

**LEARNING TO READ; A
MANUAL FOR
TEACHERS USING
THE ALDINE READERS**

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Learning to read; a manual for teachers using the Aldine readers by Frank E. Spaulding & Catherine T. Bryce

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FRANK E. SPAULDING & CATHERINE T. BRYCE

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THE ALDINE READERS**

Revised Edition, 1918

LEARNING TO READ

A Manual for Teachers using the
Aldine Readers

BY

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INTRODUCTION

THE term "method" is used in this Manual for want of a better one. Here, however, it has not the quite usual meaning of an elaborately wrought-out system of formal devices. It refers rather 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 for accomplishing certain results, processes founded on sound psychological principles, wrought out and perfected in thousands of schoolrooms during the last fifteen years. These processes have not been tested simply in a few exercises, with a few pupils; hundreds of thousands have been taught solely in accordance with the 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 practicality and worth has not been demonstrated.

The size of this Manual is not due to any difficulty in the method. The Manual is large because

in it the authors have tried to make plain every step from the least to the most important, and to give an abundance of helpful suggestions, so that untrained and inexperienced teachers may learn how to teach reading successfully — the foundation of all school work. Processes and methods are not described merely with the direction to follow them; the reasons for the use of every process, and every device are made clear. This has been done in the firm conviction that reading can be taught successfully only by teachers who understand the mental processes involved, the purpose and the effect of the methods employed. Such understanding 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 development of this system of reading was made possible by the sympathetic, intelligent, and enthusiastic coöperation, of many teachers and principals in the public schools of Passaic, New Jersey, where the system originated, and of Newton, Massachusetts, where the system was developed and perfected. To all these the authors take this opportunity of expressing their sincere and grateful appreciation.

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LEARNING TO READ

THE METHOD EXPLAINED

CHAPTER I

THE ALDINE METHOD

THE method of teaching children to read, which is here presented, although extremely simple and entirely natural, cannot be adequately characterized in a single word, like "phonic," "rhyme," "dramatic," "word," "sentence," "thought," "action"; it contains something of all these ideas, and more. Yet it is by no means an eclectic method in the sense that it embodies merely "the best ideas" selected from all methods; it consists of a harmonious and progressive series of efforts, means, and devices which have been found most effective in solving the elementary reading problem.

But a brief characterization of the method is not important, nor even desirable. It *is* important that the teacher who would teach in accordance with this method, and who would secure the best results possible, should understand clearly and appreciate thoroughly the purpose and the value of the various processes, means, and materials, whose use is described in detail in subse-