

**THE HORACE MANN
READERS. PRIMER**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649679218

The Horace Mann Readers. Primer by Walter L. Hervey & Melven Hix

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Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

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GINN AND COMPANY
DECEMBER 26, 1923



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PRIMER

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REVISED

LONGMANS, GREEN, AND CO.
FOURTH AVENUE & 30TH STREET, NEW YORK
323 EAST 23RD STREET, CHICAGO

Educ T 759.14.453

THE HORACE MANN READERS

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DEC 11 1930

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First Edition, January, 1908

Reprinted, May and August, 1908

New Edition, February, 1911

Reprinted, May, 1913, September, 1914

FOREWORD

THE Horace Mann Primer is intended as a basal first book in reading. It has been subjected to the test of actual use in the schoolroom, and has profited by the helpful criticisms of hundreds of practical teachers.

Experience has shown the value of following a definite systematic method in teaching children to read. Such a method is followed in this book, and throughout the series. In the Manual which accompanies the series, the method is fully explained. Some of the distinctive features of this method, particularly as applied to the Primer, are briefly as follows:

1. "*Let thought lead*," a basal principle of very wide application, is held to be particularly important at the beginning.

Every teacher knows how much easier it is to teach a well-knit sequential "series" than a loosely organized collection of words and sentences. When the thought sequence is interrupted, interest flags and attention wanders.

The sentences in the Primer lessons form a thought sequence; the lessons themselves form groups which are interrelated in thought as well as in vocabulary; the Primer as a whole is definitely designed to promote *constructive thinking*, and the interest, attention, and growth in power that always accompany such thinking.

2. A method of teaching beginners to read may fairly be judged by its treatment of the vital question of phonics. If it neglects phonics, it fails to develop independence in read-

ing; if it abuses phonics, --e.g. if it lets *phonics* lead, -- it results in word calling; if it wisely uses phonics, while letting thought lead, it will result in independent and thoughtful reading. The Horace Mann Readers provide a *definitely organized system of phonic exercises* extending throughout the first four books. The method is simple and easily followed, the exercises being indicated in the reading books themselves; full and practical directions are also given in the Manual.

3. *Variety of reading matter* is another feature. The editors believe that rhymes and jingles are valuable reading matter for beginners; they also believe that cumulative and other stories are not less valuable, and that no one form should be used exclusively. Hence, a variety of literary forms is included and a wide range of interests, both practical and literary, is appealed to. Learning to read in the Horace Mann Primer means learning to read cumulative and non-cumulative pieces, prose and poetry, dialogues and monologues, fables, folk lore, and stories both classic and modern.

It is proper to add that the Horace Mann Readers have been so named in grateful recognition of the abiding influence in American education of the great work of Horace Mann, and in the spirit of these words of Dr. William T. Harris:

"What enthusiastic teacher is not proud to be called a disciple of Horace Mann?"

Acknowledgments are due to Messrs. Milton Bradley & Co. for permission to use the little poem "Kitty's Name," page 15, which was taken from "A Kitten Rhyme," by Emilie Poulsson, in *The Child's World*. Also to Messrs. Fleming H. Revell & Co. for permission to use "The Five Toes," page 64, from *A Chinese Mother Goose*.

THE ALPHABET

A	<i>A</i>	a	<i>a</i>	N	<i>N</i>	n	<i>n</i>
B	<i>B</i>	b	<i>b</i>	O	<i>O</i>	o	<i>o</i>
C	<i>C</i>	c	<i>c</i>	P	<i>P</i>	p	<i>p</i>
D	<i>D</i>	d	<i>d</i>	Q	<i>Q</i>	q	<i>q</i>
E	<i>E</i>	e	<i>e</i>	R	<i>R</i>	r	<i>r</i>
F	<i>F</i>	f	<i>f</i>	S	<i>S</i>	s	<i>s</i>
G	<i>G</i>	g	<i>g</i>	T	<i>T</i>	t	<i>t</i>
H	<i>H</i>	h	<i>h</i>	U	<i>U</i>	u	<i>u</i>
I	<i>I</i>	i	<i>i</i>	V	<i>V</i>	v	<i>v</i>
J	<i>J</i>	j	<i>j</i>	W	<i>W</i>	w	<i>w</i>
K	<i>K</i>	k	<i>k</i>	X	<i>X</i>	x	<i>x</i>
L	<i>L</i>	l	<i>l</i>	Y	<i>Y</i>	y	<i>y</i>
M	<i>M</i>	m	<i>m</i>	Z	<i>Z</i>	z	<i>z</i>