

**THE HAWTHORNE  
READERS; STORY  
FRIENDS: A PRIMER**

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The Hawthorne Readers; Story Friends: A Primer by S. Lilian Blaisdell & Isabella Austin & Mary L. Gilman

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ANGEL GROUP, BY TITIAN

THE HAWTHORNE READERS

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STORY FRIENDS

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A PRIMER

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## PREFACE

THE authors of this little Primer believe that children may learn to read as naturally and eagerly as they learn to talk. But success depends upon the extent to which the child is led to feel an immediate need or desire for giving attention to the printed matter. If the words are going to tell him *to do* something that he may be permitted to *live out* right then and there, or see another live out, the reading becomes a tool that it is a delight to wield.

Stilted, mechanical, monotonous expression in a primary reading lesson tells only too plainly that there is a lack of motive in the child's mind for wielding the tool presented to him.

Most of the reading lessons in this book are specifically adapted to being carried out in action: others are planned to hold the attention through interest in the plot.

Much care has been given to grading the lessons in the first half of the book, in order to have the staple words appear in the usual order of necessity in the schoolroom (see Blackboard Preparation, page 125); but there has been no rigid attempt to *confine* the reading to such words, when other words were deemed necessary to round out a plot, or give vital interest to the exercise. These extra words and expressions (printed in smaller type) should be rendered by the teacher just as freely as a mother extends her hand at certain intervals to the child who is learning to walk, or just as freely and incidentally as she supplies the missing words in his broken speech when he first begins to talk. There is no more need in Primer work of exacting complete independence in the reading of any given page before proceeding to the next than there is need of compelling a child to walk back and forth between two objects until independent of help, before allowing him to start off in any other direction.



With the exception of the last few pages of the book, it will be noted, that, where sentences are so long as to require more than one line, they are broken up in such a way as not to disturb the unity of any phrase or group of words which should be read as a unit. For instance, "for some water" and "to the cart" are units of thought; and the habit of expressing them as such is strengthened by seeing the parts together on one line.

The moral influence of the material has been carefully considered. The characters which the children personate, the occupations which they pantomime, the games they play, and the language used in giving expression to certain sentiments, have all been planned with a view to fostering the best development ethically and socially. The illustrations co-operate toward effecting the same end.

Lesson Notes for the teacher are given on pages 127 and 128.

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STORY FRIENDS