

# **NEW SLOAN READERS MANUAL**

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New Sloan Readers Manual by Katharine E. Sloan

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**KATHARINE E. SLOAN**

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## MANUAL

BY

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## PREFACE

THE New Sloan Readers Manual has been prepared as a guide for teachers in developing the plan and purpose of The New Sloan Readers. The use of the Manual is not essential to this system of teaching reading; but the author believes that the suggestions here included will be found helpful, and will smooth the path for teachers who are using the Sloan method for the first time. It should be understood, however, that the exercises and drills described are merely suggestions for preliminary or supplementary work.

While the author has called attention to some of the fundamental principles on which the teaching of reading should be based, she has not attempted to include a treatise on the subject in this Manual. So many excellent books on the teaching of reading are available that further discussion seems superfluous. Such books also contain many valuable suggestions for story work, picture work, and dramatization — for all of which material may be found in these Readers.

But the essentials of the plan and the material for carrying it out are to be found in The New Sloan Readers themselves. The Manual is intended merely as an aid in the use of the books.

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## INTRODUCTION

“Education is the generation of power.” — PESTALOZZI.

THE aim of The New Sloan Readers is to give the child, in the most direct way and in the shortest time, *the independent power* to read. They use the simplest and most effective phonetic system and the most interesting and satisfactory content to accomplish the aim. They harmonize the method and the content so as to arouse and retain the interest of children to produce satisfactory and permanent results.

Words are treated first as wholes, without regard to their elements. This must be the first step. To continue it through a whole book, however, with no systematic plan or suitable material for teaching phonetic elements, involves waste of the child's time and effort. So the word method must be supplemented by another method that will more directly and more quickly develop the desired power.

Phonetics, this other method, is the technique of reading, as essential to the art of reading as is the technique of music to the art of music. Through phonetics is developed most easily the *independent power to master new words*, which is the first essential to progress in reading.

The method on which these readers are based is the thorough presentation of the simple phonetic elements—

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phonetics reduced to their lowest terms. Phonetics are not added nor suggested as separate exercises, nor presented incidentally, but are woven in a simple, natural manner into every sentence. By simply reading his book the child cannot fail to receive the benefit of a definite, systematic course in phonetics.

Only one new step is taken in each lesson. The object of the lesson is made so clear that no teacher can be in doubt regarding it. The new element presented is emphasized so strongly, in different forms, that it is unconsciously but indelibly impressed on the child's mind. The new words in each lesson, almost without exception, all contain the same phonetic principle; therefore, no matter how many new words there may be, the child has but the one thing to learn. The constant but varied repetition keeps the child's attention steadily directed to it, until he learns it thoroughly. Frequent reviews clinch the progress thus made. The method is simple, definite, and thorough.

The ever-growing independent power that the child obtains from this method is a constant stimulus to self-activity. The exercise of it gives him pleasure. At the close of the first year's work, he is able to read independently and intelligently any material whose thought is not beyond his comprehension.

The subject matter, or content, used in this series is suggested by the child's interest and connected with his daily life and experience. Rhymes and stories that center in Mother Goose characters, in playmates, in pets, in playthings, in familiar objects, and

## INTRODUCTION

in complete stories that are adapted to impersonation, dramatization, and expressive reading make up largely the reading content of the series. No words nor parts of words are used for the sake of sound alone; each word is familiar to the child in his spoken vocabulary. Thus the necessary technical drill is provided through the charm of story, rhyme, and play.

Many of the difficulties of the elementary school course are due to the inability of the pupil to read well, to the inadequate equipment given at the start. The more quickly the independent power to read is developed and the more firmly the foundation is laid, the surer is the pupil's progress through the rest of his school course. At the start other considerations must be subordinated. The end cannot be accomplished incidentally. When the child has really *learned to read*, then he has the key that opens to him all books, the wealth of children's literature.