

## PREFACE.

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**I**N ORDER to read, that is, to get thought from the written or printed page, it is necessary to have power to recognize the word-forms in which thought is expressed. Word-recognition is not reading, it is only a condition of reading. This power of recognition may come about in either of two ways. According to the former of these, the teacher may give the pupil the value of the written or printed symbol, that is, he may tell the word. This is the method of dependence. Success in learning to read will depend upon the power of the memory to make arbitrary associations. It will be necessary to resort to multitudinous devices in order to secure interest and to fix associations. According to the latter method the teacher puts the pupil in a position to discover by his unaided effort the value of the word-forms. This is the method of self-help. The memory is called upon to remember nothing more than the combining values of the various letters of the alphabet. Interest springs not from contemplation of something external to the mind, but is the natural accompaniment of the activity of the mind which finds itself growing in power to make familiar the unfamiliar.

When it is said that the letters of the language have a more or less definite combining value, it is implied that the language is in the main phonetic. Every word is not purely phonetic, but even in the most irregularly-formed word there is an approach to phonetic form. Phonic representation is the basis of written language. It follows that the plan to be followed in teaching primary reading, is to first develop power to interpret purely phonetic forms. A pupil