

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

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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**

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THE ALDINE READERS

# LEARNING TO READ

A Manual for Teachers

BY

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## 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 abundantly 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 cooperation, always sympathetic, intelligent, and enthusiastic, of many teachers and principals in the public schools of Passaic, N.J., where the sys-



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tem 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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