

**THE AMERICAN
NORMAL READERS:
THIRD BOOK**

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The American Normal Readers: Third Book by May Louise Harvey

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MAY LOUISE HARVEY

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NORMAL READERS:
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**"BLESSED ARE THEY THAT HUNGER AND THIRST
AFTER JUSTICE."**

**THE
AMERICAN NORMAL READERS**

BY
MAY LOUISE HARVEY

THIRD BOOK

(REVIEWED AND APPROVED)



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Archdiocese of New York
VICAR-GENERAL'S OFFICE

New York, December 9, 1909.

Dear Miss Harvey:

I submitted the American Normal Readers (three books) compiled by you and published by Silver, Burdett & Company, to the Rev. Remy Lafort, the official censor of books of this diocese. He reports that he finds nothing objectionable in them; on the contrary, he considers them deserving of the favorable opinions expressed about them by others. In this opinion I concur with great pleasure.

Yours sincerely,
JOSEPH F. MOONEY, V.-G.

PREFACE

"Thou hast loved justice and hated iniquity; therefore God, thy God, hath anointed thee with the oil of gladness above thy fellows."

For the primary teacher the study of history, especially in its beginnings, is extremely important. If we would really understand the minds of children, let us turn back to the pages of the past where we may follow the development of the race as it has been led forward toward perfect adjustment and realization, for in the development of the race we may see that of the typical child.

By actual experience in teaching we learn that certain things appeal most to children and are therefore most effective at specific stages of their advancement. We are often able to determine very nearly the "learning point" of the child's mind, and by the study of the child in the light of history we come to understand why all this is true. We see that those elements which have entered most persistently into the development of the race are the very things in which the child finds his greatest delight.

This truth has a deep significance in practical education. If we as teachers will be guided by the natural spontaneous interest of children and if we will at the same time direct this interest toward their highest good, following in advance as it were, we shall not be found blindly striving against Nature and perhaps checking many a God-given impulse, but by understanding the child's real need we may be able to supply it more fully and exactly and so to assist the natural course of his advancement.

This is the central thought of the American Normal Readers. An effort has been made throughout to provide material interesting and truly profitable to the child because suited to his needs, and helpful and suggestive to the teacher.

The present book is a continuation and further development of the plan and purpose of the two preceding readers. The principal idea, the unit of general impression, worked out in variety of detail is leadership, true kingship governed by justice and truth.

The child at this age wishes to engage in coöperative work and play. He gladly leads or submits to leadership, for he idealizes strength in himself and in others and he admires the real leader. And with this desire for organized association comes a keen sense of what he calls justice or "fairness."

Now is the time therefore to teach him that the great leaders of the world have been those who themselves were governed by justice and truth; that real leadership is not tyranny but the recognition of others' rights as well as one's own, and that the rights of each must be nicely balanced with the rights of all.

It is hoped that this book may prove helpful for this purpose. Many heroes and heroines, representatives of different times and movements, who have been raised up to teach these truths to the world are here presented to the little reader for his admiration and consequent imitation, for whom a child really admires he will try to imitate.

We cannot overestimate the value either in a religious or in an intellectual sense of the right kind of history stories and bits of biography at this age of the child, stories which will prepare him in respect both to his store of knowledge and to his right attitude of mind for a more careful and detailed study of geography, history and literature in later years.

By such stories he will soon see that back of every noble deed there is an unselfish motive and above every great leader there is a cause which demands perfect loyalty and obedience, a cause dearer than life or liberty; and by such examples he will see that the greatest of all motives is the love of God and the greatest of all causes the upbuilding of His kingdom.

There is very little in the book that is directly didactic. Under each lesson there is a central truth which is always apparent, but the application of this is invariably left to the wise and tactful teacher. Let her point the moral and let her adorn the tale according to her own discretion and the needs of her class. By skillful question and suggestion let her lead the children to talk about the lesson, bringing out *for themselves* the principal facts and the logical conclusions.

But first of all let there be a thorough preparation for each lesson with the pupils. The more familiar they are with the words and idioms and the more they know of the subject itself about which they are to read, the better the reading will be and the more interesting, delightful and profitable to the children.

In regard to the necessary technical work for this grade teachers are urged to continue a *definite* study of phonics. Pupils should review thoroughly all phonograms previously learned (see table, page 224) and should constantly apply these in the preparation of each lesson. They should learn new phonograms one by one, continuing the blend drill on all.

For additional practice in phonic work the Manual of Instruction of the Rational Method in Reading is cordially recommended. A few minutes' practice each day upon the word lists will result in a wider vocabulary, in more power for self-help and in habits of clear and pleasant speech.

Grateful acknowledgment is made to the Youth's Companion for their courtesy in allowing the use of the picture of Longfellow with the children and to Little Folks' Magazine for the "Notice" by Nora Archibald Smith. The poems by H. W. Longfellow, Alice Cary, Sarah Orne Jewett and Celia Thaxter are used by permission of, and by special arrangement with Houghton, Mifflin and Company, publishers of their works.

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