HARPER'S
School and Family Series

THE
School and Family
PRIMER

INTRODUCTORY TO THE SERIES OF
SCHOOL AND FAMILY READERS

BY
MARCUS WILKINSON,

AUTHOR OF "HISTORY OF THE UNITED STATES;" "AMERICAN HISTORY;" "OUTLINES OF GENERAL HISTORY;"

PUBLISHED BY
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NEW YORK.
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THE

SCHOOL AND FAMILY

PRIMER:

INTRODUCTORY TO THE SERIES OF

SCHOOL AND FAMILY READERS.

BY

MARCIUS WILLSON,

AUTHOR OF PRIMARY HISTORY; HISTORY OF THE UNITED STATES; AMERICAN HISTORY; AND OUTLINES OF GENERAL HISTORY.

Published by

HARPER & BROTHERS,
FRANKLIN SQUARE,
NEW YORK.
DIRECTIONS TO THE TEACHER.

Children may be taught to call words at sight, as well as letters. They should begin to read at the same time that they begin to learn the Alphabet, and in this way they will probably be able to read, by rote, several pages before they have learned all their letters. When they have completely mastered the Alphabet (but not till then), they may be required to spell the principal words in the Reading Lessons.

Particular care should be taken to guard pupils against acquiring a drawling and monotonous habit of reading. If they can be made to read fluently and correctly at the beginning, they will avoid this habit. Do not let them spell out the words at first. Pronounce the sentences for them, and require them, as they read, to imitate you. They will thus soon learn to read short sentences correctly, without the aid of the teacher.

As a guide to the proper modulations of the voice, marks are given to denote the rising and falling inflections. The pupils should be made to understand the meaning of these marks, and should never be allowed to read a sentence in violation of their import. [See also page 10]

The rising inflection is denoted thus, '.

The falling inflection is denoted thus, '.'

Entered, according to Act of Congress, in the year 1860, by
HARPER & BROTHERS,
In the Clerk's Office of the District Court of the United States for the
Southern District of New York.
A. APE.
   a. ant.

B. BAT.
   b. boy.

C. CAT.
   c. cow.

D. DOG.
   d. duck.

E. ELK.
   e. egg.
F. FISH.

f. fan.

G. GIRL.

g. goat.

H. HIVE.

h. harp.

I. IBEX.

i. inkstand.

J. JAY.

j. jug.
K. KEY.  
k. kite.

L. LAMB.  
l. lark.

M. MAN.  
m. moon.

N. NET.  
n. nest.

O. OX.  
o. owl.

THE KEY.  
THE KITE.

THE LAMB.  
THE LARK.

THE MAN.  
THE MOON.

THE NET.  
THE NEST.

THE OX.  
THE OWL.
P. PINK.

p. pear.

Q. QUAIL.

q. quill.

R. ROSE.

r. rat.

S. SHIP.

s. stag.

T. TRAP.

t. top.
U. URN.

u. um-brel-la

THE URN. THE UMBRELLA.

V. VINE.

v. vane.

THE VINE. THE VANE.

W. WOLF

w. wren.

THE WOLF. THE WREN.

X. AX.

x. ox.

THE AX. THE OX.

Y. YOKE.

y. yew.

THE YOKE. THE YEW.
Z. ZE-BRA.

My cap and my top. An ax and an ox.

FIGURES.

0-1 2 3 4 5 6 7 8 9-10 11 12
THE PRONOUNCING LESSONS.

The Teacher may, if he think best, pronounce the words in the "Pronouncing Lessons" for the pupil, and require the latter to repeat them after him, until he can call them readily at sight, before he proceeds with the Reading Lessons. This is a favorite system with many in teaching children their first lessons in reading. It is our opinion, however, that the pupil will the most readily learn the words by first pronouncing them, in imitation of the Teacher, as they occur in the regular sentences of the Reading Lessons; and we would make use of the Pronouncing Lessons after the pupil has gone over the corresponding Reading Lessons—as a kind of review, for the purpose of testing the pupil's knowledge of the words when he sees them in other places.

Either method, or both combined, we consider infinitely preferable to the old system of requiring pupils to spell out numerous lessons of unmeaning words or syllables before they have any idea of the use to which they may be put in reading.

But, whichever method be adopted, it is of great importance that the pupil should imitate the Teacher in pronouncing the words in a decided and fluent, as opposed to a drawling manner.

FIRST PRONOUNCING LESSON,

Containing all the words in the Reading Lessons on the next page:—

<table>
<thead>
<tr>
<th>is</th>
<th>it</th>
<th>go</th>
<th>as</th>
<th>I</th>
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<tr>
<td>he</td>
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<td>so</td>
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<tr>
<td>up</td>
<td>do</td>
<td>to</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>
PART II.
WORDS OF NOT MORE THAN TWO LETTERS.

LESSON I.

Is he up'?
He is'.
Is it he'?
It is he'.
He is up on it.

LESSON II.

Is it I'? No'.
Is he in it'?
He is'.
He is in it'.
So he is in it.

LESSON III.

Go on'.
Go to it'.
Go on so.
Do go on as we go.
SECOND PRONOUNCING LESSON,

Containing all the new words used in the Reading Lessons from 4 to 18 inclusive.

am ox or if by
us an ah be at
my me ax ye

LESSON IV.
Is he up on it? he is. So am I. I am up on it. So we go.

LESSON V.
Do we go in? We do go in. Do as we do. Do it as I do it.

LESSON VI.
Is he to go up? He is to go up. Is it he? It is he. Am I up? No.
LESSON VII.
Do so to us.
We do it so.
Do it as we do it.
Do it so.

LESSON VIII.
Am I in? 
I am in it.
So is he in it.
So is my ox.

LESSON IX.
Is it an ox? 
Is it my ox? 
No: it is no ox.
Go on: go on.
Go at it so.

LESSON X.
Is it on us? 
Is it on me? 
Is it to go on me? 
It is to go on me.
LESSON XI.
Is it he'?  O no'!
It is I.
Am I in it'?
No, no'; he is in it'.

LESSON XII.
Is it I', or is it he'?  It is he'.
Do it as we do it'.
Do it so'.

LESSON XIII.
Is it an ax', or an ox'?  If it is an ox, it is my ox'.
Ah! so it is'.

LESSON XIV.
Do I go up on it'?  We do go up on it'.
If it is to be so, go up as I go'.
LESSON XV.
Do I go up'?
I go up so'.
I go up, up, UP'.
So we go: so we go.
Go on'. Go on so'.

LESSON XVI.
It is an ox.
I am on my ox'.
So is he on my ox'.
Go on', ox'. Go 'on', ox'.

LESSON XVII.
Do ye as I do'.
Is he up'? So am I'.
Do go as I go'.
Do go on'. Go by me'.

LESSON XVIII.
Is it I'? It is I'.
Is it he'? No'.
Is he in it'? He is'.
Is it so'? It is'.
PART III.
WORDS OF NOT MORE THAN THREE LETTERS.

THIRD PRONOUNCING LESSON,
Containing all the new words used in the next five Reading Lessons:

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>let</td>
<td>get</td>
<td>boy</td>
<td>ran</td>
</tr>
<tr>
<td>can</td>
<td>and</td>
<td>dog</td>
<td>not</td>
</tr>
<tr>
<td>you</td>
<td>try</td>
<td>the</td>
<td>cry</td>
</tr>
<tr>
<td>see</td>
<td>did</td>
<td>fox</td>
<td>say</td>
</tr>
</tbody>
</table>

LESSON I.

Let us go up.
We can go up.
Go up as I go.
Do you see me go up? Can you go?

LESSON II.

I can do it.
Can he do it?
He can do it, and so can I.
You can try to do it.
LESSON III.

A boy and a dog. I see a boy and a dog. The boy is on the dog.

Do you see the boy? Did the dog see you?

LESSON IV.

A fox.

Is it a fox? It is a fox.

The fox ran by the dog. Did you see it? Did the dog get the fox?

LESSON V.

Do not do so.

Do not cry.

Did the boy say so?

Did you see the boy? Did he cry?
FOURTH PRONOUNCING LESSON,
Containing the new words in the next three Reading Lessons:—

has    pet    God    him    how
new    kid    ear    nag    hen
cap    run    all    yes    fly
had    shy    but    sly    rat

LESSON VI.

See the boy.  Is it a kid?
Has he a new  It is a pet kid.
cap'?  He has.  See the kid run.
I had a cap.  But it is shy.

LESSON VII.

God has an ear  Do you see me
for all we say.  on my nag’?
He can see me.  Do you see my
I cannot see Him.  nag run’?  Yes'.
LESSON VIII.

The fox is sly. See the old dog.
How sly he is! The rat did run,
Can the hen fly? and so did the
It is an old hen, dog.

FIFTH PRONOUNCING LESSON,
Containing all the new words used in the next three Reading Lessons:

red  man  mug  owl  bee
eat  may  nor  bug  ant
hay  jug  jar  big

LESSON IX.

See the old ox. Can the ox go? It is a red ox.
The man may Can he get up? let him go and Can he eat hay? eat hay.
LESSON X.

Is it a jug? No. Let me see it.
Is it a mug? No. Can the owl fly?
It is not a mug, Yes, it can fly,
or a jug. It but it can not
is a jar.

LESSON XI.

Is it a fly? Can it be a fly?
No; it is not. It is not a fly.
Is it a bug? Is it an ant?
No; not a bug. Yes; it is a red
Is it a big bee? ant. See it
Yes; it is a bee. run.
PART III. SCHOOL AND FAMILY PRIMER.

SIXTH PRONOUNCING LESSON,
Containing all the new words in the next two Reading Lessons.

top  cup  his  put  box  eye
  got  Tom  tea  sip  sin  now

LESSON XII.

See my new top.
Can you see it?
Is it a big top?
How big is it?
Is his top big?

How did the dog get the cap?
Tom put his cap on the box, and the dog got it.

LESSON XIII.

It is my cup.
A fly got in it.
I can put tea in it.
God can see us.
May I sip the tea?
No: do not do it.

His eye is on us now.
Do not sin.
SEVENTH PRONOUNCING LESSON,
Containing the new words in the next thirteen Reading Lessons.

pig  keg  bed  cow  use  ask
bad  tub  day  saw  too  tin
was  why  out  bee  pen  peg
pat  her  cut  pin  fat  mat
paw  sun  for  bud  far  cat
hat  lie  hot  log  hut  she

LESSON XIV.

See the dog and the pig run.
The dog has the pig by the ear.
It is my dog, but it is not a bad dog.

LESSON XV.

A hat on a keg.
A keg on a tub.
A tub on a box.
It is an old hat, and a new keg.
It is my hat.

Did you put my hat on the keg?
I can pat the hat on the keg?
dog; and I can put his paw on it?
Why did you do
Do not do so.
A fat old cat, and a big rat.

How sly the old cat is!

Do you see the cat?

She can see the rat; but the rat can not see her.

Old rat, run; or the cat may get you, and eat you.

The old rat is not so sly as the cat.

Get up. Get up.

Get out of bed.

Let us get up, for the sun is up.

Can you see the sun?

Do not lie in bed all the day, but get up now.

Let us go out and see the men cut the hay.

The hay is for the cow and the ox to eat.
LESSON XVIII.

A bee on a bud. It was a hot day in May, and I saw a bee.

Did you see the bee on the bud? Did you put a pin on the bee?
The bee was on a bud; but the bee did not eat the bud.

Can the bee fly?

Can you saw the log?

LESSON XIX.

A log', a saw', and an ax'. Do you see the log', and the saw', and the ax'? Is it a big log'? It is a big log'. The ax is to cut the log', and the saw is to saw it.

Can you saw the log'?

Can you use the saw'? Do not let the ax cut me.

May I put the bee in my mug'?
LESSON XX.

Can you see me?  A man and a pig.
Do you see me up on it?  I see a man and a pig.
I am up on the hay; and so is he up on the hay.
Can you get up on the hay, too?  Yes'; I can get up, too.
Yes'; I can get up, too.

LESSON XXI.

You may let the man and the pig?  Can the pig eat hay?  No.
Is it a fat pig?  Can we go to the pen, and see Tom get up, but the pig?  The pig is in a pen.
Can you see the man and the pig?  Yes'; I do.
I see a man and a pig.

You may let Tom get up, but not the dog.  Yes', you may Tom, you may go to the pen, and see the pig.
LESSON XXII.

It is a man.
It is an old man.
How old he is!
Can he get up?
He can get up,
but he can not go far: he is so old. Do you see his hat?

Do you see the old log hut?
It is an old log hut, and it is the hut of the old man.
The old man has a dog, and a cat, and a hen.
You can see the dog, and the hen; but you can not see the cat; for the cat is in the hut.
Require the pupil to read the following sentences correctly. Be careful to give the inflections as marked. No rules should be taught yet.

LESSON XXIII.

Is the old man in the hut now? Yes; and he is on the bed. Can the old man see? Yes; the old man can see. Is his dog a bad dog? No; his dog is not a bad dog. Is the cat in the hut now? Yes; the cat is on the new mat. Can the old man see me now? No; he can not see you. He is on the bed. Has the old man a hat? Did you say hat or cap? I did not say cap, but hat. Has he a big mug in the hut? Did you say mug, or cup? I did not say cup, but mug. May I go to the hut, and see the old man, and ask him to let me see the cat and the mug? Yes; you may go; but do not run.
LESSON XXIV.

A fly on a tin cup. Can the fly get out of the cup, if we put it in? Let us try to put it in.

No; no. Let the fly go. If we put it in, it can fly out.

Do you see the fly eat? Is it a big fly? Do you see the eye of the fly? Can the fly see me? You can not get it so. Get up on the box.

LESSON XXV.

Did you ask me to go and get my top? How can I get my top?

It is in my cap, and my cap is up on the peg. I can not get up to it. You may get it if you can.

Can you get it? Try and see if you can get it. You can not get it so. Get up on the box.
LESSON XXVI.

God can see you.
Man may not see you, but God can.
No one can say he has no sin.
It is a sin to lie.
If I lie I am bad.

SPELLING LESSONS.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
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<td>say</td>
<td>paw</td>
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<td>how</td>
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PART IV.

EASY WORDS OF NOT MORE THAN FOUR LETTERS.

The words at the bottom of the pages may be used for Pronouncing and Spelling Lessons.

LESSON I.

Can the girl read? Can she read the book? Yes, she can read some.

Do you see her look on the book? I see her now.

LESSON II.

This is an old man. His head is bald. He sits by the desk, and he has a pen in his hand.

He is a good man.

girl read book some look this head bald sits desk hand kind
LESSON III.

Do they run now?
Do you see how fast they run?
Do they try to run fast?
See the man try to hold them!
The man can pull hard, and he will not let them run too fast.

LESSON IV.

Help the poor old man. Hold him up. Let him lean on his cane.
Do not let him fall. Be kind to him.

My hand and my arm will hold him. I will not let him fall. I will be kind to the old man.

<table>
<thead>
<tr>
<th>word</th>
<th>fast</th>
<th>hard</th>
<th>cane</th>
<th>arm</th>
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<td>hold</td>
<td>poor</td>
<td>fall</td>
<td>will</td>
</tr>
<tr>
<td>word</td>
<td>pull</td>
<td>lean</td>
<td>kind</td>
<td>hold</td>
</tr>
</tbody>
</table>
LESSON V.

Do you see this boy'? Can you see his face'? See his hair'? Do you see it curl on his neck'?

This is a good boy, and I hope he will grow up to be a good man.

LESSON VI.

This is the boy that has the dog. The boy will play with the dog, and the dog will not hurt him.

Have you seen them play'? It is a good dog. A good dog will not bite you.
Do you see me on the load?  
I am up on the load.  
Is John on the load, too?  
No; John is not on the load, but the dog is up on the load with me.  
Is it a load of hay?  
No; it is not a load of hay.  
Do you see the dog?  
Now the dog and I will ride to the barn on the load.  
We must take care, and not fall.  We must hold on to the load.  Do not go too fast.
Ann. Jane, what is it? What do you see? May I look, too?

Jane. It is the nest of a bird, and I see four eggs in it.

Ann. O do let me see them! How nice the eggs are! What a nice nest they are in! How soft and warm the nest is! May we take the eggs?

Jane. No, we must not take them, for the bird will not like it, and the eggs are not ours. We must let them be in the nest; and then the old bird will come and sit on them, and keep them warm.
The lad can not walk all day. He has been a long time on the road, and now he sits down on a rock to rest.

Poor boy! He has a long way to go, for he is far from home. He must get up, and take his cane, and go on.

He must not stay here long, for it will soon be dark.

Do you see the pond near the boy? Some fine fish are in that pond, but the boy can not stop to fish for them.
LESSON X.

What does this girl hold in her left hand? Do you know the name of it? Why does she look at it?

What has she on her head? What has she in her ears? Is she a vain girl?

If she is vain, is she good?

This girl has a box in her hand. What is the box made of? What is in the box?

What does the girl wear on her head? Has she such a hat in her box? No; she has a new hat in the box. She will take it home. She has just been to buy a new hat. She may put it on and wear it.
Here are four mice', and one rat', and a boy', and a dog', and a cat'.
Can you show me the rat'? Yes, the rat is the big one, with the long tail. Has the rat long ears'? Can you see them'? 
One of the mice is on the box. The old cat will have it; but she will not get the rat.
The rat is near his hole. Do you see the rat's hole'? Does the rat live in that hole'? Has the rat a nest in that hole'? 
Is it dark in that hole'? Yes; but the rat can see in the dark.
Do you see this ox draw the cart? No, it is not a cart. Then what is it? Why does the man let one ox draw it? Why does he not have two?

The man is a poor man, and he has but one ox. Can the ox draw a cart when the man puts a load on it?

Yes; the ox can draw it if the man does not put a big load on it.

What is that on the neck of the ox? It is a yoke. What kind of a yoke do you call it? It is an ox-yoke. Has the man a whip?

How does he make the ox go?
Do you see this man? He is bald, and he is old; but he is a good man.

Do you ask how I know he is a good man? I know he is a good man, for I can see it in his face.

Do you hear him talk to them? Do you know what he says?

He says, God made you. God is good. He can take care of you, and keep you from harm.

Here are two more men, but I do not know that they are good men. They may be bad.

They do not look much like good men. You must shun bad boys and bad men. Go not with them.
Yes, my Doll', sit down'. Keep your hand by your side, and do not move it. Keep your feet up. How can I draw if you move so much'?

Yes; that will do. No, no. Put your hand down. Do not hold it up so. Put it down in your lap. Now keep your arm down, and let me try to draw it.

Now I have made a new one. That will do. Now, Doll', you may get down. You have been a good Doll.
Come'! *Now you may try*. Do not go too fast. I will not let you fall. See! see! That is it. Yes; that is the way.

You *did* walk, and you did not fall. Now hold on to my hand, and I will lead you.

Yes; that is a good boy. Do not try to run. When you can walk, and not fall, then you may try to run.

You can not walk fast now. Take care that you do not fall and hurt you. Do not go too far from me. Will you take hold of my hand now'?
Be kind to the poor lame boy; for he can not walk, and run, and play, as you can.

And do you see the boy who has hold of the pole, to pull the cart? That poor boy can not hear. He is deaf. But he can walk, and he can see.

And do you see the tall boy take hold of the cart, to push it? That poor boy can not see.

And do you see the girl? She can see, and hear, and walk.
SPELLING LESSONS.

I.  II.  III.  IV.
bide  bold  fast  fine
hide  hold  past  line
side  gold  last  mine
tide  told  mast  dine
ride  cold  cast  nine
wide  sold  vast  pine

V.  VI.  VII.  VIII.
hear  nest  bake  hand
near  best  take  land
fear  vest  lake  band
dear  pest  cake  sand
tear  test  make  lend
rear  rest  wake  mend

IX.  X.  XI.  XII.
play  will  pill  down
slay  hill  till  town
clay  sill  tare  gown
tray  bill  care  fade
pray  mill  fare  made
dray  fill  dare  lade

XIII.  XIV.  XV.  XVI.
look  nice  bolt  load
took  mice  colt  toad
book  rice  home  fall
hook  vice  dome  tall
cook  dice  sold  care
nook  dolt  told  dare
Lesson XVII.
Horses and Their Riders.

Here are two men, who ride fast, but not so fast as they can go. What a dust they make! Do see one of them look at us! Why does he not go? Is this one here the same man? How fast he goes! Will he not fall? He does not fear; but he may fall. We do not know why he goes so fast.

Is this the same man? Did he fall? Is he hurt? Is not the man dead? We can see more men not far off.
The boy says, "Now I will go and take a ride." So he puts on his coat; and then he says he must make it fast with a belt.

So he puts on the belt. Do you see the belt? He has a whip in his hand, and a cap on his head.

Can the boy ride fast? Yes, he can ride fast. How far will he ride? He will ride out to see the men who are at work in the lot. It is not far.

Will the dog go with him? No; the dog is out in the lot now.
LESSON XIX.

DON'T BE AFRAID.

Let the wind blow. On, on, we will go. Did you see a toad? Don't fear it. It can not hurt you. It will hop out of the way soon. I will take care of you.
John says to her, "Yes, you may see all of them. How fine they are! What a nice book it is!" Ann', can you tell me the name of the book'?
The baby has just waked up.

We have now come to the last page. Now you may have a new book; but you must take good care of it. You will find more in the new book than in this.
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