

**THE ALDINE READERS.
LEARNING TO READ: A
MANUAL FOR TEACHERS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649627523

The Aldine Readers. Learning to Read: A Manual for Teachers by Frank E. Spaulding & Catherine T. Bryce

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FRANK E. SPAULDING & CATHERINE T. BRYCE

**THE ALDINE READERS.
LEARNING TO READ: A
MANUAL FOR TEACHERS**

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By FRANK E. SPAULDING, Superintendent of Schools, Newton, Mass., and
Miss CATHERINE T. BRYCE, Supervisor of Primary Schools, Newton, Mass.

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NEWSON AND COMPANY
PUBLISHERS

BOSTON

NEW YORK

CHICAGO

THE ALDINE READERS

LEARNING TO READ

A Manual for Teachers

BY

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AND

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NEWSON & COMPANY

NEW YORK

1911

INTRODUCTION

THE term "method" is used in this Manual for want of a better one. Here it has not, however, the quite usual meaning of an elaborately wrought out system of formal devices. It refers mainly to the sum of principles and processes whose application has been found most effective in accomplishing a definite result, teaching children to read independently.

The method described is not the outgrowth of untried theories of teaching reading. It is rather the description of certain processes of accomplishing certain results, processes founded on sound psychological principles, which have been wrought out and perfected in scores of schoolrooms during the last six years. These processes have not been simply tested in a few exercises, with a few children; several thousands of children have been taught constantly and solely in accordance with principles and plans set forth in this Manual. There is not a plan nor a device herein described, from the least to the most important, whose practicability and worth have not been demonstrated.

The size of this Manual is not due to any difficulty in the method described; the method is exceedingly easy both to comprehend and to apply. The Manual is large because in it the authors have tried to make every least step plain and to give an abundance of helpful suggestions,

so that teachers of little or no professional training may learn how to teach reading, the foundation of all school work, successfully. Processes and methods are not described merely with the direction to follow them; the reasons for every process, for the use of every least device even, are fully discussed. This phase of the subject has been elaborated in the firm conviction that reading can be taught successfully only by teachers fully intelligent concerning the mental processes involved, the purpose and the effect of the methods employed. Such intelligence is especially necessary that teachers may be quick to perceive when the purpose which any process or device is intended to serve has been accomplished.

The manuscript for this Manual has been read critically by several teachers and others, some familiar and some unfamiliar with the method described. It is hoped that the subject is presented with sufficient clearness and completeness. Communications regarding any difficulties or questions whose solution or answer cannot be found in the Manual, are invited by the authors.

The working out of this system of reading has been possible only through the coöperation, always sympathetic, intelligent, and enthusiastic, of many teachers and principals in the public schools of Passaic, N.J., where the system originated, and of Newton, Mass., where the system has been developed and perfected. The authors take this opportunity of expressing their sincere appreciation of the services of these teachers and principals.

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LEARNING TO READ

CHAPTER I

THE METHOD EXPLAINED

THE method of teaching children to read, which is here presented, although extremely simple and entirely natural, cannot be adequately characterized in a single word, like "phonic," "rhyme," "dramatic," "word," "sentence," "thought," "action"; it contains something of all these ideas, and more. Yet it is by no means an eclectic method in the sense that it embodies merely "the best ideas" selected from all methods; it consists of a harmonious and progressive series of efforts, of means and devices found most effective in solving the elementary reading problem.

But a brief characterization of the method is not important, nor even desirable. It is important that the teacher who would teach in accordance with this method, and who would secure the best results possible in this way, should understand clearly and appreciate thoroughly the purpose and the value of the various processes, means, and materials, whose use is described in detail in subsequent chapters. To facilitate this understanding and appreciation is the object of this and the following chapter.