

**MARTINS
INTELLECTUAL
PRIMER**

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Martins Intellectual Primer by William Martin

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WILLIAM MARTIN

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MARTIN'S
INTELLECTUAL
PRIMER.



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1851.



WILLIAM HENRY COX,
5, GREAT QUEEN STREET, LINCOLN'S INN FIELDS.

PREFACE.

THE DESIGN of the series of elementary works, comprising a PRIMER, SPELLING BOOK, and READER, is that of teaching the *English Language grammatically and comprehensively*, and the object of the *Intellectual Primer*, which here forms the first volume, is to teach the *rudiments of the art of reading by a progressive and systematic method*, and, at the same time, to inform the Infant mind with *useful and interesting knowledge*, so as to make learning to read a *pleasure* instead of a *pain*.

This introductory volume consists of upwards of two hundred different subjects, illustrated by more than one hundred engravings, and includes lessons in SPELLING and in READING, principally in WORDS OF ONE SYLLABLE. The spelling lessons are constructed upon an original plan, especially adapted to facilitate the pupil's progress. They are divided into PHONIC SPELLING and EXERCISES IN SPELLING. The former secures the correct pronunciation of every letter and word according to the established rules of modern orthoepy, and the latter secures the practical knowledge and application of all those words which, as signs of ideas, fall within the sphere of a child's intuition or mental perception.

INTELLECTUAL INSTRUCTION.—The part of the volume which more strictly refers to intellectual, is that which opens the child's mind to the OBJECTS OF NATURE—the USE OF ITS SENSES—and affords him an acquaintance with THE THINGS OF EVERY-DAY LIFE; as to the idea of teaching the art of reading without spelling, every practical teacher knows this to be *impossible*.

In the perusal of the several lessons, the teacher will find many repetitions, not so much of things as of words, this has been done

designedly, and with the object of exercising the child's eye and speech to a familiar acquaintance with the appearance and sound of words. The ILLUSTRATIONS are not merely inserted to catch the eye, but to afford real information to the mind, by representing the object under description.

RELIGIOUS INSTRUCTION.—In a work so purely elementary, there could be but little scope for the subject-matter of RELIGIOUS INSTRUCTION; but the Author has felt it to be his duty to lose no opportunity of propounding the great truths of religion, as he believes that no education can be either safe or complete without RELIGION forms its fundamental feature; he has, therefore, throughout the whole series of his works, considered the development and expansion of the Intellectual faculties as merely subsidiary to the training of the Religious and Moral affections in “Faith and Duty” to God, and Charity to all mankind.

THE POETRY.—This is for the most part composed by the Author, and embraces some subjects of essential importance to the child's spiritual progress. It was very difficult indeed to find pieces especially adapted for the object he had in view, *viz.*, —to serve as *reading lessons*, and, at the same time, be fit for *committing to memory*; but he trusts he has, in some degree, obviated this difficulty.

In conclusion, the Author would suggest to the teacher, the propriety of testing by interrogations at every step, the gradual progress of his pupil, to let nothing go unexplained, and to suffer no lesson to pass not thoroughly understood.

WILLIAM MARTIN.

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RELIGIOUS POETRY.

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|--|-----------------|
| 1. PITY, LORD, A LITTLE CHILD. | WILLIAM MARTIN. |
| 2. GOD CARETH FOR ME. | Ibid. |
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| 4. A SAVIOUR'S LOVE. | Ibid. |
| 5. LORD, TEACH A LITTLE CHILD TO PRAY. | Ibid. |
| 6. EARLY WILL I SEEK THEE. | Ibid. |
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| 8. OBEDIENCE. | J. TAYLOR. |
| 9. DUTY. | RE-WRITTEN. |
| 10. LITTLE FAULTS. | WILLIAM MARTIN. |

MISCELLANEOUS POETRY.

LOVE.—THE MILL.—THE SHIP.—THE PLOUGH.—THE BALLOON.—
STREAM.—THE BLACKSMITH.—THE TINKER.—THE BRAZIER.—THE
PAVOR.—THE COBBLER.—THE WOODMAN.—THE PLOUGHMAN.—
THE SAILOR.—THE GOOD NATURED ANT.—TO THE ROBIN.

KEY.

TABLE OF THE SIMPLE AND DIPHTHONGAL VOWELS REFERRED TO BY
THE FIGURES OVER THE SPELLING LESSONS IN THIS WORK.

1. \hat{a} . The long slender English *a*, as in *fâte*, *pâ-per*.
 2. \hat{a} . The long Italian *a*, as in *fâr*, *fâ-ther*, *pa-pâ*.
 3. \hat{a} . The broad German *a*, as in *fâll*, *wâll*, *wâ-ter*.
 4. \hat{a} . The short sound of the Italian *a*, as in *fât*, *mât*, *mâr-ry*.
 5. \hat{a} . The short sound of broad *a*, like long broad *a*, as in *wâd*,
wân-der.
-
1. \hat{e} . The long *e*, as in *mê*, *hêre*, *mê-tre*.
 2. \hat{e} . The short *e*, as in *mêt*, *lêt*.
-
1. \hat{i} . The long diphthongal *i*, as in *plîne*, *tî-tle*.
 2. \hat{i} . The short simple *i*, as in *plîn*, *tî-tle*.
-
1. \hat{o} . The long open *o*, as in *nô*, *nôte*, *nô-tice*.
 2. \hat{o} . The long close *o*, as in *môve*, *prôve*.
 3. \hat{o} . The long broad *o*, as in *nôr*, *fôr*, *ôr*, like broad *a*.
 4. \hat{o} . The short broad *o*, as in *nôt*, *hôt*, *gôt*.
 5. \hat{o} . The short sound of close *o*, as in *gôod*, *wôlf*.
-
1. \hat{u} . The long diphthongal *u*, as in *tûbe*, *Cû-pid*.
 2. \hat{u} . The short simple *u*, as in *tûb*, *cûp*, *sûp*.
 3. \hat{u} . The middle or obtuse *u*, as in *bûll*, *fûll*, *pûll*.
 4. \hat{u} . The long obtuse *u*, as in *rûle*, *trûe*.
-
- $\hat{o}\hat{i}$. The long broad *o* and the short *i*, as in *ôil*, *pôint*.
- $\hat{o}\hat{u}$. The long broad *o* and the short *u*, as in *thôû*, *pôund*.
- $\hat{t}h$. The acute or sharp *t*, as in *thin*, *think*.
- $\hat{r}h$. The grave or flat *t*, as in *this*, *that*.

c, with a comma under it, thus, $\underset{,}{c}$, is the soft *c*, and has the sound of *s*, as in *vice*.

g, with a comma under it, thus, $\underset{,}{g}$, is the soft *g*, and has the sound of *j*, as in $\underset{,}{g}ibe$.

s, with a comma under it, thus, $\underset{,}{s}$, is the flat buzzing *s*, and has the sound of *x*, as in $\underset{,}{s}ose$.

THE ALPHABET,
CLASSIFIED ACCORDING TO THE FORMS OF THE LETTERS.

CLASS I.

Letters composed of Horizontal and Perpendicular Lines.

I E F L T H

CLASS II.

Letters Composed of Perpendicular and Inclined Lines.

A K M N V W
X Y Z

CLASS III.

Letters composed of Perpendicular and Curved Lines.

B P R D

CLASS IV.

Letters composed of Curved Lines.

C G O Q S U J