A decorative border with floral and scrollwork patterns surrounds the text.

PICTORIAL LESSON BOOK,

FOR THE VERY YOUNG,

DESIGNED FOR THE USE OF PARENTS AND
OTHERS.

EDINBURGH: JOHN MENZIES.
LONDON: W. S. ORR & CO., AMEN CORNER.

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1649
TBC
HAMILTON

PICTORIAL LESSON BOOK,

FOR THE VERY YOUNG;

THE OBJECT BEING

PRACTICALLY TO POINT OUT A NATURAL MODE OF GIVING
THE EARLIEST LESSONS IN READING.

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MDCCCXLIX.

INTRODUCTION.

THE following little work is an attempt, as stated in the title page, to establish the principles upon which the First Lessons in Reading should be given. It will, it is hoped, be of service to parents and others, by showing that there is a *natural* mode which ought to be pursued in giving to children even their earliest instructions in Reading, and, as a consequence, that when a different method is taken, it must be faulty. To the children, also, it is hoped that it will be useful, by enabling them to have both pleasure and instruction in what, but too often, is made a severe task for the infant powers.

Such a method as is here recommended (which has been successfully tested by the author in his own family, as well as in a seminary over which he has a control), ought perhaps to precede the regular instructions of a school, from the ease with which it can be adopted in any family. The Lessons, in fact, can easily be rendered quite similar to the Object Lessons usually given in Infant Schools; and, when they are not made fatiguing, but are judiciously varied and illustrated, will be found, instead of tasking the powers too heavily, simply to gratify that thirst for novelty and excitement natural to all children.

It is important to repeat, that no child should ever be fatigued with these early lessons. It will be found that some children, from the excitement that may be connected with them, require restraint rather than urging forward.

The minuteness, and, to many, triteness, of the directions given, will perhaps find an excuse, when it is remembered that these pages are intended for the use of many who have never previously given the subject any attention.

SECTION I.

EXPLANATORY NOTE.

WHEN a child goes to school, the method usually employed in teaching the alphabet, is first to name over the letters, and then, pointing to each in rotation, to ask, "What letter is that?" this being repeated until the signs of the letters have become fixed in the memory.

This process, it is submitted, is faulty in several respects. First, the letters are thus made to the child, at the commencement of his lessons, pure abstractions—things having no relation to what he knows, but having reference solely to what he is *about to learn*. Hence the difficulty of fixing them in the memory, and the consequent *task* attendant upon this. Second, even after the letters have been learned in this way, constant repetition is required to retain them in the memory, from their not having a natural association with anything already familiar.

To avoid these difficulties, the magnitude of which can be appreciated only by those who have given lessons to the young, it is proposed that the child be gently led upwards *from the known to the unknown*; and that he should, with that view, before beginning with the alphabet, *be made well acquainted* with twenty-six objects, to be afterwards associated with the letters (and the words also as will be seen), as in the old arrangement called the "Grandmother's Alphabet," and particular care should be taken to make each object as interesting as possible, by description and otherwise.

For the purpose mentioned, two sets of letters and objects have been given. One has a blank half-leaf to cover the objects, which is useful in the exercises; the other is to be cut up, and the letters should be pasted on one side of pieces of mill-board, the corresponding objects being pasted on the other side. These are then to be used in a similar way to what is commonly done with the "Grandmother's Alphabet."

In thus teaching a child, it is interesting and important to observe, that there are certain steps by which he naturally advances. 1st. He becomes familiar with *the objects*, always a labour of love, especially where their qualities are described and dwelt on. 2d. With a few lessons, beginning with some of the most marked letters (the objects being first shown, and then the letters arranged before the child), he will be able to point out each letter when he is asked, thus—"Where is A for Ass, C for Cow?" &c., for the letter immediately becomes associated with

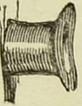
the object on the other side of the mill-board. 3d. But, though able to do this, it is important to note, that the little learner will instantly be brought to a stand if asked simply, "Where is A, B, C?" &c. This, therefore, is another step, in which the letter has to be remembered *without the object*; and, with a little pains, it also, as before, will soon be mastered. 4th. Even when this step has been taken, it will be found another remains before arriving at that which is usually begun with, for, if now asked to *name the letters* when pointed to, the child will be unable to do so, and he will probably answer thus—"C for Cow, C for Dog, C for Sheep," &c., the object being remembered, but not the letter. This, in fact, is a new lesson, and to learn it, a short process similar to the former will have to be gone through.

It is obvious, therefore, that in teaching the child properly, each of these steps must be attended to, and made so many separate and successive lessons, which, however, are in general easily and rapidly got over. When a child is taught the alphabet in this way, it will be found that, although easily acquired, it is yet tenaciously remembered, from the roots, which are thus, so to speak, multiplied and fixed in the memory.

The repetitions required, instead of being, as might at first sight appear, objections to this method, will in reality be practically found its great recommendation, from each letter, with its accompanying object, being thus seen from different points of view, and from the associations with each, consequently, being greatly increased.

The capital letters, as being the most marked in their characters, should be begun with, but the small letters are placed along with these, so as gradually to render them familiar to the eye. When the large letters have been learned, the child can be exercised on the small ones singly, by folding over the former. Advantage should also be taken of the peculiarities of form, especially of the small letters, to fix attention on them; such as, h is like a chair, e has an eye, f a nose, b a belly, m is like two arches, g like spectacles, t has a toe, &c., and it will always be found important to lighten the lessons, by dwelling on the *characters* of the objects.

Letters of a large size, with objects, hung on the walls of a nursery, make good additional exercises.

A		Ass
B		Bee
C		Cow
D		Dog
E		Elk
F		Fox
G		Goose
H		Hat
I		Ibex
J		Jay
K		Kite
L		Lion
M		Mop

This leaf is to be cut out, and the letter is to be pasted on one side of a piece of millboard, and the corresponding object on the other side. The words may be put under the objects.

N



Nut

O



Owl

P



Pig

Q



Quail

R



Rat

S



Sheep

T



Top

U



Unicorn

V



Viper

W



Wren

X



Xebec

Y



Yew

Z



Zebra

This leaf is to be cut out, and the letter is to be pasted on one side of a piece of millboard, and the corresponding object on the other side. The words may be put under the objects.

Nine

Owl

Pig

Quail

Rat

Sheep

Top

Unicorn

Viper

Wren

Xebec

Yow

Zebra



a

A



b

B



c

C



d

D



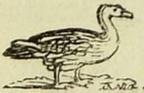
e

E



f

F



g

G



h

H



i

I



j

J



k

K



l

L



m

M

N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z



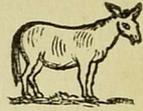
SECTION II.

EXPLANATORY NOTE.

IN the acquirement of all languages, a child naturally learns words before he comes to know the connections and relations of these, or their formation into sentences. The next step of advancement, therefore, after the alphabet has been mastered, is to show together the object, and, in printed characters, the name of the object with which each letter has been associated. Advantage has been taken of the progress already made by the child, and the twenty-six words next given as lessons, are, therefore, the names of the objects used in teaching the alphabet. They will, doubtless, be easily learned, from the first letter of each being already connected in the child's mind with the object, and, consequently, suggesting the rest of the word; and thus a vocabulary of twenty-six words will quickly be acquired. A blank half-leaf has again been added, so as to cover the objects, when necessary, in the exercises. At first, spelling the word, for the child, so as to give the sound, assists him much. A great assistance, also, after doing as above directed, is, at this stage, to take a slate or black-board, and, *while the child is looking on*, to form simple familiar words and syllables, making the process as amusing as possible, and, at the same time, getting the child himself to form the easiest of the letters. Every word given as an exercise on the slate, ought to have a distinct familiar idea connected with it. Letters on ivory or mill-board make excellent and amusing exercises.

ASS

Ass



BEE

Bee



COW

Cow



DOG

Dog



ELK

Elk



FOX

Fox



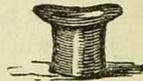
GOOSE

Goose



HAT

Hat



IBEX

Ibex



JAY

Jay



KITE

Kite



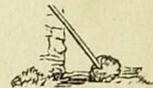
LION

Lion



MOP

Mop





NUT Nut



OWL Owl



PIG Pig



QUAIL Quail



RAT Rat



SHEEP Sheep



TOP Top



UNICORN Unicorn



VIPER Viper



WREN Wren



XEBEC Xebec



YEW-TREE Yew-Tree

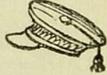
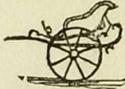


ZEBRA Zebra

SECTION III.

EXPLANATORY NOTE.

WHEN numerous lessons, of the kind recommended in Section II., have been given, the child's vocabulary may be enlarged, by using, as before, the words and objects which follow, *the attention being still particularly directed to the characters of the different objects.* The blank half-leaf will here of course be used as formerly. Two pages of figures, with words, from 1 to 30, have been given, as useful additional exercises.

POT	Pot	
CAP	Cap	
EYE	Eye	
EAR	Ear	
BAT	Bat	
CUP	Cup	
PEAR	Pear	
GIG	Gig	
BEAR	Bear	
COCK	Cock	



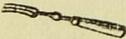
DUCK Duck



SEAL Seal



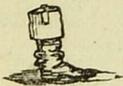
BED Bed



FORK Fork



GOAT Goat



BOOT Boot



NOSE Nose



STAR Star



BALL Ball



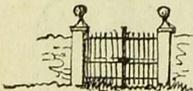
BULL Bull



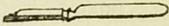
WHIP Whip



KEY Key



GATE Gate

FISH	Fish	
FROG	Frog	
SWAN	Swan	
HORSE	Horse	
GLASS	Glass	
APPLE	Apple	
TABLE	Table	
CHAIR	Chair	
TIGER	Tiger	
SPOON	Spoon	
KNIFE	Knife	
SPIDER	Spider	
ELEPHANT	Elephant	



FLY

Fly



TAPIR

Tapir



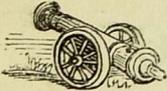
EEL

Eel



BOAT

Boat



CANNON

Cannon



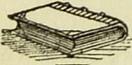
BELL

Bell



ROSE

Rose



BOOK

Book



HARE

Hare



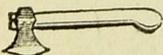
CAT

Cat



WATCH

Watch



AXE

Axe

One	1
Two	2
Three	3
Four	4
Five	5
Six	6
Seven	7
Eight	8
Nine	9
Ten	10
Eleven	11
Twelve	12
Thir-teen	13
Four-teen	14
Fif-teen	15

16	Six-teen
17	Seven-teen
18	Eigh-teen
19	Nine-teen
20	Twenty
21	Twenty-One
22	Twenty-Two
23	Twenty-Three
24	Twenty-Four
25	Twenty-Five
26	Twenty-Six
27	Twenty-Seven
28	Twenty-Eight
29	Twenty-Nine
30	Thirty

SECTION IV.

EXPLANATORY NOTE.

THE child, having now become familiar with a number of words, may be exercised in short sentences, in which, as will be seen, the words and objects already used are again employed. The use of the slate will here also be found a great assistance, especially in beginning to give the child the idea of the connexion of words in a sentence. To give the proper interest in reading a sentence, it is important, when doing so, *not to spell each word*. Spelling should be made a separate lesson; or, what is much better, sets of letters on mill-board, such as are sold by Messrs Gall and Inglis, booksellers, Edinburgh, may be used by the child, for forming words, or little sentences.

An Ass  brays

A big Bee 

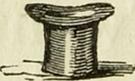
The Cow  gives milk

Our Dog  barks

An Elk's  neck is short

A bad Fox 

This Goose  is fat

My Hat  is black

The Ibex  has long horns

Our Jay  talks well

That Kite  flies high

The Lion  roars loud

We wash with a Mop 

A Nut  is sweet

The Owl  eats Mice

A Pig  has long ears

The Quail  likes seeds

The Rat  eats Corn

The Sheep  eats Grass

That Boy has a Top 

This is an Unicorn 

A Viper  stings

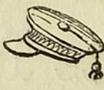
The Wren  hops

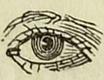
A Xebec  sails swiftly

Look at that Yew-tree 

The Zebra  has stripes

That Pot  boils fast

My Cap  is blue

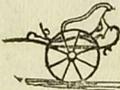
Her Eye  is grey

Your Ear  is very red

The Bat  eats Flies

Fill this Cup  with milk

How sweet that Pear  is

A Gig  has two wheels

A Brown Bear  is here

The Cock  crows loud

The Duck  swims

The Seal  lives in the sea

My Bed  is soft

We lift beef with a Fork 

The Goat  has a beard

Brush my Boot  clean

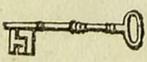
This Nose  is too long

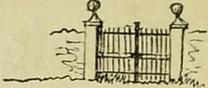
What a bright Star 

A large Ball 

Oh! what a wild Bull 

I crack my Whip 

This Key  opens the door

What a high Gate 

This Fish  has fins

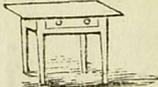
That Frog  swims well

The Swan's  neck is long

A Horse  has four feet

We drink out of a Glass 

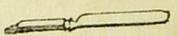
There is a fine Apple 

A neat Table 

I sit on a Chair 

The Tiger  bites

We sup with a Spoon 

They cut with a Knife 

The Spider  spins a web

The Elephant  has a trunk

The Fly  has big eyes

The Tapir's  nose is long

An Eel  will bite

That Boat  will sink

Who fired that Cannon 

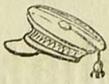
Put this Pot  on the fire

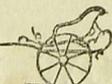
We see with the Eye 

A Bat  sees in the dark

We hear with the Ear 

We smell with the Nose 

This is a boy's Cap 

Let us ride in this Gig 

My Spoon  is full of tea

This is a Race Horse 

Here is a Wine Glass 

Sit down on this Chair 

Do not touch the Tiger 

This is a white Bear 

Let me have this Pear 

May I take this Apple 

Roll the Ball  to me

I sleep in my Bed 

I like a Red Rose 

Will that Boot  fit me

How that Goat  leaps

The Seal  eats Fishes

The Spider  eats Flies

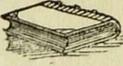
A Dog  hunts the Hare

A Swan  has black feet

I have a Gold Watch 

Jump over that Table 

Go when the Bell  rings

Can you read this Book 

An Axe  cuts Wood

Our Cat  is grey and black

The Elephant  eats hay

The Lion  eats flesh

I like a fish  fried

One (1) and One (1) make Two (2)
Two (2) and Two (2) make Four (4)
One (1) and Two (2) make Three (3)
Two (2) and Three (3) make Five (5)
One (1) and Three (3) make Four (4)
Three (3) and Three (3) make Six (6)
Four (4) and Two (2) make Six (6)
Five (5) and One (1) make Six (6)
Six (6) and Two (2) make Eight (8)
Three (3) and Four (4) make Seven (7)
Four (4) and Four (4) make Eight (8)
Four (4) and Five (5) make Nine (9)
Five (5) and Three (3) make Eight (8)
Five (5) and Five (5) make Ten (10)
Six (6) and Four (4) make Ten (10)
Six (6) and Five (5) make Eleven (11)
Seven (7) and Four (4) make Eleven (11)
Six (6) and Six (6) make Twelve (12)
Eight (8) and Four (4) make Twelve (12)

SECTION V.

EXPLANATORY NOTE.

IN this section, nearly the same words are used as formerly, but the objects have been omitted, so as to make the exercises simple Lessons in reading, of the usual kind. Where two or more syllables occur, they have been slightly separated.

Our Cow is white, and has black spots on her skin.

The Lion roars loud, and is a wild beast.

This Cap fits John well.

The Bat flies low, and carries her young ones on her back.

If you let the Dog go he will bite us.

The Dogs run after the Fox.

Let us go and see yon pretty Goat.

The Spider catches flies in her web, and sucks their blood.

A bad boy fired a Cannon, and it burst, and hurt him.

The Frog lays a great many eggs.

When the young Frog comes out of the egg, it has a tail and gills, like a Fish. It is then called a Tadpole. I dare say you have seen one. In a little while the tail falls off, and the legs grow.

The Stars shine bright at night, and they also shine in the day-time, but we do not see them, because the Sun is very bright.

The Tiger has sharp teeth.

The Cow has broad flat teeth.

Toads and Birds have no teeth.

The Cow, the Goat, and the Elk, chew the cud, but the Horse does not.

How soft our Bed is when we are tired.

If Fishes do not get air from the water, in which they live, they die ; but Eels, and a few other Fishes, can live out of the water, for some time.

The Elephant is a very big, and a very wise beast. It has two great tusks, that grow from its upper jaw, and, with its trunk, it can kill a Tiger, or pick up a pin.

The Lion is called the king of beasts. He has sharp claws in his feet, and, with a stroke of his paw, he can kill a Dog.

I went out to take a walk, and I saw four Ducks, three Geese, and one Swan.

When we came home, we saw our black Cat, and a white Mouse.

The Seal lives in the sea, but it is not a Fish. It gives milk to its young ones, like a Dog, or a Cat. The Whale, also, gives milk to its young, but the Shark does not. It either lays eggs, or hatches them in its body.

There are twenty-four hours in each day, and a Watch, or a Clock, tells us what hour it is.

Pigs are very dirty beasts ; they love to roll in the mud ; but they make good hams, and fine ba con.

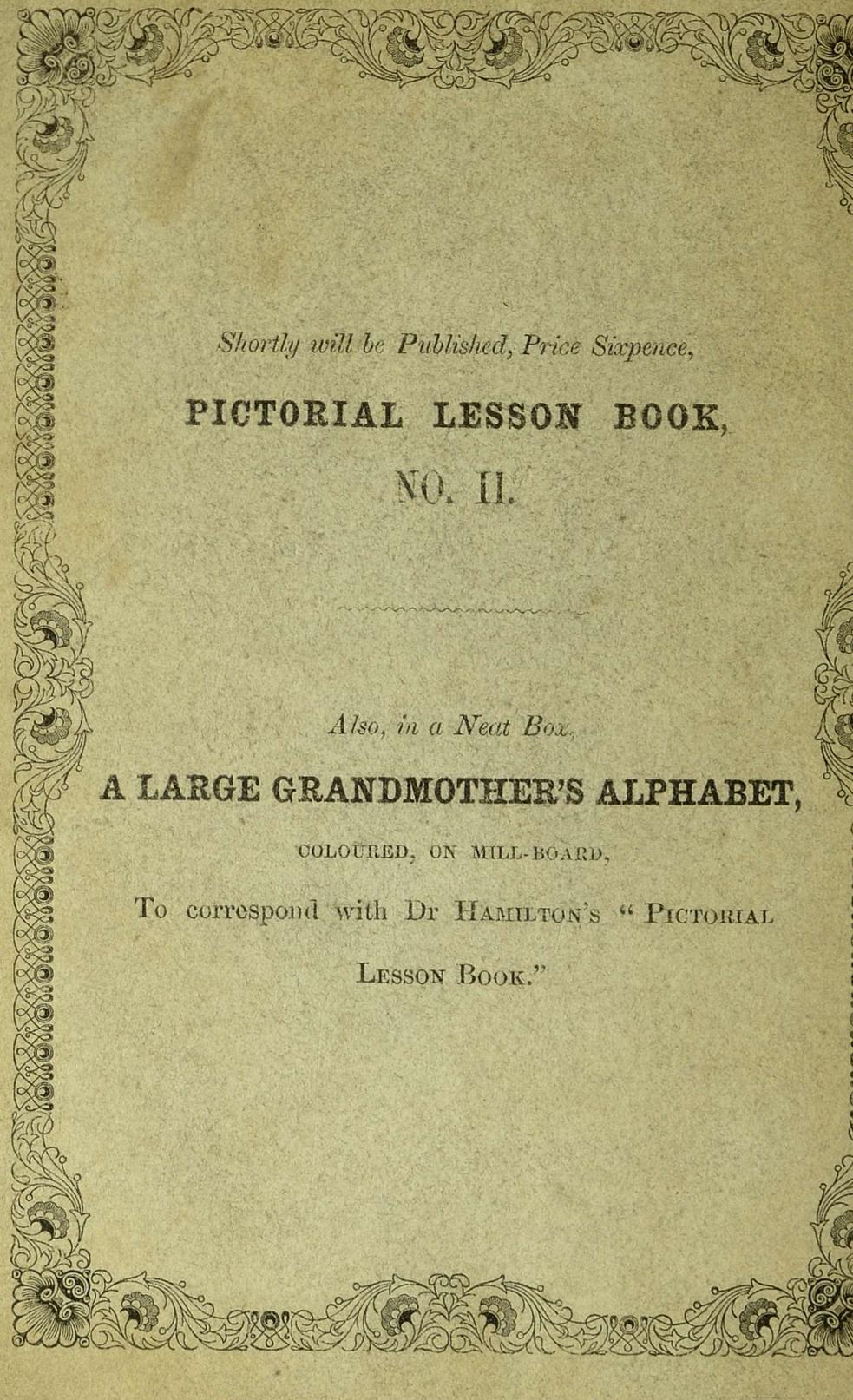
The Cock is very proud, when he has his Hens round him. He seeks meat for them, and will fight a ny other Cock that comes near them. Quails, also, fight like Cocks.

Papa gave John an Apple, he gave Jane a Pear, and he gave to me a red and a white Rose.

Did you e ver look at a pret ty little Bee, busy among the flowers? It has a kind of trunk, with which it sucks up the sweet honey, and then it flies with it to its hive. It has a sting, too, sharper than a needle.

I saw, when I was out, two Gold Fish es, in a glass jar. One of them had a black spot on its neck. They were gulping in water, which I saw com ing out at their gills.

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A decorative border with intricate floral and scrollwork patterns surrounds the text. The border is composed of repeating motifs of flowers and leaves, creating a frame for the central text.

Shortly will be Published, Price Sixpence,

PICTORIAL LESSON BOOK,
NO. II.

Also, in a Neat Box,

A LARGE GRANDMOTHER'S ALPHABET,

COLOURED, ON MILL-BOARD,

To correspond with Dr HAMILTON'S "PICTORIAL
LESSON BOOK."