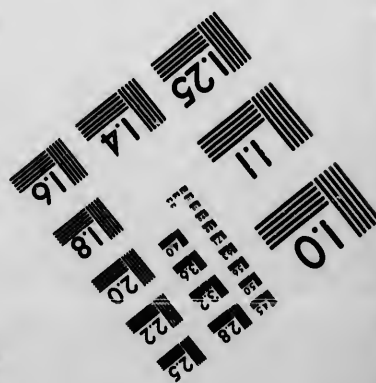
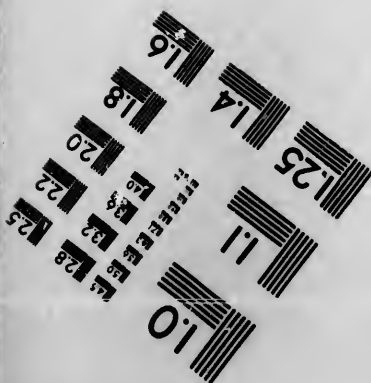
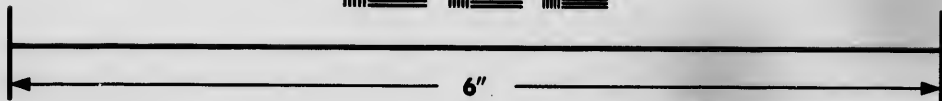
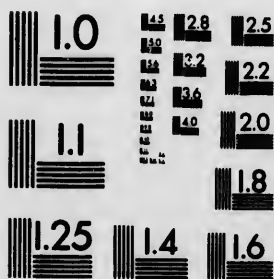


**IMAGE EVALUATION  
TEST TARGET (MT-3)**



**Photographic  
Sciences  
Corporation**

23 WEST MAIN STREET  
WEBSTER, N.Y. 14580  
(716) 872-4503

**CIHM  
Microfiche  
Series  
(Monographs)**

**ICMH  
Collection de  
microfiches  
(monographies)**



**Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques**

**© 1993**



The copy filmed here has been reproduced thanks to the generosity of:

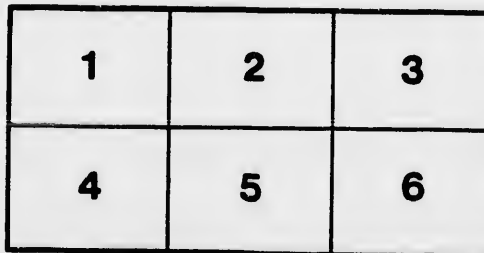
D.B. Weldon Library  
University of Western Ontario

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol  $\rightarrow$  (meaning "CONTINUED"), or the symbol  $\nabla$  (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

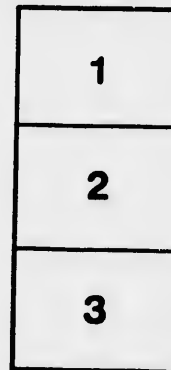
D.B. Weldon Library  
University of Western Ontario

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole  $\rightarrow$  signifie "A SUIVRE", le symbole  $\nabla$  signifie "FIN".

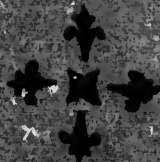
Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.



**Cole & Co's.**  
**Educational Series.**

**PRIMER I.**

**CANADIAN READERS.**



1022

W. J. Gage & Co.'s Educational Series.

---

THE  
FIRST PRIMER:

BEING THE ALPHABET IN  
PICTURES AND WORDS.

BASED ON THE SERIES

PREPARED BY

J. M. D. MEIKLEJOHN, M.A.,  
PROFESSOR OF EDUCATION IN THE UNIVERSITY OF ST. ANDREWS,

AND EDITED BY

CANADIAN EDUCATIONISTS FOR USE IN THE SCHOOLS OF CANADA.



W. J. GAGE AND COMPANY,  
TORONTO AND WINNIPEG.



Entered, according to Act of Parliament, in the Office of the Minister  
of Agriculture, in the Year of our Lord 1881, by W. J. GAGE & CO.,  
Toronto.



## P R E F A C E.

---

THE FIRST PRIMER is based upon two principles: 1. *That the Alphabet is best taught in Words*; 2. *That Words are best taught in and through Pictures.*

The picture and then the symbol—that is the key-note to this little book. But the words and the lessons have been selected and drawn up with a view to leave room for the Teacher to employ *the method he considers best* in teaching the letters and their forces.

Those who prefer the *Alphabetic Method* will find the lessons arranged so as to suit them admirably. The presentation of the picture, and from that leading to the *word sign*, is the best way of teaching by the *Word Method*.

The fact that *only one power* of single letters is used in the lessons contained in the early part of the book, from page 7 to page 19 inclusive, adapts this series perfectly to the *Phonic Method*, or the combined *Word and Phonic Method*.

It will be an *event* to the child to turn to a new page, as he will then find a new set of pictures and new symbols.

The single letters, in one and only one of their powers, are first taught; then the double letters—double vowels and double consonants, initial and final.

It is earnestly recommended that the *names* of the letters be not taught until a *need* for their names has arisen in the pupil's mind. The alphabet is given at the beginning for reference.

Stories are introduced as soon as possible, so that there may be some *mental movement* at an early stage.

Teachers are advised to let their pupils begin to write and read *script* from the beginning.

a b c d

e f g h i

j k l m n

o p q r s

t u v w

x y z

A B C D

E F G H I

J K L M N

O P Q R S

T U V W

X Y Z

SCRIPT ALPHABET.

A B C D E F G  
H I J K L M N  
O P Q R S T U  
V W X Y Z

a b c d e f g h i j  
k l m n o p q r s  
t u v w x y z

---

SCRIPT FIGURES.

1 2 3 4 5 6 7 8 9 0

# THE FIRST PRIMER.

---

## PART I.

Or the 26 Letters in 26 Lessons

STRUNG UPON

a e i o u



### LESSON 1.

1. a cat and a rat.
2. a rat and a hat.

---

### LESSON 2.

1. the cat sees the rat.
2. run, rat, run.
3. rat, run from the cat.

*cat rat hat*



## LESSON 3.

1. I see an egg.
2. this is a pen.
3. that is a hen.
4. I see an egg, and a pen, and a hen.
5. the hen has ten eggs.

## LESSON 4.

1. a hen, an egg, and a pen.
2. ten men, ten eggs, and ten hens.
3. ten hens had ten eggs.
4. the cat sees the hen.
5. run, hen, run.

*egg hen pen men*



## LESSON 5.

1. a pig, and a fish, and a chick.
2. I see a fish on a dish.
3. the fish has fins.
4. I see a pig; it is big; it cannot run.

## LESSON 6.

1. the hen has three chicks.
2. the hen met the big fat pig.
3. the pig met the hen.
4. the cat met the hen and the big fat pig.

*pig fish dish*



## LESSON 7.

1. an ox, and a fox, and a box.
2. a fox, and an ox, and a box.
3. the ox is fat ; the box is big.
4. I see a dog and a fox.
5. the fat ox is in the shed.

## LESSON 8.

1. the dog sees the fox.
2. the fox sees the dog.
3. run, fox ; run, dog.
4. the dog will catch the fox.
5. the fox is in his den.

*ox box fox dog*





## LESSON 9.

1. that is my dog on that log;  
he sees a frog.
2. a dog, and a frog.
3. a frog, and a log, and a dog.
4. the dog will not catch the  
frog.

## LESSON 10.

1. the dog is still on the log.
2. the dog will catch the fox.
3. the dog sees the fox.
4. the fox sees the dog

*dog log frog*



## LESSON 11.

1. I see a boy ; I see the sun.
2. my boy sees the sun.
3. the sun sees my boy.
4. oh what fun  
to run in the sun.

## LESSON 12.

1. run, boy, run, in the sun.
2. the sun is too hot.
3. I must not run in the hot sun.
4. the boy will run to the mill.
5. the sun will set soon.

*fun run sun*



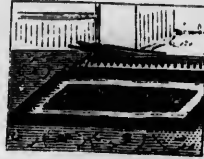
## LESSON 13.

1. a duck, and a bee.
2. a bee, and a tree.
3. the duck says quack.
4. buzz, buzz, says the lit-tle  
bee.
5. the hen says cluck.

## LESSON 14.

1. the bee will say buzz.
2. I see a bee, and a tree.
3. the hen will sit on the tree.
4. the hen had ten lit-tle chicks.

*duck cluck tree*



## LESSON 15.

1. a jug, and a mug.
2. a rug, and a mug.
3. a rug, and a jug.
4. bring me the milk in the jug.
5. the rug is on the car-pet.

## LESSON 16.

1. the milk is in the mug.
2. the milk is for the cat.
3. the cat drinks milk.
4. the dog and the cat will get  
the milk in the jug.

*jug mug rug*



## LESSON 17.

1. a man, a pan, and a fan.
2. a pan, a fan, and a man.
3. Ann has a fan in her hand.
4. a fat man, and a pan.
5. the man stands on a hill.

## LESSON 18.

1. the fat man has a big jug.
2. the lit-tle boy has a mug.
3. the lit-tle boy will get milk  
for his cat.
4. Sam will bring it in a big jug.

*man pan fan*

jug.

get



## LESSON 19.

1. a bell, and a shell, and a well.
2. the bell fell on the shell.
3. the fox ran fast from the dogs.
4. the shell fell in the well.

## LESSON 20.

1. quack, says the duck in the pond.
2. bow-wow, says the dog.
3. the fox and the dog fell in the woods.
4. off ran the fox; run, fox, run.

*bell shell well*



## LESSON 21.

1. a king and a ring ; the king has a ring.
2. the ring is on his fing-er.
3. I see the king.
4. the bird will sing a song to the king.

## LESSON 22.

1. the bird sings on the tree.
2. sing, lit-tle bird, sing.
3. the king's dog ran at the fox.
4. ring the big bell.

*king ring sing*



## LESSON 23.

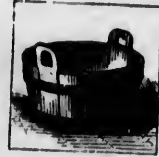
1. a cow, a sow, and a dog.
2. the dog says bow-wow.
3. the cow met the sow.
4. get off my path, said the cow.

## LESSON 24.

1. ver-y well, said the sow.
2. I see a fox, said the sow to  
the dog.
3. I will catch him, said the dog.
4. John sees the dog run af-ter  
the fox.

*cow sow bow wow*





## LESSON 25.

1. a pup, a cup, and a tub.
2. a pup, and a tub.
3. the pup will sup out of the cup.
4. the pup sees the cup and the tub.

## LESSON 26.

1. rub and scrub him in the tub.
2. rub and scrub him ver-y much.
3. bring milk in a cup.
4. the pup and the cat like to sup milk.

*pup cup tub*



Har-ry had a pet chip-monk. He used to let it out of its cage to see it play. One day the cat killed it, and Har-ry felt ver-y sor-ry at the loss of his lit-tle friend.

## PART II.



## LESSON 1.

1. Let us peep at the sheep.
2. Ba-by sleeps ; let us peep at him.
3. I see a deer near that hill.
4. The sheep feed on the grass.
5. The deer will cross the riv-er.
6. I see a sheep and a deer.
7. Oh Lu-cy, see that lit-tle sheep ;  
I'll hold you up to get a peep.

8. *In winter it freezes,  
And little Tom sneezes.*
9. *In spring the birds sing,  
And the breeze stirs the trees.*



## LESSON 2.

1. Mam-ma gave me this book.
2. The cook put the fish in the dish.
3. The rook sat on the tall tree.
4. The fox sat at the foot.
5. The brook is cool.
6. The man shot all the rooks.
7. Ned took the rooks from the man.
8. I hit my foot on a stick.
9. Get a spool, a spoon, and ten hooks.
10. The wind shook nuts from the trees.
11. *Mary, bring your book;  
We'll find a quiet nook  
Beside a little brook,  
And at the pictures book.*



## LESSON 3.

1. A boat, and a coat, and a goat.
2. The boat floats on the sea.
3. The coat hangs in the bed-room.
4. The goat feeds on the rocks.
5. The toad sat on the road.
6. All you do and all you say,  
God can see and hear.
7. Rain, rain, go a-way,  
Come a-gain some oth-er day:  
Lit-tle John-ny wants to play.
8. *Little darling baby,  
Cannot stand, or walk,  
Cannot nurse the kitten,  
Cannot sing, or talk.*



## LESSON 4.

1. This is a nail ;  
That is a pail.
2. Look at that snail ;  
He has a short tail.
3. Put the snail in the big pail.
4. Tell Tom to bring me a nail.
5. When the stars at set of sun  
Watch you from on high,  
When the morning has begun  
Think the Lord is nigh.
6. *Do all the good you can,  
In all the ways you can,  
Just as long as you can,  
To all the people you can.*



## LESSON 5.

1. The cow is whisk-ing her tail.  
The maid is hold-ing the pail.
2. We'll spend the day  
In mak-ing hay ;
3. This fish is af-ter a fly.  
When it rains, he wants no um-  
brel-la.
4. La-zy Tom lay on the hay,  
All the sul-try sum-mer day.  
First I work, and then I play.
5. *Little birds chirp on the tree,  
Little lambs are running free,  
Little kittens sport and play,  
Little things are always gay.*



## LESSON 6.

1. Tom shot a crow with his bow.
2. The north wind doth blow,  
And we shall' have snow.
3. I saw a crow on the tree.
4. When falls the snow, flow-ers will  
not grow. If warm winds blow,  
and melt the snow, O quick-ly  
then the flow-ers will grow.
5. When you work and when you play,  
Think the Lord is near.

6 *All that you do,  
Do with your might,  
Things done by halves  
Are never done right.*













## LESSON 7.

1. See that mouse run-ning in-to the house!
2. Run fast, or the cat will catch you!
3. How quick the mouse runs!
4. The gown hangs on its own peg.
5. The queen has a crown on.
6. A trout, a mouth, and a mouse.
7. I caught a trout in the brook.
8. Tom took the hook out.
9. The cat has a mouse in its paws.
10. *One, two, three four, five,  
I caught a hare alive;  
Six, seven, eight, nine, ten,  
I let him go again.*

## LESSON 8.

1. The  eats grass and clo-ver.
2. The  eats hay and oats.
3. The  eats grass and this-tles.
4. The  eats grass and tur-nips.
5. The  eats oats and bar-ley.
6. The  eats beef and bones.
7. The  eats mice.
8. The  eats cab-bage and roots.

## PART III.



"Our Little Ones."

This is lit-tle Har-ry Brown. He can-not walk ver-y well. He of-ten falls, but he does not cry. He puts out his hands, so as not to hurt his head.

Have you a ba-by at home? Yes, and he can talk and walk. He does not talk like me. He says fing for thing, and tat for cat.

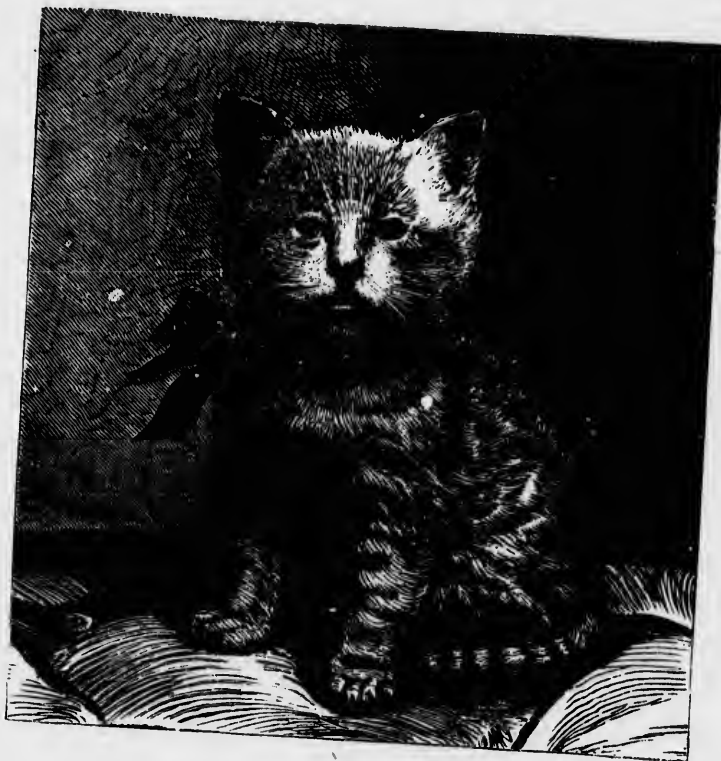
Our ba-by has two ears, two eyes, a mouth, a nose, ten fin-gers and ten toes.



When the day's o-ver,  
When tea-time has come.  
Brin-dle and Bess  
Walk slow-ly home.

They stop by the bars  
And switch their tails,  
Till the girls bring out  
Their milk-ing pails.

"OUR LITTLE ONES,"



1. I love my lit-tle kit-ten,  
She has such pret-ty ways,  
She looks so ver-y fun-ny,  
When with my ball she plays.
2. I like to watch my kit-ten,  
She has such fun-ny tricks,  
She looks so ver-y pret-ty,  
When on the couch she sits.



1. Birds in a nest,  
Nest up-on a tree ;  
Un-der moth-er's breast,  
Warm as warm can be !
2. Moth-er keeps you warm,  
Fa-ther brings you food,  
Safe with-in your nest,  
Hap-py lit-tle brood !







