provide and suggest rich and diverse thought material in which children delight—true stories of varied experiences, games, fables, myths, fairy tales, rhymes, and poems; they stimulate and guide the

children's thought and feeling about all this material,—teach them, by example and direction, how to think clearly and interestingly; they help the children, show them plainly and in detail how to express their thoughts and feelings, both orally and in writing, how to express them clearly and effectively, and in various ways — in letters, stories, fables, and myths, descriptions, directions, and arguments. To all this material and instruction children respond eagerly, even gratefully, because they are given things to do that they like to do, and because they appreciate the help that is given them in doing these things well.

The results of this eager and grateful response are the sure appreciation and mastery of the conventional forms of language — capitals, punctuation marks, paragraphs, the acquisition of the habit of using these forms intelligently, and, more important still, the growing desire and power to think clearly, and to speak and write effectively and interestingly. Such are, indeed, the universally sought ends of language teaching.

That these ends can really be achieved—and through exercises that make the language period the most natural and interesting instead of the most formal and the driest period in the day—is neither a theory nor a dream; it is a fact that has been accomplished with ever growing success, year after year, with hundreds of children — children of all the

varieties usually found in a city school system. The *Aldine Language Books* have not been made in the study by theorists; they are the outgrowth of more than fifteen years of thoughtfully supervised efforts in scores of classrooms, efforts to teach children to do correctly and well what they can scarcely avoid doing in some way — to think and to feel, and to express their thoughts and feelings through language.

The pupils' book, the *Aldine Second Language Book*, is entirely addressed to the pupil; the language and style of the book is intelligible and interesting to children. In using this book, children learn to study, acquire habits of independent thought and action, which are of more fundamental importance even than a knowledge of language.

This book, the *Teacher's Manual*, is addressed entirely to the teacher. It makes clear not merely the general principles and plans involved in the Aldine method; it gives a wealth of detailed, practical suggestions for making every exercise in the pupils' book fully effective. This *Manual* provides, moreover, an abundance of interesting material and of suggestions for exercises, that may be used to supplement, as desired, the work provided in the pupils' book. While detailed and explicit, this *Manual* is anything but a routine, mechanical guide; it is suggestive, informing, stimulating, thought-inspiring, broadening.

Both books, the *Aldine Second Language Book* for pupils, and this book, the *Teacher's Manual* accompanying the *Aldine Second Language Book*, are mutually indispensable. No teacher should attempt to use the *Aldine Second Language Book* with her pupils who is not provided with the *Teacher's Manual*, and who does not keep the *Manual* in constant use; and no teacher should attempt to teach from the *Manual* alone, or with language books other than the *Aldine* in pupils' hands.

ALDINE LANGUAGE METHOD

PART TWO

CHAPTER ONE

OBSERVING, THINKING, AND EXPRESSING THOUGHT ORALLY

*I (1). *Observing and Thinking*

THE two stories, *The Simple Traveler* and *The Sailor's Story*, which open this first chapter of the pupils' book, are designed to serve two purposes. First, they provide interesting material for free class discussion. Let this discussion be free; encourage every child to take part and to speak as he thinks and feels. This will not only cultivate the pupils' powers of expression; it will give you an opportunity to begin that intimate acquaintance which you must make as soon as possible with each child if you would

* Each section of each chapter of this Manual marked with a Roman numeral refers to the section identically marked in the corresponding chapter of the pupils' book, the *Aldine Second Language Book*. The number in the parenthesis following the Roman numeral in this Manual indicates the page in the pupils' book on which the corresponding section may be found. The titles given to corresponding sections in the Manual and in the pupils' book are not always the same.

A section should be considered a unit rather than a lesson. No section will require less than a lesson period; some may require several lesson periods, depending upon circumstances.