



SWINTON'S
PRIMER



WILSON, BLAKE, MAN, TAYLOR & CO.
NEW YORK AND CHICAGO

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one whom you see

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James Richard Rabb
Book

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THE READER THE FOCUS OF LANGUAGE-TRAINING.

SWINTON'S
PRIMER



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AUTHOR TO TEACHER.

and indeed the only danger is that, in the revolt from the abuses of that system, we may forget that there is such a thing as the alphabet, and that the child should be put in possession of it as soon as may be without sacrifice. Under the guidance of a wise teacher, the alphabet presents none of its traditional terrors: it is taught incidentally and insensibly.

The re-action from the "a-b-c" plan resulted in the so-called word-method. This is the "look-and-say" principle, by which the word in its entirety (and without reference to its component elements as addressed either to eye or ear) is taught as the sign of an idea. This is undoubtedly an admirable mode of imparting to the beginner not only his first little stock of words, but also that considerable class of familiar child-terms — as *one, eye, said, who, know*, etc. — that present phonic anomalies. But here its usefulness ends.

English is not Chinese, in which each individual word is represented by a synthetic symbol, — as many symbols as words. Underneath all its anomalies and exceptions, our English alphabet is phonetic, and its characters represent with more or less fidelity the component elements of the spoken word. It would appear rational, therefore, that we should begin as soon as possible to put the child in possession of those phonic constants and fruitful analogies that come to view in our mother tongue. This will the soonest enable him to pass from the known to the unknown — the soonest enable him to help himself to the knowledge of new words.

On this sound principle the phonic method proceeds. But just as we have seen that by its devotees the word

system is carried to a point where it ceases to be valuable and should give place to the phonic method, so on the other hand the latter is often brought into use too early,— at a stage where words should be learned as words, without analysis of their parts. To embarrass the tyro with the intricacies of phonic markings is to sacrifice practical utility to the one-sidedness of theory.

The fact is that learning to read a language like ours, which has a notation made up of fragments of the notations in use in the various languages from which our composite English speech is derived, requires great toil and trouble. The child should have all possible help— help from every device, from every "method." And the merit of any system of teaching primary reading must be judged not by its conformity with this or that theory, but by the Baconian test of its "fruit."

This "Primer" has been prepared under the conviction just expressed, and the attention of the teacher is invited to the following noticeable features of the book:—

Word-Method.— This plan is used in imparting the first stock of words. The word is taken as the unit; but it is vitalized by its connection with a little phrase, forming a very simple model of sentence. To each such phrase the name "idiom" has been given, and special attention is called to the use made of this instrumentality. Thus in the first lesson (p. 15) *cat* and *a cat* are taught in connection with the idiom "It is." The teacher may be supposed to ask, "What is this, children?" They answer, "It is a cat:." *cat* and *a cat* are learned, and "It is" is available for new sentences, each introducing

one new word. This is effected by means of the device called

Picture and Word.— Here from the picture of a known object we elicit a known *spoken* word, and bring the *printed* word-symbol to be learned into juxtaposition with the picture-symbol,— unknown with known. Thus (p. 8) the child, knowing the idiom "It is," is able without help to express the thoughts, "It is a *rat*;" "It is a *hat*;" and the print-forms *rat* and *hat* are learned the more readily from their association with the picture-forms. In this way, by means of a series of easy idiomatic models (as "See," "This is," "I have," etc.), and the association of picture-symbol with print-symbol, the beginner acquires his first reading vocabulary.

Phonic Analysis.— So far the teaching is purely by the word system. But from the start a beginning in phonics has been made. For, first, it will be noticed that in the preliminary lessons (pp. 15–25) the words are developed in the orderly sequence of the short vowels, and that care has been taken to choose only words in which what we may call *normal* phonic elements come into play; so that the little ones unconsciously learn that words are made up of elements, and that these elements are represented by distinct characters.

But this knowledge is not left wholly to the unconscious process. The words in each of the little groups developed under the five short vowels are shown by sight, by sound, and by letters,— as in the group *cat*, *rat*, *hat* (p. 8). In developing the sounds, let the teacher first pronounce the

word in the ordinary way,—*cat*. Then prolong the word, drawing it out more and more, thus:—

cat
c~a~t

[c] [a] [t]

till [c] and [a] and [t] are detached as distinct sounds.*

Then [writing on the blackboard the word *cat*] let her ask, "What is this, children?" and having elicited the answer "cat," say, "Yes, it is *cat*; it is [c] [a] [t]; it is [merely naming the letters, without remark] c, a, t, *cat*." In like manner proceed with the words *rat* and *hat*. This will be a very intelligible mode of beginning phonic analysis, since the three words have the common elements [a] and [t], and only the initial consonants as differentiating elements.† As the result of the analysis of these three words, short *a*, hard *c*, *h*, *r*, and *t* are obtained. Drill on them until they can be articulated perfectly, and the symbol for each element is mastered. (In like manner, with the other groups, pp. 18, 20, 22, 24, and 25.) In these preliminary lessons the child has not only acquired a certain number of words as words, but has also learned all the more regular sound-symbols,—a good vantage-ground for further progress. It should be added that all

* It should be noted that when characters are represented as in the little box—[c]—the *sound*, and not the *name*, is to be given.

† The lessons under the title "Word-Building" (see pp. 26 and 37) present an exercise the converse of the analytic process; namely, the *making* of new words through the coalescence of known elements. The teacher should freely use the blackboard in the further illustration of this interesting principle.

the letters of the alphabet are brought into use in these first few lessons, in the course of which the child should learn both the sounds as sounds and the letters by their names.

Pictures and Stories.—The series of lessons from p. 29 onwards consists of little stories in connection with pictures. The stories have been so composed as to present in the vocabularies a sufficient number of words suitable for phonic teaching. Hence the vowels are set forth in the regular order of the "shorts" and "longs;" and, the more firmly to fasten attention on the particular vowel under illustration, the words in the vocabularies exemplifying that vowel are printed in script.

While a progressive phonic drill is thus provided for, other words necessary to the telling of the story with naturalness and vivacity—simple as words, but not yet within the child's power to analyze phonically—are taught "by sight," on the word-method. To confine the vocabularies of primary reading-lessons, as is often done, to two- or three-letter words of regular formation, inevitably leads to "It is by it," "He is in it," and the like inanities, in which, to an imagined simplicity and regularity, all that makes the value and virtue of a piece is sacrificed.

In teaching these lessons constant reference should be made to the pictures. The principle of association comes powerfully into play here. The picture suggests the whole story, and the parts of the picture suggest the words used in telling the story. These words are such as children daily use, and the ideas and fancies they express are child-like. It may be added, that, in order to make sure that

these little pieces come home to the child-mind, each lesson has been carefully tested on the blackboard with classes in the school-room, and such lessons as could not be made to interest the pupils have been rejected.

Vocabulary and Gradation. — All words not already taught are registered at the head of the lesson in which they first occur, — a desideratum hitherto unattained in any other primary Reader. Inspection of these vocabularies will make manifest the very great care that has been exercised in maintaining systematic gradation throughout the series of lessons. The several vocabularies taken together constitute the entire body of words used in the Primer, and the review of these word-lists from time to time will afford ample drill in oral spelling.

Practice Sentences. — The educational value of the review lessons entitled "Practice Sentences" will be readily recognized. If primary Readers are often chargeable with not being simple enough, they are still more open to the objection of not being *long enough simple*. It is too often the case, that, in the rapid succession of lessons, words learned to-day are forgotten to-morrow. It is not enough that a child should see a word once or twice: he should see it many times; for, as reiteration is the only way in which words are learned through the ear, so it is the only way they are learned through the eye. In accordance with this principle, the words already learned are reiterated in the Practice Sentences in new and varied uses and relations. Words thus learned can hardly fail to be thoroughly mastered.

Script. — The very important part assigned to script in this Primer will at once strike the eye, and will be welcomed by all progressive teachers.

In the class-room the child first sees words and sentences in the form not of *printed* characters, but as *written* by the teacher on the blackboard. It is therefore desirable, that, when he comes to the reading of printed words, he should do so in connection with the graphic forms with which he is already somewhat familiar. Experience shows that pupils can pass with entire ease from the written to the printed character, and *vice versa*, and that the association of the two forms is a help, not a hinderance.

The words and sentences given in white on black are designed to familiarize pupils with the ready *reading* of script. The ruled script (white on black) is meant to represent a section of a child's slate, and will serve as a guide in the first steps of *transcription*. The character (specially designed and engraved for this book) is noticeably simple and beautiful, and furnishes a model for copying much more serviceable than the large-scale script of the blackboard. All the ruled script is intended to be copied on the slate, and it is earnestly recommended that this pleasant and profitable task should be begun as early as possible. The child has full possession of a word only when he can write it correctly.

THE ALPHABET.

(FOR REFERENCE.)

<i>a</i>	a	A	<i>A</i>
<i>b</i>	b	B	<i>B</i>
<i>c</i>	c	C	<i>C</i>
<i>d</i>	d	D	<i>D</i>
<i>e</i>	e	E	<i>E</i>
<i>f</i>	f	F	<i>F</i>
<i>g</i>	g	G	<i>G</i>
<i>h</i>	h	H	<i>H</i>

<i>i</i>	i	I	<i>I</i>
<i>j</i>	j	J	<i>J</i>
<i>k</i>	k	K	<i>K</i>
<i>l</i>	l	L	<i>L</i>
<i>m</i>			

I see a red sled.
I see a big sled?
I see a big red sled!

I see a sled

The teacher may direct the children to write the idiom "I see" four times more, substituting for "sled" the words they have already learned to write—"cat," "rat," "hat," "bed."

THE ALPHABET.

(FOR REFERENCE.)

<i>a</i>	a	A	<i>A</i>
<i>b</i>	b	B	<i>B</i>
<i>c</i>	c	C	<i>C</i>
<i>d</i>	d	D	<i>D</i>
<i>e</i>	e	E	<i>E</i>
<i>f</i>	f	F	<i>F</i>
<i>g</i>	g	G	<i>G</i>
<i>h</i>	h	H	<i>H</i>

* PRIMER *

IDIOM "It is."



... a red sled.
... not a big sled?
... y big red sled!

I see a sled.

The teacher may direct the children to write the idiom "I see" four times more, substituting for "sled" the words they have already learned to write—"cat," "rat," "hat," "bed."

<i>r</i>	r	R	<i>R</i>
<i>s</i>	s	S	<i>S</i>
<i>t</i>	t	T	<i>T</i>
<i>b</i>		U	<i>U</i>
<i>e</i>	c		<i>V</i>
<i>d</i>	d	D	<i>W</i>
<i>e</i>	e	E	<i>O</i>
<i>f</i>	f	F	<i>F</i>
<i>g</i>	g	G	<i>G</i>
<i>h</i>	h	H	<i>H</i>

*** PRIMER ***

IDIOM "It is."

my
big



I see a red sled.
Is not a big sled?
Why big red sled!

I see a sled

The teacher may direct the children to write the idiom "I see" four times more, substituting for "sled" the words they have already learned to write—"cat," "rat," "hat," "bed."

PICTURE AND WORD.

is
s a rat.



a rat.



a hat.

b
c
d
e
f
g
h

c

d

e

f

g

h

E

F

G

H

By letters.

c a t

a t

a t

F

G

H

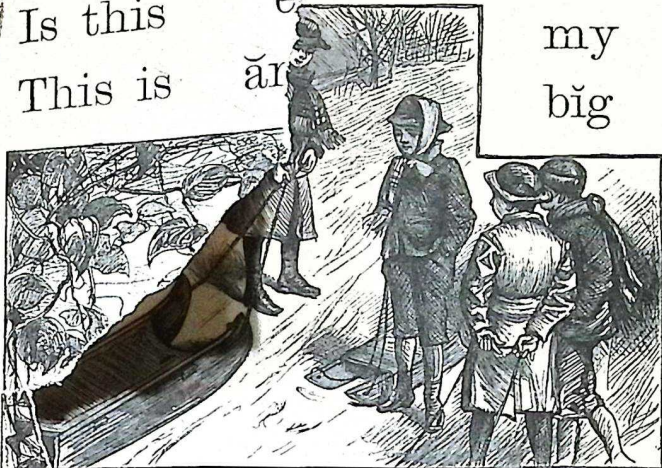
IDIOMS "Is th

"I have."

Is this
This is

ē
ār

my
big



I have a red sled.
Is it not a big sled?
See my big red sled!

I see a sled

The teacher may direct the children to write the idiom "I see" four times more, substituting for "sled" the words they have already learned to write—"cat," "rat," "hat," "bed."

PICTURE AND WORD.



a pig?



a fish?

a hat

is
a rat.

t
b
c
d
e
f
g
h

C

D

E

F

G

H

I

J

K

L

M

By letter

c a
a t
a t

F

G

H

IDIOM "I have."

not
I have



my
big



I have a red sled.
Is it not a big sled?
See my big red sled!

I see a sled

The teacher may direct the children to write the idiom "I see" four times more, substituting for "sled" the words they have already learned to write—"cat," "rat," "hat," "bed."

I have
I have a top.



a top.

I have
I have a box.



a box.

By sight.	By sounds.	By letters.
top	t ^o p	t o p
box	b ^o x	b o x
not	n ^o t	n o t

ō

x

I have a top
I have a box


bee says (sez) duck
buzz says quack




The bee says buzz, buzz.

The duck says quack, quack.

The bee says buzz
The duck says quack

See  the bug!
See the bug!

Is this  a jug?
It is a jug.

By sight.	By sounds.	By letters.
bug	b <u>u</u> g	b u g
jug	j <u>u</u> g	j u g
buzz	b <u>u</u> zz	b u z z
duck	d <u>u</u> ck	d u c k

ū | j | k | q | z

It is a jug.

Yes

No

See  the lamp!

I have  a vest.

This is  a web.

By sight.	By sounds.	By letters.
lamp	l <u>a</u> m <u>p</u>	l a m p
vest	v <u>e</u> s <u>t</u>	v e s t
web	w <u>e</u> b	w e b
yes	y <u>e</u> s	y e s

m | v | w | y

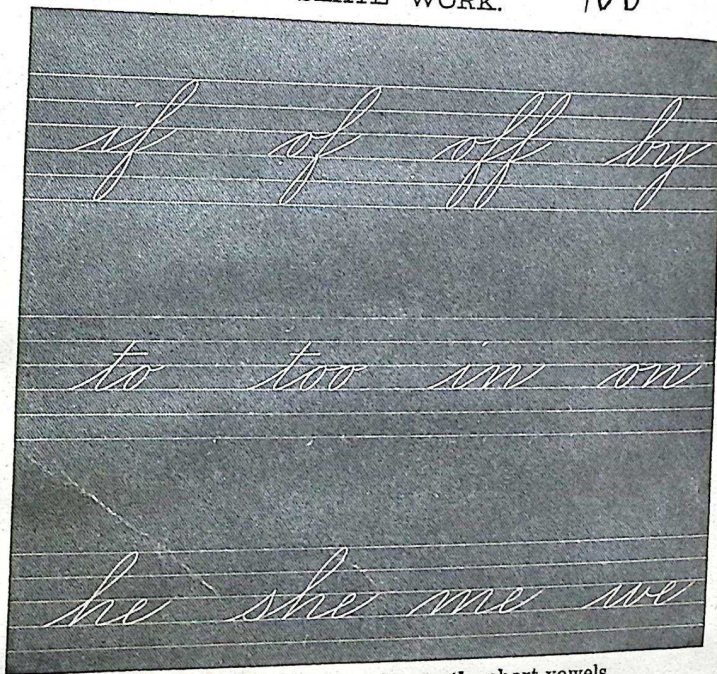
WORD BUILDING.

e-ăt	h-ĕn	it	b-ŏx	j-ŭg
m-ăt	m-ĕn	b-ĭt	ŏx	h-ŭg
p-ăt	p-ĕn	h-ĭt	f-ŏx	m-ŭg
th-ăt	t-ĕn	s-ĭt		r-ŭg

băg bĕg bĭg bŏg bŭg*

SLATE WORK.

RB



* To be memorized as a key to the short vowels.

This cat
is on a mat.



This egg
is in a nest.

This fish
is in a dish.



This fox
is on a box.

This bug

eān .

pāt

I can pat the cat.

pēt

I can pet the hen.

hīt

I can hit the fish.

spīn

I can spin the top.

līft

I can lift the jug.

dīg

The pig can dig.

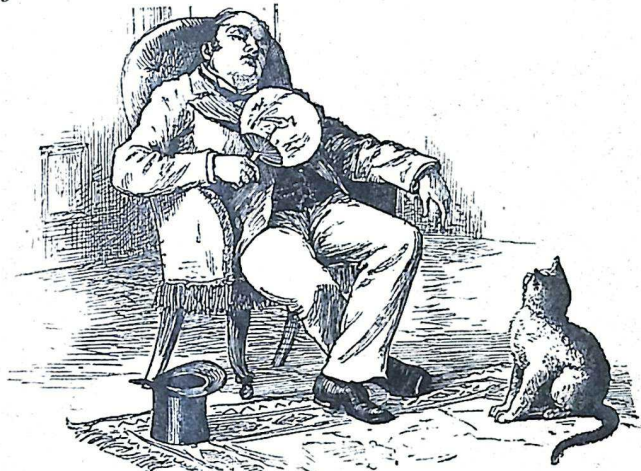
swīm

The fish can swim.

she

* To be memorized as a key to the short vowels.

mān *ānd* *hās*
fān *hānd* *hīs*



See this cat and this man!

The man has a fan in his hand.

His hat is on the mat.

The cat is on the mat, too.

See this man!

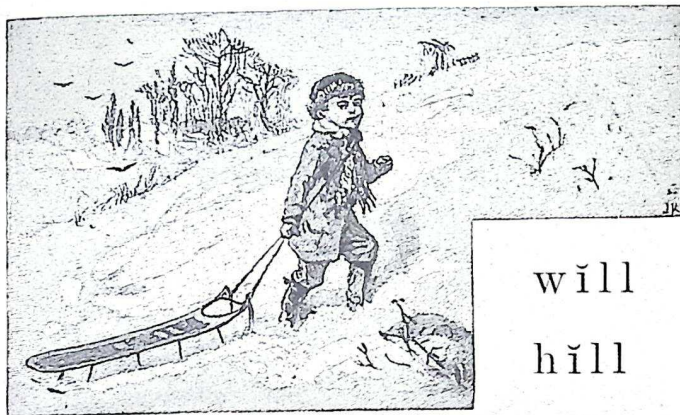
Bēn
boy
he
hīș

Nēll
gīrl
she
her

Ben is a . . .
is a boy.
Nell is a . . .
is a girl
Can Ben spin . . . top?
Yes, can
Can Nell pat . . . cat?
Yes, can

* Teach the children to supply the ellipses.

When gēt yet



will
hill

When I get my sled to the top of
the hill, I will get on it.

I can not get on it yet.

It is a big red sled.

It is a big sled.

pet them eggs

By sight.

O you who



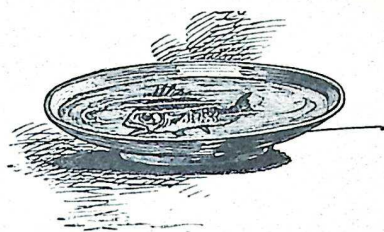
This is my pet hen. Has she eggs
in the nest?

O yes, she has ten eggs. I will
get them by and by.

Who will get the eggs?

little

think



A little fish in a little dish.

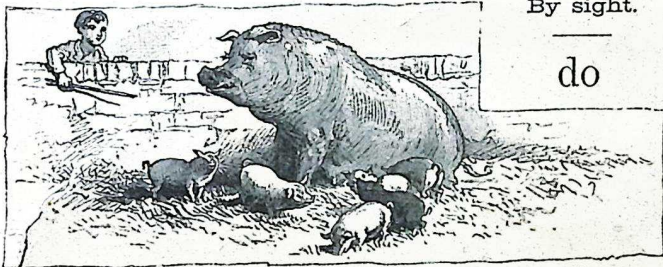
Swim, little fish!

I think the little fish will not swim.

Will it swim if I hit it?

pigs six whip with

By sight.



do

A big pig and six little pigs.

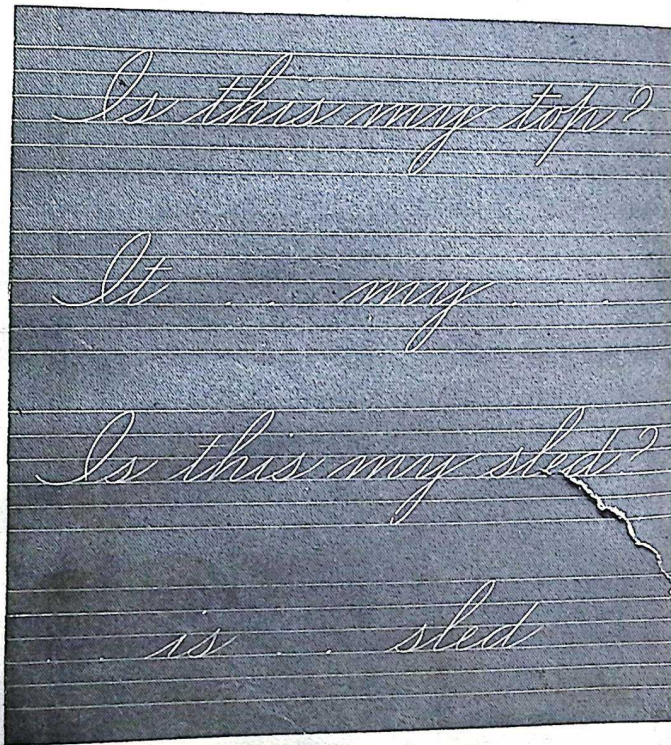
2125 124
627 126
124

Do not whip the pigs with the big
whip!

No, I will not whip them.

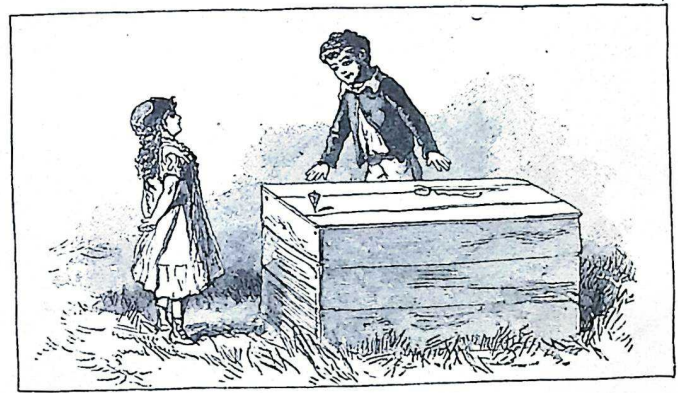
Run, little pigs! Run, big pig!

A LANGUAGE LESSON.



Tom drop off

Mīn'nie dīd bŭt



See my top, Minnie!

It will spin on this box, and not
drop off.

Yes, I see it, Tom; but I think it
will drop off.

O no! Minnie. O yes! Tom.

The top did drop off.

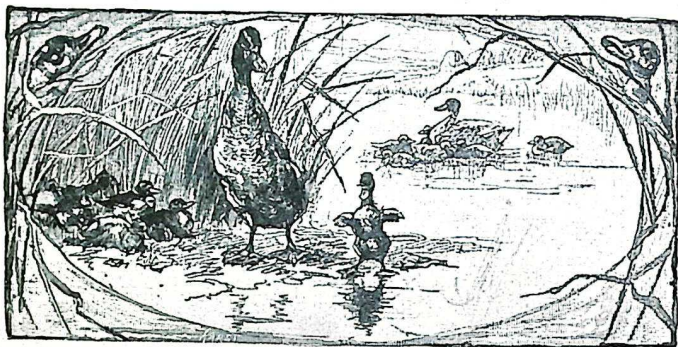
fun jump duck
sun jumped such

said
how

By sight.

know

say
don't



I don't know how to swim.
Say quack, and jump in.
The little duck said quack.
The little duck jumped in.
The big duck said quack.
The big duck jumped in.
O, such fun to swim in the sun!

ănd	p-ět	ĩn	b-ög	b-üt
b-ănd	l-ět	f-ĩn	d-ög	e-üt
gr-ănd	m-ět	p-ĩn	fr-ög	h-üt
s-ănd	s-ět	t-ĩn	h-ög	n-üt
st-ănd	w-ět	th-ĩn	l-ög	sh-üt

PRACTICE SENTENCES.

[Using no word not already learned.]

See the cat on the mat. Can I pat the fat cat? O yes!

Can the little fish swim in the dish? No, not in the dish; the dish is too little.

Did the six little pigs run? Yes, and the big pig, too.

See Nell! She is my little girl.

Did Tom get on his big red sled? No, he did not get the sled to the top of the hill.

O Ben! the top did drop off!
 See the hen on the eggs! Do
 you see the eggs? I do.

Swim! little fish. Jump! little
 bug. Dig! little pig.

The little duck said quack. So
 did the big duck. When the big
 duck said quack, the little duck
 jumped in. The little bee said
 buzz, buzz.

Will you stand and see the grand
 band? See the bug in the sand!

Did the dog see the frog on the
 log? The log is in the bog.

The boy shut the nut in his
 hand. Don't get wet, Ben!

Do you know Minnie and Nell?
 Yes, I know them.

Don't you think it is fun to run
 in the sun? O yes, it is such fun!

Can you spin the top?

Yes, I can spin it

Spin, top, spin!

The girl said yes

but the boy said no

This is the frog

That sits on the log

Jāne māke Māy
nāme take to-dāy



By sight,

puss'y Aunt be
good your call

Pussy, you are my little girl. Your name is Minnie May.

Be good, and I will take you to see Aunt Jane.

We will make her a call to-day.

a-wāy'

I'm a little bird
away up high.

I'm bird

up high

I'm fish

down low

I'm a little fish
away down low.



By sight.

tree three all a-bout'
here seem are scold'ing
 what sil'ly



Here are three birds in a tree. Do you see them?

The little birds seem to be scolding.

What is it all about?

It is all about a bug.

What silly little birds!

By sight.

pock'et side new
 pinch toe boots

dear
hear
near
each
squeak



I am a big boy with a pocket on each side.

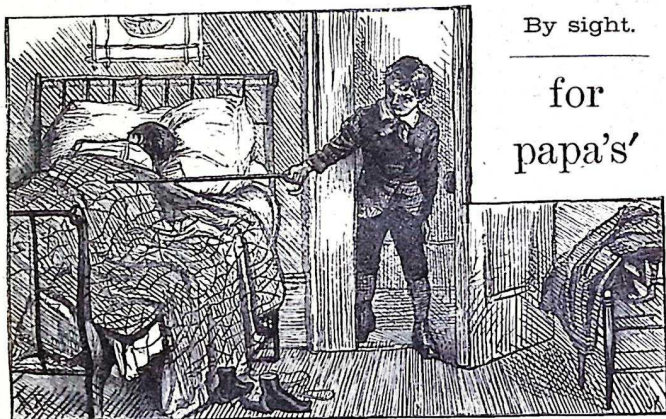
See my new boots! Hear them squeak.

O dear! they pinch me a little, near the toe.

this is card

Joe sō told
jōke pōke wōke

eāne gāve wāke hīm



By sight.

for
papa's'

Joe did not wake up. So Frank gave him a little poke with papa's cane, and woke him up.

He told Joe that he did it for a joke.

June tūne pūre
sīngs erōw dāy bläck

By sight.

Mīs'ter eaw out air



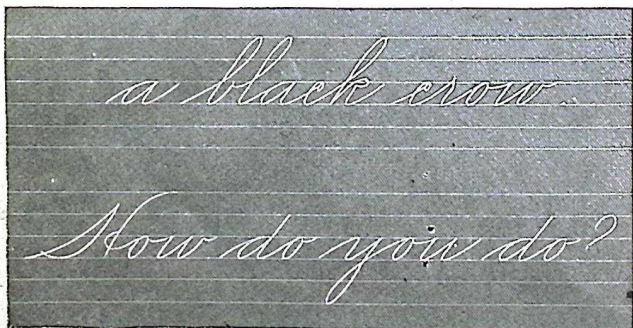
It is a June day, and Nell is out in the pure air.

"Caw, caw!" sings a black crow in the big tree.

Nell sees him, and says, "Don't you think, Mister Crow, that you sing a little out of tune?"



How do you do, Mister Crow?



fly dry try eyes

lēgŝ

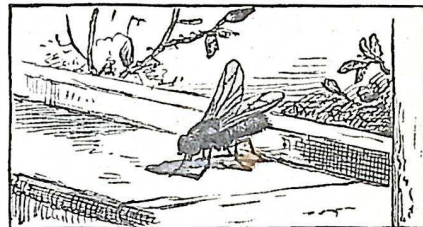
īts

wīngŝ

By sight.

been

two



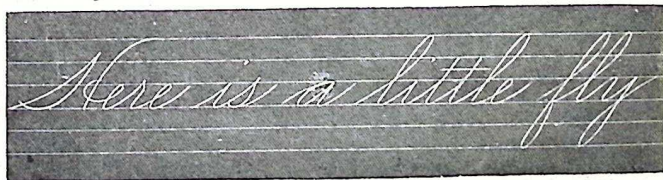
Here is a fly. I think it has been
out in the wet.

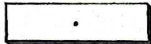
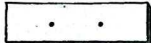
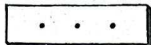

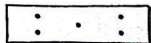
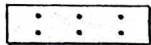
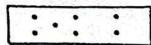
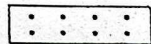
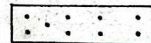
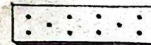
See it try to dry its wings.

By and by it will fly away.

It has two wings, two eyes, and six
legs.

Can you see them?



- | | | | |
|----|---|------|------------|
| 1 |  | I | one dish |
| | one dot | | |
| 2 |  | II | two fish |
| | two dots | | |
| 3 |  | III | three nets |
| | three dots | | |
| 4 |  | IV | four pets |
| | four dots | | |
| 5 |  | V | five fans |
| | five dots | | |
| 6 |  | VI | six cans |
| | six dots | | |
| 7 |  | VII | seven pigs |
| | seven dots | | |
| 8 |  | VIII | eight figs |
| | eight dots | | |
| 9 |  | IX | nine rats |
| | nine dots | | |
| 10 |  | X | ten cats |
| | ten dots | | |

The dog has a hat on. He can not see. What fun to see a dog with a hat on!

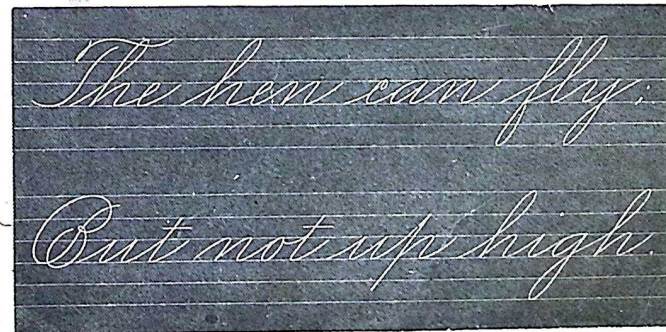
Jane, you take your new fan. I told Ben to get his tin box. I will take my red top. We will have a fine time.

Can you keep as still as a mouse? Yes, see if I can not.

Can the hen fly?

Yes, she can fly;

But not up high.



A fox can run, and a fish can swim, but a bird can fly. See that bird away up in the air!

Here are two fish in one dish. I see eight, nine, ten men.

So you think you are a man, do you, Joe? O yes, your boots do squeak; but you are not yet a man. You are a little boy.

I'm a big, big boy! See me jump!

O dear! my toe, my toe!

I'm a big boy.
See me jump!

Hide away, Mister Fox; the dog will bite you!

This is my pet hen. She has six eggs. Do you see them? Yes, I see one, two, three, four, five, six.

The big pig is in the pen. It is so fat it can not run. But the little pigs can run.

How big is the mug?

Not so big as the jug.

How big is the bug?

Not so big as the rug.

Hide away, Mr. Fox!
Run, little pigs!

Will you call me, Papa, when you get up?

A boy has two legs, but a bee has six. Has an ox six legs? No, it has four legs, two on each side.

Did Joe think it a joke when I poked him? No, Frank: he did not think so.

Fido can sit up on two legs. See him beg! What big black eyes he has! My Fido is a good dog. Don't you think so?

Fido can sit up.
See the dog beg!

What is it the duck says? The duck says, "Quack." What is it the bee says? The bee says, "Buzz." What is it the crow says? The crow says, "Caw." What is it Minnie says? She says, "Dear Papa."

I have six nuts in my vest pocket. Will you have three, Ben? Yes, Tom; how kind you are!

What is your name, dear? My name is Minnie May. How fine you are in your new hat!

What is your name?
What says the bee?

Set the lamp on the stand. Not so near the side, silly boy! It will drop off.

What time is it, Aunt Jane? It is time for you to be in bed, Mister Ben. Don't be cross, dear Aunt.

Hear the silly birds scolding! Do you know what it is all about? See if you can find out.

What did the fly lift its wings for? To make them dry. When they are dry, it will shut them up.

What time is it?
Don't be cross dear!

Handwritten scribbles and drawings on the right page, including the words 'Aunt Jane' and 'Mister Ben' written vertically, and various abstract lines and shapes.

