

A
PRIMER
OF THE
ENGLISH LANGUAGE,
FOR THE USE OF
FAMILIES AND SCHOOLS.

BY SAMUEL WORCESTER.

STEREOTYPED EDITION.



Boston:
HILLIARD, GRAY, LITTLE, AND WILKINS.
.....

DISTRICT OF MASSACHUSETTS, SS.

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DIRECTIONS TO TEACHERS.

IN order to teach this PRIMER, it will be absolutely essential that the instructor should abandon the common method of teaching children to read and spell. The author, therefore, earnestly requests all teachers to attend carefully to the Directions which precede the several classes of Lessons.

Every child, whose parents or protectors can read, should know the Alphabet before it goes to school. All children may learn the letters while at play, without adding to the necessary labour of taking care of them.

For this purpose, the letters may be printed on wooden blocks about an inch square, or the pasteboard Checks, which accompany the Primer, may be used.

Arrange two or three of the Checks on a chair, shelf, or other clean and convenient place, and show the letters to the child, name them distinctly, and remark on the form and appearance. Then proceed, if you please, with your own work, and ask the child to bring you A. If it succeed, praise it for doing well, and tell it to return A, and bring B. When these two capitals are learned, ask for little a, and then for little b. When these are learned, add another Check, being careful to repeat the use of the first two, and to avoid selecting the letters in alphabetical order. Any number of children may unite

in the play, and any one may instruct, that knows the letters. A white mark may be made every time the child answers correctly, and a black one for every mistake; or any other simple mode of reward and forfeit may be substituted.

Never continue the play so long as to render it tedious. Two letters learned at a lesson should satisfy you; but some children will learn the whole in two or three days. Recollect that you have several months for this play; and that you cannot fail of the object, if you are not exceedingly negligent.

After the large and the small Roman letters are learned, the Italic letters and the Numbers may be learned in the same manner

These Checks may be used with advantage in schools which contain children that have not learned the letters and numbers.

Another useful method of teaching the alphabet, is to select two or three letters, and make them with a pen or pencil, and afterwards to guide the child's hand while it writes them. **Make no more at once, than the child can readily distinguish and name.** After a few lessons, the child will not only name all the letters which you make, but will find the same, large and small, in the Primer; and, whether it learn in this way or by the use of blocks, it should be required, after a little time, **to find in the alphabet the same letters which it has seen on the block or slate.**

This method is believed to be inferior to the former, but it may, perhaps, be well to use both methods in some schools. In addition to these methods, every instructor may devise various means for promoting the same object. If the alphabet is learned at school, it is not necessary that every letter be readily distinguished before proceeding to the other Lessons. It will be sufficient if the child knows the greater part of the letters.

ROMAN ALPHABET.

A	a	J	j	S	s
B	b	K	k	T	t
C	c	L	l	U	u
D	d	M	m	V	v
E	e	N	n	W	w
F	f	O	o	X	x
G	g	P	p	Y	y
H	h	Q	q	Z	z
I	i	R	r	&	

ITALIC ALPHABET.

<i>A</i>	<i>a</i>	<i>J</i>	<i>j</i>	<i>S</i>	<i>s</i>
<i>B</i>	<i>b</i>	<i>K</i>	<i>k</i>	<i>T</i>	<i>t</i>
<i>C</i>	<i>c</i>	<i>L</i>	<i>l</i>	<i>U</i>	<i>u</i>
<i>D</i>	<i>d</i>	<i>M</i>	<i>m</i>	<i>V</i>	<i>v</i>
<i>E</i>	<i>e</i>	<i>N</i>	<i>n</i>	<i>W</i>	<i>w</i>
<i>F</i>	<i>f</i>	<i>O</i>	<i>o</i>	<i>X</i>	<i>x</i>
<i>G</i>	<i>g</i>	<i>P</i>	<i>p</i>	<i>Y</i>	<i>y</i>
<i>H</i>	<i>h</i>	<i>Q</i>	<i>q</i>	<i>Z</i>	<i>z</i>
<i>I</i>	<i>i</i>	<i>R</i>	<i>r</i>	<i>S</i>	<i>s</i>

ROMAN LETTERS.

A	M	N	W
a	m	n	w
B	R	P	D
b	r	p	d
F	F	K	H
f	f	k	h
I	I	J	T
i	i	j	t
S	Z	Y	V
s	z	y	v
U	u	X	x

ITALIC LETTERS.

O	G	C	Q
o	g	c	q
W	M	N	A
w	m	n	a
H	E	F	K
h	e	f	k
P	D	B	R
p	d	b	r
J	L	I	T
j	l	i	t
Y	V	Z	S
y	v	z	s
X	x	U	u

LESSON I.

DIRECTIONS TO TEACHERS.

In teaching this and the next Lesson, the instructor must name the words, and let the scholar repeat them after him. Then the letters, of which each word is composed, must be learned, and the scholar must be shown what those letters make when sounded together, and the meaning of the word must be illustrated by the Cut, and by remarks and anecdotes tending to amuse and interest the child. When the scholar knows a word, and the letters of which it is composed, he may be required to spell it. In order to give him a distinct idea of the differ-

ence between *reading* a word, and *spelling* it, require a scholar that understands you to read a word in the book. Say, that is the way to *read* it. Then let the same scholar close the book, and name the letters of the word, and pronounce it. Call that *spelling*, or the way to *spell* it. Repeat this method a few times, and then require the little child to do the same.

The columns of words immediately following the Reading Lessons throughout the Primer, are selected from the Reading Lessons. They are designed for Spelling Lessons, and also for exercising the pupil, in the first part of the book, in identifying the principal words of his Reading Lesson, where they are separated from the Cuts, which tell what they are.

Let the teacher remember, that a suitable portion for one lesson or exercise, is first to be read by the scholar, if the scholar can read it; if the scholar cannot read it, the teacher must read it until the scholar can do it:

The letters of each word are next to be learned, and the words to be carefully pronounced:

The sense of the words is to be given, so far as it can be:

And, finally, the scholar is to select from the Spelling Lesson the word which corresponds to each Cut, and spell it both in the common way and with the Checks.

Never require the scholar to learn more than he can learn thoroughly.

LESSON I.

A MAN

a m a n



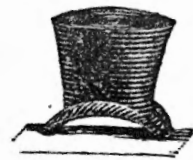
A CAT

a c a t



A HAT

a h a t



A DOG

a d o g



A HOG

a hog



A BOY

a boy



A CUP

a cup



A RAT

a rat



A PIN

a pin



MAN DOG CUP

CAT HOG RAT

HAT BOY PIN

cat hog rat

hat boy pin

man dog cup

PEN FOX TOP

COW GUN LEG

HEN SUN MUG

h e n g u n l e g

c o w f o x m u g

p e n s u n t o p

LESSON III.

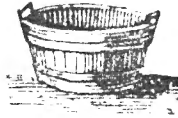
DIRECTIONS TO TEACHERS.

IN teaching this Lesson, the instructor may read the first line, and then let the child read it. To prevent its being learned by rote, the line may afterwards be read backwards, which will prove whether the scholar knows every word.

There are two lines relating to each Cut. When all the words of the first line are learned, require of the child to select from the next line such words as were in the first; and then tell him the others. After he can read the words, require him to name the letters. One or two lines will be enough for a lesson.

A large Tub.

See this large tub.



A great Drum.

The drum makes a
loud noise.



Fan	nice	this
Book	good	read
Tree	small	it
Kite	fine	my
Tub	large	see
Drum	great	fig

LESSON IV.

Here is a Hook.

It will catch a fish.



See this fine Fish.

I caught it with my
hook.



This is a good Girl.

She looks quite nice.



See this long Pipe.

Do not break it.



I have got a sweet
Cake.

You may eat it.



This is my Hoe.

I will dig with it.



Hook	here	eat
Fish	will	dig
Girl	she	with
Pipe	not	long
Cake	do	sweet
Hoe	got	have

LESSON V.

Whose Rod is this ?

It is mine.



This Pod has peas
in it.

Take them out, and
eat them.



How old is this
Goat ?

It is ten years old.



This Nut grew on a
tree.

Let me crack it.



LESSON VI.

DIRECTIONS TO TEACHERS.

This and the two following Lessons will serve as a review of the preceding. Cuts of the principal objects here mentioned have already been given. Let the scholar find where the words Man, Cup, Boy, &c. occurred and were illustrated. He ought to be able to identify, in these Lessons, the words which have already occurred. Give him as much time as he requires to make a thorough review; and assist him when it is necessary. Make him spell some of the words with the Checks.

LESSON VI.

A Man has two feet.

He has two hands.

He walks with his feet, and
works with his hands.

The Cat has four legs.

She runs fast.

Her hair is soft.

A Hat keeps the head warm.

This Dog will not bite.

He has four legs and two
ears.

The Hog is cross.

He puts his nose in the dirt.

Cow	Mug	My
horns	milk	round
hen	top	catch
legs	spin	holds
pen	leg	not

Write	Go	Day
sun	has	gun
shines	two	bird
fox	this	shoot
hens	the	will

LESSON VIII.

This **H**ook is quite sharp.

It has caught a fish.

See this poor **F**ish.

It will soon be dead.

This **G**irl loves to read.

She shall have a new **B**ook.

This **P**ipe was made to smoke
with.

You may eat this sweet
Cake.

This **H**oe will dig a hole.

Hook	Soon	Pipe
sharp	dead	smoke
caught	girl	sweet
fish	read	cake
see	loves	hoe
poor	book	hole

LESSON IX.

A Rod will whip a bad boy.
Beans and Peas grow in
pods.

I will give this Goat some
hay.

A Tub is made of wood.
You may crack this Nut and
eat it.

The Moon shines in the night.
My Kite has a long tail.
This Fig is sweet and nice.
I like to hear this Bird sing.

Rod	Tub	Kite
whip	made	long
boy	wood	tail
Beans	may	Fig

Peas	Crack	Sweet
Pods	nut	nice
Goat	Moon	like
some	shines	Bird
hay	night	sing

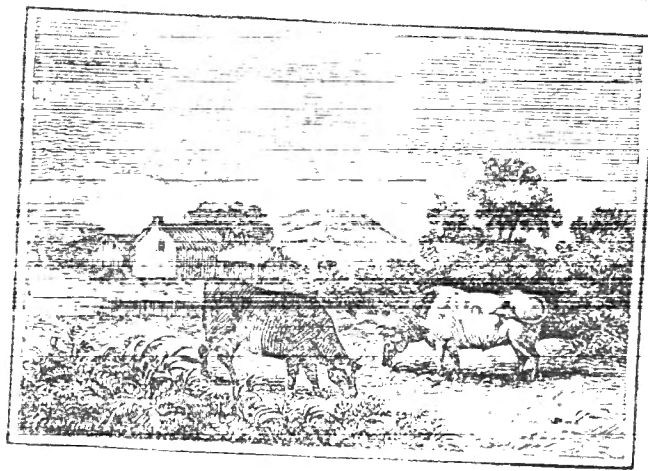
LESSON X.

DIRECTIONS TO TEACHERS.

LET the following Lessons be read well before the Spelling Lessons are studied. Do not pass from one Lesson to another, until the first is read and spelled correctly.

In addition to the descriptions here given of the objects represented by the Cuts, the teacher may remark on the several parts of the objects, and give any useful and interesting information respecting them, that may occur to his mind.

LESSON X.



An Ox has two horns. He has four legs, and four feet.

The ox draws the plough and the cart. He is large and strong, and he works hard for man.

An ox has red, or white, or black hair. He eats grass, and hay, and corn; and drinks water.

He lies down on his side, and sleeps in the night.

Ox	has	horns
four	legs	feet
draws	plough	cart
he	large	strong
works	hard	man
red	white	black
grass	hay	corn
hair	water	night
eats	lies	sleeps

A Cow is not so large as an ox. She does not work, but she gives milk.

The good milk that she gives us makes us grow.

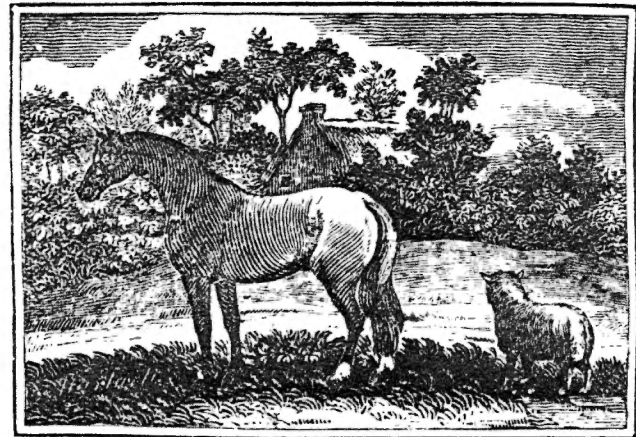
Butter and Cheese are made of Milk.

The cow is kind, and does a great deal of good.

A Calf is a young cow or ox. Its hair is smooth and bright, and it is fond of play.

Cow	Large	Are
does	not	work
but	gives	milk
good	makes	grow
butter	cheese	made
kind	great	deal
calf	young	its
hair	smooth	bright
fond	of	play

LESSON XI.



A Horse has long legs, and a long neck. He can walk, or trot, or run, with a man on his back.

A horse can draw a cart, or chaise, or coach. He sometimes helps to plough the field.

A horse can kick with his feet, and hurt you ; but he is kind, and will work hard if you give him hay, and corn, and oats.

A Colt is a young horse. It is fond of play, and will eat meal out of your hand.

Horse	Back	Will
long	draw	give
neck	chaise	oats
walk	coach	colt
trot	kick	meal
run	feet	out
man	hurt	your
with	you	hand

A Sheep does not work, but it gives us good wool to make our clothes. A sheep has little Lambs that skip and play.

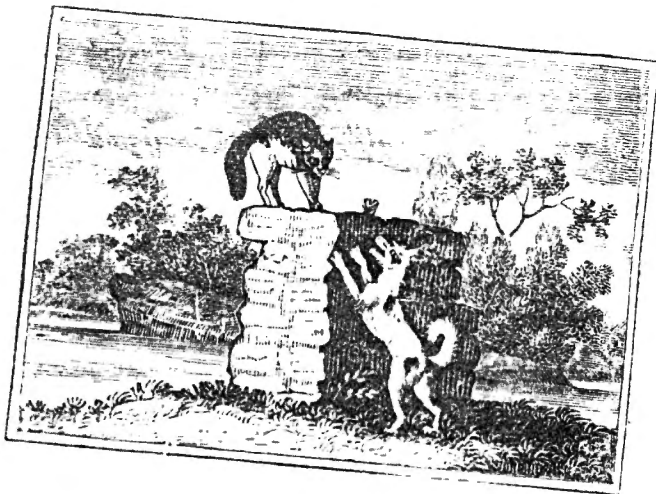
You must not hurt a sheep, nor a lamb, nor let the dog chase and bite them, for they are kind and good.

Sheep love grass, and hay, and corn. If you feed them, and give them salt, they will let you feel their soft wool.

I love to see little lambs nip the grass. You may let them eat meal in your hand ; they will not bite you.

Sheep	Let	Your
us	dog	little
lambs	chase	will
that	them	our
skip	they	bite
play	are	work
must	some	not
nor	give	for
lamb	meal	does

LESSON XII.



The Dog keeps watch in the night, and barks at thieves. He barks most when the moon shines.

He will chase a sheep, or hog, or cow, and bite it. If you are kind to him, he will not bite you.

You must feed him with bread and meat, and not step on his feet or tail when he lies down to sleep.

Some dogs like to go into the water and fetch the birds that have been shot.

A good dog will drive the hogs, and sheep, and geese out of the field, when they eat the corn.

He will chase a hare, or a fox, and catch it.

Poor men should not keep dogs, if they have not much for them to do.

Keeps	Chase	Catch
watch	bite	hare
night	feed	fetch
barks	him	water
thief	bread	into
thieves	meat	poor
most	step	shot

when	foot	sleep
moon	feet	much
shines	tail	do

A Cat is good to catch mice and rats. We call a cat, puss. Give puss some milk.

Now hear her purr to you. She does not purr when she is sick.

Puss has sharp claws, and sharp teeth. If you pull her hair or tail, she will scratch or bite you.

A cat and a dog can see in the dark. Puss hunts for rats and mice in the night. See how puss stands on the wall, so that the dog may not catch her.

Puss has soft and warm hair ; but you must let her stay in the house when it rains or snows.

Mouse	Tooth	Soft
mice	teeth	warm
rat	can	stay
rats	see	house
we	dark	when
call	hunt	rain
puss	hunts	rains
now	climb	pull
hear	might	snow
purr	sharp	snows
sick	for	you

LESSON XIII.



I have got a new book.
Who gave it to you?
My father gave it to me.
What will you do with it?
I will learn to read it.
Can you spell all the words?
No: but I will soon learn them.

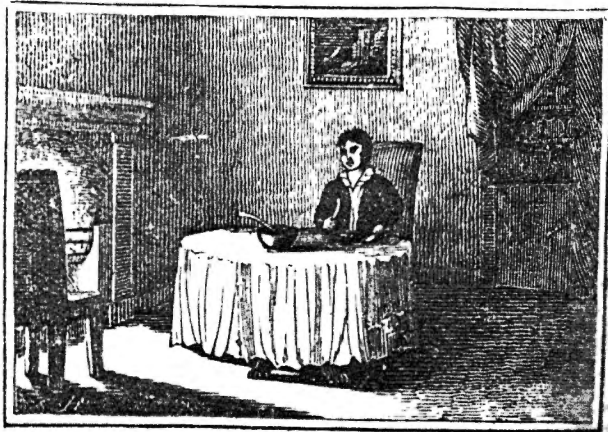
Will you keep your book clean?
Yes: and I will not tear it.
Now see how fast I will learn.

Have
got
new
book
gave
to
what

Who
my
father
you
learn
read
spell

All
words
keep
soon
clean
yes
fast

LESSON XIV.



John, what do you eat with?

I eat my bread and milk with a spoon.
When I eat meat, I use a knife and a fork.

That is right. You must not put your fingers in your plate. Hold your spoon

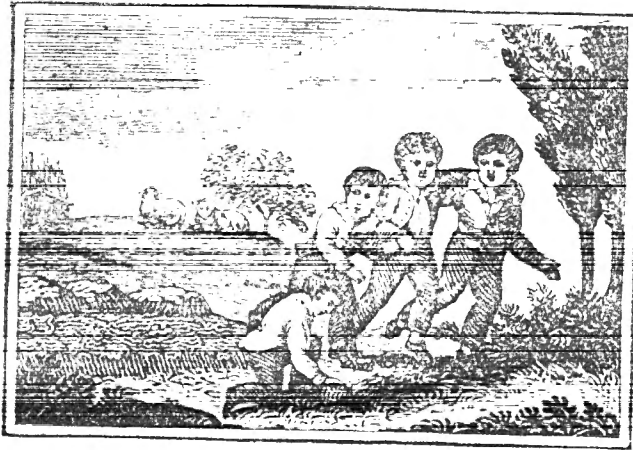
and knife in your right hand, and your fork in your left hand.

You must eat slow, and chew your food fine. Do not play, nor make a noise, when you sit at the table.

Keep your hands and face clean while you eat, and do not touch your food when your hands are dirty.

John	Plate	Table
with	hold	while
spoon	your	touch
knife	must	food
fork	slow	noise
right	eat	fine
fingers	chew	dirty

LESSON XV.



George, when you are at play, you must be kind, and not feel cross. If you are cross, good boys will not like to play with you.

When you fall down, you must not cry, but get up, and run again. If you cry, the boys will call you a baby.

Some boys use bad words when they are at play. The BIBLE says that you must not use bad words, and you must mind what the Bible says, for it is God's book. You must not play with boys that speak bad words or tell lies.

George
are
play
kind
cross
good
boys

When
fall
down
cry
get
again
some

Bible
words
mind
says
use
tell
lies

LESSON XVI.

DIRECTIONS TO TEACHERS.

IN the preceding Lessons very few words have been used except monosyllables. Others will now be gradually introduced.

It is not important that the child should be taught to divide any of the words in this book into syllables. Children should learn to read them as they learn to speak them; not by arbitrary rules, or divisions into syllables, but by the pronunciation of others

LESSON XVI.



Jane is a good girl to-day. Last week I saw her very cross and bad. She wanted some plums, and her mother did not give her any, for she had eaten enough.

Jane was angry, and threw down her plate, and broke it. She struck John on the face, and made him cry.

Then she went away, and stuck out her lips, and would not speak for an hour.

But Jane is sorry now, and does not mean to feel cross, nor make her face look so ugly any more.

Jane	Mother	Lip
to-day	any	lips
last	eat	hour
week	eaten	sorry
wanted	John	mean
plum	face	ugly
plums	speak	again

LESSON XVII.



See how these geese and ducks swim in the water. Anna, should you not think they would sink, and be drowned?

No: they will not sink, because their feathers are light.

They move along by pushing their feet against the water.

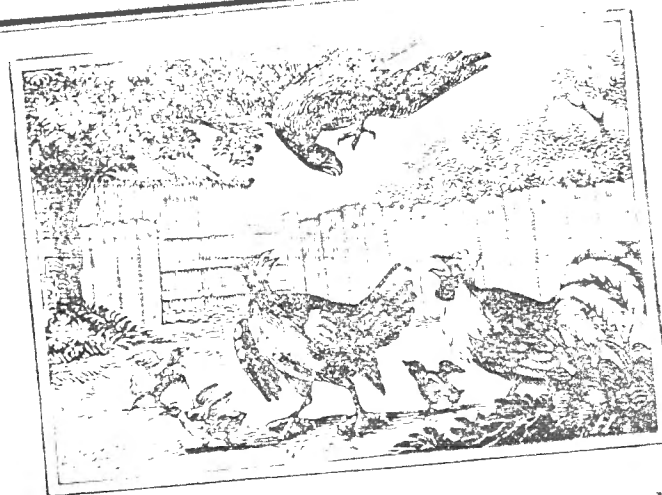
There: I see one go under the water.
Will it not die?

No: it has gone down to the bottom of
the water, to catch a frog. Now it has
come up again, and looks as well as ever.

See that gander wash his white neck.
Now he thinks it is clean and nice, and
he feels very proud. Little boys and
girls must not be proud.

Goose	Anna	Bottom
geese	sink	neck
duck	feather	gander
ducks	feathers	proud
swim	frog	clean
should	wash	girls
think	dive	little

LESSON XVIII.



Here is a kind and careful hen, that
has been picking up crumbs, and seeds,
and worms, to feed her chickens. Now
this naughty hawk is trying to catch one
of her chickens, that he may eat it. If
my father was here, he would shoot the
hawk with his gun.

I like to see the hen feed her chickens. She clucks to them, and they run and pick up what she gives them. She bites the dough into small pieces for their little mouths.

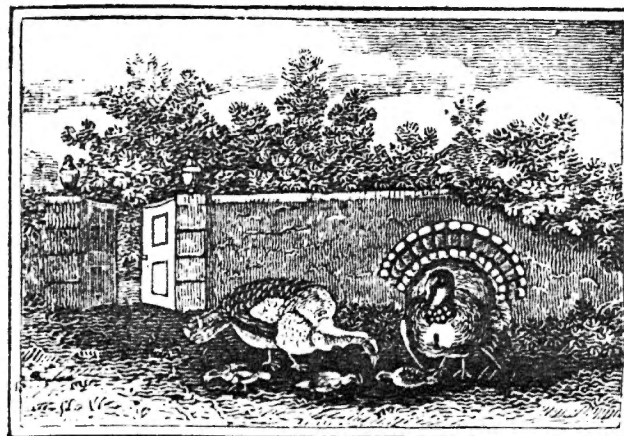
When it rains, she spreads out her wings, and the chickens run under them, to keep warm and dry.

Careful
picking
crumbs
chickens
hawk
father
shoot

Gun
bites
small
dough
clucks
mouths
spreads

Wings
under
warm
catch
keep
sleep
been

LESSON XIX.



This great turkey struts about, as though he thought himself larger and stronger than any thing else; but even a little puppy could chase him, and scare him out of his wits.

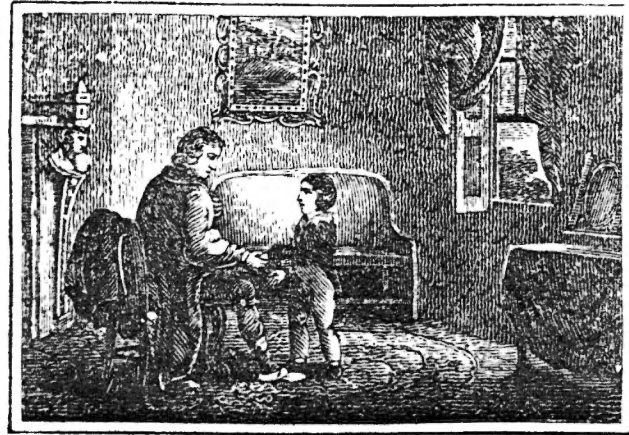
This hen-turkey is very careful of her young ones, and feeds them all day.

I think that she is better than that great, lazy, cock-turkey, that does nothing but strut and gabble.

Do you not know that those folks are best, who do not think too much of themselves?

Turkey	Himself	Else
about	wits	thing
larger	lazy	young
stronger	nothing	who
puppy	strut	but
scare	gabble	too
even	thought	best

LESSON XX.



Samuel, where have you been?

I have been to school.

What do you go to school for?

To learn to read and spell.

Do you play when you are at school?

I do not play much, but sometimes I whisper and laugh a little.

That is not right. You may play when you are at home ; but good boys sit still when they are at school. Do you study your lessons ?

Yes, sir, I learn every word to read and spell.

That is good. I hope you are not fretful and cross.

No, sir, I am not so cross as some of the boys.

You must not be cross at all. If the other boys are cross, they are bad ; and you must not be a bad boy.

I will try to be kind and pleasant.

When you are a little older, you may learn to write and cipher.

I shall like that very well. I can cipher a little now. I can say, *one and one*

make *two* ; *two* and *one* make *three* ; *two* and *two* make *four*.

That is very well. How many fingers have you ?

Five on each hand. On both hands I have *ten*.

How many ears have you ?

Two. I have *two* eyes, *one* nose, *one* mouth, *one* chin, *one* neck, *two* arms, *one* body, *two* legs, *two* feet, and *ten* toes.

All that is right. You must try to learn something new every day, and try every day to be a better boy than you ever have been.

School	Right	One
learn	home	two
read	study	three

spell	fretful	four
play	cross	fingers
whisper	older	chin
laugh	write	nose
little	cipher	mouth
sir	ears	other
try	ever	been
lessons	shall	eyes
sometimes	each	eye
legs	neck	feet
toes	body	foot
hands	every	you

LESSON XXI.



Sarah, where have you been, and what makes you look so pleased ?

I do not know, mother, where I have been ; but I have seen all the finest things in the world. Aunt Nancy went with me to a great house, and gave a man nine pence to let me go in.

As soon as I got inside the door, I saw so many dear, pretty birds, that I could not tell you about them in a month.

Then I saw a thousand strange looking animals, and some of them were bigger than father's oxen. I was afraid then, for I thought they would eat me up; but aunt said they were all dead.

There were more than fifty men and women, that were made of wax, and painted. I never, in my life, thought that any folks were made of wax.

Then we saw all kinds of pretty clothes, and more play things than Anna and I should want in a year.

In a great drawer there were a thousand sorts of bugs, that were very handsome. I asked aunt if one of them was not a hoppergrass; but she did not tell

me any thing, only that I must say grasshopper.

We saw some snakes that were very ugly and frightful; and I should think one of them was almost as long as a tree.

There was a man that played some pretty tunes on an organ; but I could not mind the tunes much, for I wanted to look at the pretty birds. I never saw such beautiful birds. Some of them had necks longer than my arm; and some of them were taller than I could reach. Aunt said one was a crane, another was an ostrich, and a great many more names she told me, that I cannot remember.

Well, my child, you have really made out a fine story. The place which you have been to see, is called a Museum.

Sarah	Mother	Finest
pleased	seen	world
aunt	strange	ugly
gave	month	played
house	oxen	tunes
pence	aunt	necks
door	were	longer
soon	dead	taller
pretty	asked	could
thought	should	many
women	any	organ
painted	again	mind
wax	afraid	much
folks	sorts	reach
drawer	great	arm
clothes	where	think

END.