



University Publications of America

AMERICAN PRIMERS

Guide to the Microfiche Collection
Introductory Essay by Richard L. Venezky

**BOBBY AND BETTY
AT HOME
A PRIMER**
KATHARINE ELLEN BETH DOPP

SCHOOL AND FAMILY PRIMER

LETTER B

See the owl!
Let me see it!
Can the owl fly?
Yes, it can fly.
but it can not
run.

Can it be a fly?
It is not a fly.
Is it an ant?
Yes, it is a red
ant. See it
run.

LETTER A

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

Harper's School and Family Series.
THE
**SCHOOL AND FAMILY
PRIMER:**
INTRODUCTORY TO THE SERIES OF
SCHOOL AND FAMILY REASERS.
By
MARCUS WILLCOTT,
Author of "Fables for Children," "Fables for Parents,"
"Fables for Teachers," "Fables for Students."
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AMERICAN PRIMERS

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NOTE FROM THE PUBLISHER

The editors of UPA, an imprint of Congressional Information Service, wish to give special thanks to the staff of the Educational Research Library of the U.S. Department of Education and the many other librarians and institutions mentioned in the acknowledgments below without whose cooperation this microfiche collection of primers would not have been possible.

This printed guide accompanying the microfiche collection consists of an introductory essay by Richard L. Venezky, Unidel Professor of Educational Studies at the University of Delaware, followed by a reference bibliography section, which provides full bibliographic data for each primer, a combined index of author, illustrator, and publisher names, an index by titles, and a chronological index.

FROM THE INDIAN PRIMER TO DICK AND JANE

AN INTRODUCTION TO THE UPA AMERICAN PRIMERS COLLECTION

*by Richard L. Venezky
University of Delaware*

Acknowledgments

A project of this scope would be impossible without the cooperation and assistance of many curators, librarians, and other specialists in rare books, in addition to individual collectors who loaned materials for filming. Many of the materials represented in this collection were subjected to substantial risk of damage in photographing due to their delicate condition; others which we wanted to include were too fragile for photographic handling. We are grateful for the large number of items that could be filmed and fully understanding of the cases where permission was denied. We would like to thank especially Milbrey L. Jones and Joanne S. Cassell who made available to us the textbook collection of the Educational Research Library at the U.S. Department of Education; Marie E. Korey of the Free Library of Philadelphia who not only provided a large and important group of materials but also made available space for filming items from the Philadelphia area; Marcus McCorison and John Hench of the American Antiquarian Society who provided access to most of the 18th century imprints represented here; Peter VanWingen of the Library of Congress for assistance in filming rare items from the Library of Congress special collections; Charles E. Aston, Jr., for his sustained assistance in identifying and filming materials from the Nietz Collection at the University of Pittsburgh Library; James Green of the Library Company of Philadelphia for assistance in obtaining materials from both the Library Company and the Historical Society of Pennsylvania; Alice Schreyer of the Morris Library at the University of Delaware who provided not only access to rare materials but also encouragement and advice; John Y. Cole at the Center for the Book at the Library of Congress for co-sponsoring and encouraging the project; and Eleanor McD. Thompson of the Winterthur Library, Alan Farstrup and Wendy Wei of the International Reading Association, Nancy Halli of the Historical Society of Pennsylvania, Hildegard Stephans of the American Philosophical Society, Robert W. Karrow, Jr. of the Newberry Library, John J. Grabowski of the Western Reserve Historical

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From the Indian Primer to Dick and Jane¹

Primers, spellers and ABC books—fragile, cheap and unaesthetic products of the printing trade—once attracted the attention of the powerful and influential. Martin Luther issued in 1525 the first primer ever written in the German language. In the 17th century George Fox, founder of Quakerism, wrote a speller. Noah Webster in the 18th century wrote both a speller and a reader and Leo Tolstoy in the 19th century wrote an ABC book to teach reading to the sons of the Russian peasants. But for every Luther, Fox, Webster or Tolstoy there have been tens of dozens of lesser known or anonymous authors of introductory reading texts. The authorship of *The New England Primer*, for example, which dominated reading instruction in the American colonies during the 18th century, is not known.

This 3" by 5" pamphlet of fewer than 80 pages contrasts markedly with the present-day pre-primers, primers and readers with their long lists of authors and consultants and their multi-color art and correlated teacher editions. Between these two approaches to introductory reading texts are not only almost three-hundred years in time but radical transformations of culture, education, and commerce. Where colonial printers produced for a local market, modern conglomerates now produce for a national and occasionally international trade. Where a journeyman in 1800 could expect to raise enough capital to buy his own press and print primers, readers and arithmetics without paying royalties or permission fees, millions of dollars are now required for a single mathematics, reading or social studies series.

The evolution of the modern reading textbook is in part the history of American education and in part the history of American culture. No thorough text on this history exists, but various parts of it have been delimited. Nietz (1961, 1966) and Carpenter (1963) cover the general history of American textbooks, focusing on authors and textbook content, with extensive coverage of primers, readers and spellers. General histories of reading texts have been done by Reeder (1900), Lamport (1937), N.B. Smith (1965), and Venezky (1987), while a variety of studies exist on specific textbooks; e.g., the hornbook (Tuer, 1896), *The New England Primer* (Ford, 1899; Watters, 1985/86), Noah Webster's blue-back speller (Monaghan, 1983), McGuffey's readers (Westerhoff, 1978; Lindberg, 1976; Minnich, 1936), and the Dick and Jane readers (Luke, 1988). An important literature also exists on the latent or hidden curriculum of reading textbooks, covering such issues as sexism (Zimet, 1972; Oliver, 1974; Kingston & Lovelace, 1977-78), racism (Bierstedt, 1955), achievement motivation (McClelland, 1961; de Charms & Moeller, 1962), and class (Garfinkle, 1954; Mosier, 1974; Luke,

¹Parts of this introduction have been adapted from earlier publications of the author, listed in the reference list as Venezky (1987), Venezky (in press-a), and Venezky (in press-b).

1988). Elson (1964) provides an extensive analysis of the themes, images, and attitudes reflected by 19th century readers and spellers, as well as arithmetics, histories, and geographies.

Children's books, which until almost the Civil War were difficult to distinguish from some schoolbooks, have been catalogued for earlier periods by Rosenbach (1933) and Welch (1972). The 20,000+ collection of textbooks in the U.S. Department of Education Research Library has not been completely catalogued, but a sampler catalogue of approximately 5,000 textbook titles was issued recently (Svobodny, 1985). In general, textbooks have been ignored by major libraries; what collections exist are often uncatalogued. Few libraries have attempted to collect complete series or editions so that tracing even as popular a series as the Dick and Jane readers is exceedingly difficult in that no library in the United States appears to have complete collections of each major edition. The Library of Congress and the American Antiquarian Society have extensive holdings of early American textbooks, as does the British Library. Large, well maintained collections can also be found at Trinity College in Hartford, Connecticut (The Henry Barnard Collection), New York University, Columbia University/Teachers College, Harvard University, the University of Pittsburg (The Nietz Collection), and selected public libraries including the Free Library of Philadelphia and the New York Public Library. Recent work at the American Antiquarian Society in cataloging into RLIN 19th century children's books, including some textbooks, is providing a model which in time other libraries may follow for processing of textbooks.

The form and content of the primer at any point in its history has been a function of multiple variables. Psychological theory is one: how the mind acquired the components of literacy, linked letters to sounds, recognized words, and assigned meanings to sentences, paragraphs and texts. When psychology was derived from theology, the child's mind was viewed as a miniature adult mind, held back by recalcitrance and a propensity to wander near the clutches of the devil. Heavy doses of adult ideas and language were the resulting prescription, forced into the infantile colonial head by rote memorization and stern admonishment. From Rousseau and Pestalozzi came a different view of development, beginning with a blank slate onto which the child could slowly acquire, with sufficient interest, names, facts, and finally higher levels of understanding. For this new psychology, early reading assumed the garb of the child's world, offering familiar objects and simple, controlled language.

But primers are also commercial products and the nature of the printing and publishing trade has strongly influenced what has reached the young reader's hands. Local markets and small press runs allowed wide variety in texts in the 17th, 18th, and early 19th centuries, but the strained economics of the early American press limited this variability to what was inexpensive to produce. With the rise of the textbooks publishing giants in the mid 19th century emerged a slicker, more professional primer design, but the need to compete in a national market lead quickly to homogenization. With the graded school the primer lost its last vestige of independence, being absorbed as one of many steps in the

reading series that have evolved into the modern basal.

Comingled with psychological theory and commercial interest has been a third and more elusive variable that has influenced primer design and that is hegemony or authority. For most of the colonial period, at least in New England, the Puritan Church exercised authority over everyday life. Its interests in literacy were expressed through *The New England Primer*, with its authorized catechism and other theological readings. With the breakdown in the church's authority, a more secular but nevertheless Protestant primer appeared. Through the 19th century authority in educational matters was contested by reformist educators, conservative ministers, lawyers, and the like, and finally captains of the textbook trade, who by the third quarter of the 19th century assumed a limited control over most of the school textbooks.

Authority today continues to be vested with the textbook publishers, who have gained the cooperation and compliance of school administrators and college level educators. But more and more this hegemony has been challenged by special interest groups and by state departments of education who through their curriculum guidelines have begun to influence textbook content. Limited now by state boundaries, these distributed centers of control could, through regional or national confederation, seriously challenge the publishers' hegemony. How all these factors have woven in and out of primers, spellers, ABC books and the other instruments of initial reading instruction is the concern of the remainder of this introduction.

The colonial period

The evolution of the modern reading textbook can be traced through at least five distinct periods: colonial (1639-1782), early national (1783-1837), pre-Civil War (1838-1865), early modern (1866-1920), and modern (1921-). Although one of the earliest books printed in the Colonies was a primer for use in teaching literacy and Christianity to Indians (John Eliot's *Indian Primer*, 1669), most textbooks during the colonial period were imported from England; what few were produced in the Colonies (e.g., Cheever's *A Short Introduction to the Latin Tongue*, 1737) were based upon English models. Printing facilities and paper making were limited in the Colonies and imported paper was expensive. The cost of shipping goods over land was also expensive, constraining the distribution of printed materials. Some writers even sent manuscripts to England for printing and then imported the books back into the Colonies. An example of this was Hugh Jones, who wrote a grammar for the Colonies in 1724, but sent it to England for printing (Nietz, 1961). (The first grammar to be written and printed in the Colonies was done by Samuel Johnson, first president of Kings College in New York City.)

Although the basic tone of textbooks was highly religious throughout most of this period, the secularization of colonial society that began before the middle of the 18th century was reflected in particular in reader content. Primers

less devotional than *The New England Primer*, at first imported from England (e.g., *The Royal Primer*), began to appear by 1750. At the same time children's books in England began to reflect John Locke's idea that reading "Be never made a task." Beginning with Mary Cooper's *The Child's New Play-thing* (2nd ed., 1743) and continuing with John Newbery's juvenile publications, books for young learners made learning to read a diversion rather than a stern heavenly admonition (Welch, 1972). Non-biblical story books, for use outside of school, were printed in the Colonies as early as 1756 (*A New Gift for Children*). This trend towards friendly, child-like content for children's books competed with the Calvinist tradition throughout the second half of the 18th century, but by the beginning of the 19th century when *The New England Primer* began to fade in popularity, became the dominant influence for primers, ABC books, and other introductory reading materials.

Nevertheless, *The New England Primer*, which appeared in hundreds of editions (and under dozens of titles), retained its popularity during the colonial period and was reprinted in a variety of editions almost to the end of the 19th century. As its popularity waned, nostalgic collections of its illustrations and texts were issued and reissued as *Beauties of the New England Primer*. *The New England Primer*, however, was much less a guide to reading than it was a religious document in which the Calvinist views of the child and of human disobedience to the authority of God were expounded. "The text of the *Primer* developed at the time of a crisis of authority in New England, involving . . . the transition from colony to province, and in most general terms, much of the *Primer* defines for the child his or her place in relation to parental, civil and religious authority figures" (Watters, 1985/86, p. 193).

Although most writers date *The New England Primer* to the end of the 17th century, Watters (*ibid.*, pp208f) points out that no concrete evidence of pre-18th century editions exists. The references to the *Primer* in the Stationer's Registry and in advertisements before 1700 may have been to a related text, John Cotton's *Spiritual Milk for American Babes*. Like Webster's *Speller* and the *McGuffey Readers*, *The New England Primer* was radically revised during its lifetime, the most dramatic being in the 1750s, in response (perhaps) to the Great Awakening. The earliest surviving example of the *Primer* was printed in 1727; however, given the fragility of the text and the relatively low survival rate of colonial print materials, that date cannot be accepted with confidence as the first printing of the text. (See Heartman, 1934, 1935 for an inventory of all imprints of both New England and non-New England primers identified up to the mid 1930s.)

Second in popularity to the primer was the speller, which gained acceptance in the colonial schools after the middle of the 18th century. Although a speller may have been printed in Cambridge in 1643, no copies have survived. Until Noah Webster published his speller in 1783, English spellers dominated the American market, led by Thomas Dilworth's *New Guide to the English Tongue* and to a lesser degree Daniel Fenning's *Universal Spelling Book*, both of which served as models for Webster (Monaghan, 1983). Since no international

copyright law was adopted in America until the end of the 19th century, foreign textbooks could be reprinted here without payment of fees. Consequently, while the English publishers continued to export their textbooks to America and to advertise in American newspapers, numerous editions of the English texts were issued from American presses. Benjamin Franklin, for example, printed an edition of Dilworth's *Guide* in 1747; between 1765 and 1771 nine editions are known to have been printed by various American presses (Monaghan, 1983). According to R. Smith (1979), at least 76 editions of Dilworth's *Guide* were issued in America before 1801.

The early national period

With the American Revolution and independence began a period of American production of textbooks, almost all of which were infused with intense nationalism. Noah Webster's *Speller* (1783), Jedidiah Morse's *Geography* (1783) and Caleb Bingham's *American Preceptor* (1794) were prominent examples of the new nationalism, but others followed. For example, Erastus Root, in his *Introduction to Arithmetic* (1796), urged the replacement of the English money system with that of America's (Curti, 1959). Nevertheless, textbooks continued to be imported from England and some like Lindley Murray's *Readers* captured a major share of the American market. Packer (1954), drawing on *The Boston Booksellers' Catalogue of 1804*, estimates that in the textbooks advertised for sale in 1804, English authors still represented 25% of the total. Webster's speller, first published in 1783 as *A Grammatical Institute of the English Language, Part I*, became the best selling American textbook in the last part of the 18th century and the first quarter of the 19th century. Part II of *A Grammatical Institute* was a grammar and Part III was a reader, first issued in 1785 and then revised in 1787 and retitled *An American Selection of Lessons in Reading and Speaking*. This was probably the first true reader issued in the United States, but it met strong competition from other readers that soon followed. Among the more popular of the competing readers were Caleb Bingham's *Child's Companion* (1792), *Columbian Orator* (1797), and *American Preceptor* (1794), and Lindley Murray's *English Reader* (1799), *Sequel to the English Reader* (1801), and *Introduction to the English Reader* (1805).

The transition from religious to secular textbooks continued through the initial part of this period and was particularly evident in the sales of *The New England Primer*, which was rapidly replaced by more secular primers that were devoted exclusively to reading instruction. "This secularization [1790-1800] was an attack by its friends from which the book never quite recovered, for the printers having once found how much more saleable such primers were, and parents having found how much more readily their children learned, both united in encouraging more popular school-books, and very quickly illustrated primers, which aimed to please rather than to torture, were multiplied" (Ford, 1899, pp. 109ff). Nevertheless, tradition held strong in the New England countryside and as late as the period 1836-1850, over 50,000 copies of *The New England Primer*

were printed and sold (Tebbel, 1972).

During the early national period the content of many reading textbooks began to shift from an emphasis on classical learning to an emphasis on more modern learning. Regional interests were more strongly expressed, especially in texts like the early editions of the *McGuffey Readers*, which were initially produced for western and southern markets, but with popularity shed their regional guise (Venezky, 1987). Other popular regional texts included James Hall's *Western Reader* (Cincinnati, 1833), *The Western Primer* (Columbus, 1837) and *The Western Farmer's Almanac* (Lexington, Kentucky, 1845).

The people who authored major textbooks during the early national period were mostly from New England, highly educated, overwhelmingly Protestant, and classically oriented (Belok, 1973). Most were not authors, but rather compilers who often gave no credit to the sources from which they borrowed extracts. John M'Culloch, for example, who compiled the first American history text (1795), borrowed lengthy extracts without permission or attribution from Jedidiah Morse's *Geography Made Easy* (1784) (Spieseke, 1938). Their attitudes towards religions other than their own was at best intolerant. "It is not surprising to find these early school-books taking a very intolerant attitude toward Catholics and other major religions. The word 'papist' was freely strewn throughout the books, and generally the references were in the pejorative sense. Most religions were divided into Christians and pagans. . . . The seeds of 'know-nothingism' and America's fear of conspiracy were probably sown quite early" (Belok, *ibid.*, pp.64f). Elson (1964) found this same attitude towards non-Protestant religions continuing throughout almost the entire 19th century.

As the American economy began to grow at the end of the 18th and the beginning of the 19th century, the printing business expanded rapidly. Among the printers who developed successful textbook businesses in the early 19th century was Samuel Wood of New York City. Although unknown in modern histories of reading instruction, he was New York City's most important publisher of children's books in the first half of the 19th century, the compiler of the first graded series of readers, and an important Quaker publisher and educator (Wood, 1904; Weiss, 1942). He is important here, however, because of his graded reading series and his highly popular and often duplicated ABC book, *The Young Child's A,B,C*, which was first published in 1806.

Other publishers such as Mathew Carey in Philadelphia and Isaac Collins in Trenton had issued their own primers or ABC books; these were the staples of the colonial and early national press, along with business forms, almanacs, sermons, handbooks, and stationery (Lehmann-Haupt, 1952). But Samuel Wood was the first publisher to compile a complete series of school books, and he did not one but two such series in the first two decades of the 19th century. The first series, consisting of *The Young Child's A,B,C; or First Book*, *The New York Primer*, *The New York Preceptor*, *The New York Speller*, and *The New York Expositor*, was issued between 1806 and 1810. The second series, consisting of *The New York Reader, Nos. 1-3*, was issued in the period 1812-15, and was the first true series of graded readers ever compiled. Other authors, like Lindley

Murray, had written reading texts with different levels of difficulty, but none of these was planned as a complete series.

Wood issued his graded series at a time when New York City had no public schools (Kaestle, 1973). The few that did exist were charity schools, operated by church groups for children of the poor. The Lancastrian charity schools which were sponsored by the Society of Friends may have been Wood's initial market, and the rigid monitorial system used in these schools, with its well-defined levels of reading ability, may have been the initial impetus for a graded series of textbooks. In part through the employment of such skilled illustrators as Alexander Anderson, and in part through careful press work, Wood quickly acquired a reputation for quality printing (Weiss, 1942). He had entered the printing business at a time when the distinction between printer and publisher did not exist and when a business could be started with a small amount of capital. An apprentice could expect to move up to journeyman and quickly establish his own business.

But before Wood retired in 1836 the printing trade had begun a radical transformation, driven by technological innovation. As a result of paper making machinery, stereotyping, ink rollers, the steam press, and a variety of other inventions, journeymen and many apprentices were eliminated from the production side of printing. In parallel, the high cost of new machinery reduced the ability of most journeymen to establish their own businesses. The magnitude of the change brought by technology is illustrated by developments in printing presses. The handpress, which remained basically the same from Gutenberg through the early 19th century, was operated by a pair of journeymen and could produce under skilled effort at most 250 impressions per hour. In contrast, the steam press which was perfected in the 1830s could be operated by low paid boys and girls and could produce 3,000 impressions per hour (Rorabaugh, 1986, p. 86).

Then, newly built canals and roads allowed publishers to operate profitably over a larger territory than before, thus leading to a further squeeze on the small, local printing and publishing houses. Although the hand-operated press would continue to survive for several more decades in the countryside, the city printing establishments that were solvent were those with modern equipment. Because of the high start up costs for a printing business, printing became more and more separated from publishing, except for a small number of large houses. The publishers who were well financed took over the roles of promoters, editors, and marketers, leaving only the dirty work of book production to the printers.

The great leap forward in American printing was marked also by a radically reduced dependence upon British imports. In 1820, for example, almost 70% of all books sold in the United States were printed in England. By 1850 the figures were reversed, with 70% of the books sold originating in the U.S. (Trubner, 1859, p. 90). At the same time, the common school movement, engineered by Mann, Barnard, et al., was forcing educational expansion, which led to a vastly increased market for readers and other school texts, but one which also organized itself quickly to favor the larger publishers over the smaller ones. Wood's textbooks,

whatever their appeal when they were published in the early part of the 19th century, were not revised to keep up with changing attitudes and tastes, and consequently were only marginally competitive by the 1840s.

As was traditional in Quaker texts, Wood's readers had no truck with fiction, theater, fairy tales, or military adventures, even those as ennobling as the American Revolution (Frost, 1973; Wright, 1932). In contrast to a later (and continuing) tradition, Wood's reading selections reflected what he felt children should read rather than what he assumed the populace would buy. His books continued to sell, nevertheless, through his bookstore, by exchange with other printers, and through the Quaker network that connected via Monthly and Yearly Meetings to Quaker businesses and schools over the entire Northeast.

After Samuel Wood's retirement, the firm passed to his sons, and then to a grandson, and finally to a great grandson before it was absorbed by a larger house during the Depression. Rights to almost all of the reading texts were sold in the 1860s; the acquiring firm advertised a new printing of the *New York Readers*, but no such imprints have been found and I suspect none was issued. Samuel Wood died in 1844, his contribution to the American reading script generally unrecognized.

The pre-Civil War period

By the 1820s reading was taught from a variety of different materials, beginning with toy books and ABCs that were used primarily in the home, to primers, spellers, readers, and expositors which were used in the schools. Some spellers after 1820 reduced their focus on reading, but others did not. In contrast, many primers and readers attempted to teach both reading and spelling. Among the more popular texts of this period were Albert Picket's *Juvenile Spelling Book* (1821) and *Primer* (1836); John Pierpont's *Introduction to the National Reader* (1828), *National Reader* (1828), and *Young Reader* (1830); and B.D. Emerson's *Third Class*, *Second-Class*, and *First-Class Reader* (1834). From the time of Wood's *New York Readers* until 1830, no other graded series of readers was published. Then, a number of series appeared in succession, including Oliver Angell's Union series (1830-1834), Lyman Cobb's Juvenile readers (1830-1835), and the Emerson texts just mentioned. By the 1840s larger schools were adopting readers in series, thus reinforcing what was to be from then on the standard configuration for producing reading books. Nevertheless, what is most striking about the period from the 1820s until about the Civil War was the coexistence of different types of reading texts: readers in series and independent readers; old-time, omnibus spellers, and newer, restricted spellers; religious primers and secular primers; and ABC books with a Puritan ethic alongside ABC books with purely child-interest content. These variations were a reflection of a country in transition, from rural to urban, from farming to industry, from moralism to materialism, and from local, one-room schools to larger, egg-crate style schools.

With the spread of the common school movement in the 1830s and 1840s, textbook publishing became a major independent business, complete with

specialized publishing houses and separate sales forces. Truman, Smith & Co., incorporated in Cincinnati in 1833, was one of the first firms to make a major investment in schoolbooks and rose within two and a half decades to be the largest schoolbook publishing house in America (Sutton, 1961). Two of its earliest products, Joseph Ray's arithmetics and the McGuffey readers, sold over 100 million copies each in their life times and made millionaires out of a number of corporate executives. With expanding educational markets, more publishing houses began to specialize in textbooks, and with many school systems establishing district-wide textbook adoptions, many of the forces that drive the current textbook trade were established.

By the time that Samuel Wood retired from publishing, the capital of the Western book trade had shifted to Cincinnati, where the McGuffey Readers originated (Sutton, 1961). The author of these readers, William Holmes McGuffey, has been as over-popularized in this century as Samuel Wood has been ignored. But the true McGuffey reader story is not in the dour, Calvinistic William Holmes McGuffey, but the astute manager and marketeer, Winthrop B. Smith, the originator of the idea for and the first publisher of the McGuffey series. This is also the story of the ascendancy of the large textbook publishing houses in America, the Goliaths of the trade, and the commercialization of elementary education.

Book publishing in America increased rapidly in volume and in dollars through the 19th century as discretionary money and time increased for private citizens and as schooling opportunities expanded. In 1820, for example, the total value of book production was estimated to be \$2.5 million; by 1840 this had increased to \$5.5m., and by 1850 to \$12.5m (Trubner, 1859, pp. 89-90). This is a five fold increase in dollar value over a period in which the population increased by only half that ratio. Of this total, schoolbooks accounted for about one-third. Textbooks by the 1850s were purchased by some school districts, rather than just by parents and individual school masters, and readers were issued more frequently in graded series as the large urban schools with age graded classrooms became more common.

Winthrop B. Smith came to Cincinnati in 1830 and with William T. Truman organized in 1833 the publishing firm Truman, Smith & Co. which a year later changed its name to Truman & Smith. From the beginning Smith was the innovative and entrepreneurial member of the ownership team. The idea for an eclectic series of textbooks apparently occurred shortly after the firm was organized. Joseph Ray, a local mathematics teacher, was commissioned to write an arithmetic text, which appeared in 1834 as the *Eclectic Arithmetic* and became an immediate success. A sequel to this text, Ray's *Practical Arithmetic*, published by Truman & Smith three years later, was the most successful text of its kind in the 19th century and continued to sell even into this century (Carpenter, 1963).

After the first edition of Ray's arithmetic was published, Smith approached Catherine Beecher, sister of Harriet Beecher Stowe and founder of a local female academy, to write a series of readers. She was unwilling to divert her attention from the academy, but recommended a family friend, William Holmes McGuffey,

fey, who was then a professor at Cincinnati College. Between 1836 and 1838 a primer, four readers, and a speller were produced by William and his younger brother, Alexander Hamilton McGuffey. A fifth reader was added in 1844, a sixth in 1857 and a high school reader in 1863. Of these texts, there is evidence that the younger brother wrote the 5th, 6th, and high school readers, and may also have written the 4th reader (Sullivan, 1927, p. 19fn). The primer was a commercial failure and was withdrawn soon after it was introduced. William Holmes McGuffey, therefore, wrote only three of the more popular texts for sure, and possibly a fourth.

The Eclectic Reading Series was billed as a regional product, free from effete-ness and other eastern maladies, but not long after its launching the publishers of the Worcester readers brought suit against McGuffey and his publishers, claiming "over-imitation" and violation of copyright—all in the texts that William Holmes McGuffey wrote. Although the suit was settled out of court, the case against McGuffey was quite convincing by modern standards (Venezky, 1987). Minor changes were made to the 2nd and 3rd readers to eliminate the most flagrant evidence of pirating and the series continued on its way, in time becoming the most widely used readers in American history. The regional orientation was dropped in the 1840s as a national market developed. By the 1880s over 3 million copies per year were being sold; even in the first decades of the 20th century, when the series was long out of date, over 49 different McGuffey titles were stocked and sold by its publisher.

In the evolution of the American reading script, the McGuffey readers represent several major transitions, the most important of which was the use of a highly aggressive marketing strategy, backed by frequent revisions to appeal to changing tastes and to compete with new materials brought out by other publishers. The Puritan orientation of William Holmes McGuffey, with its emphasis on original sin and its stern attention to Biblical admonitions, was quickly weeded out, in favor of play, materialism, and other pursuits more palatable to the ever more earthly 19th century middle class (Westerhoff, 1978). Major revisions were done in 1838, 1844, 1853, 1857, and 1879 with minor revisions in many of the intervening years. Selections were tried in one or two editions, sometimes moved to another grade level or, more often, replaced. Of the 1067 selections which appeared across all editions of the 4th, 5th, and 6th readers, 607 appear in only one edition (Nietz, 1964). These revisions were directed from within the publishing house; McGuffey played some role in the 1844 changes, but had no further influence, direct or indirect, on the series.

The criteria for keeping or replacing a selection had little to do with educational value. Popular tastes, as reflected by adult social norms, dictated the McGuffey selection process as strongly as it influences reader content today. For the early 19th century texts a canon of sorts existed, centered around religion, morality, and nationalism. But as the country matured and Protestantism shifted from morality to materialism, the older constraints on reader content dissolved. By the end of the century good literature would be the main guideline and the need to change selections frequently to appeal to changing tastes would in-

crease. Books that once instructed and guided, albeit narrowly, now merely entertained.

The second change was the inclusion of a lesson plan, which included vocabulary and pronunciation activities before reading a selection, and comprehension questions and articulation exercises afterwards. This was a step towards a fully scripted teaching guide, but not yet of the form seen today. The introduction to the 3rd reader (McGuffey, 1840, p. 10) qualifies that "The questions appended to each lesson are . . . designed to *suggest* rather than to *direct* the *interrogative* method of *oral* instruction." The lesson plan built around a reading selection originated with Samuel Worcester, whose 1826 primer was probably the most innovative reading text of the 19th century. Worcester included not only a sequence of steps for teaching the lesson, but also gave extensive teaching suggestions. It was Worcester's model that McGuffey cribbed, along with many of Worcester's selections, and it was Worcester and his publishers who brought suit against the McGuffey gang.

The inclusion of a lesson plan reflects the pedagogical influence of the Pestalozzian schools, with their carefully sequenced lessons. But the desire to include any instructional apparatus appears to derive mostly from the need to distinguish a product in a marketplace overrun with primers and readers. It is ironic that from the 19th century on, as teachers were better and better trained, the reading textbooks treated them as less and less competent by increasing the explicitness of the teaching instructions.

The early modern period

With the conclusion of the Civil War textbook publishing expanded rapidly. "The tremendous surge of education after the Civil War had created a record demand for textbooks, which had brought the new firms into being and compelled the older ones either to expand the sales forces or get out of the business. . . . Textbook companies had at least 300 agents in the field by 1868, and the number was growing every year" (Tebbel, 1975, p. 560). Reading series began to appear nearly as they do today, with a primer, five or six graded readers, and occasionally a speller, which by the end of the 19th century was issued independently of the reading series. The McGuffey readers continued to capture a large share of the reading market, particularly in the West and South, but had to compete with a number of other series that had also been originally published before the Civil War, including the Sanders readers and the Hillard readers.

Perhaps the most successful of the series issued after the Civil War was the Appleton School Readers, authored by William Torrey Harris, Andrew Jackson Rickoff, and Mark Bailey. This series represents what is probably the first modern, corporately sponsored reading program. The authors were all highly visible educational figures, selected to represent different regions of the country, different expertise in education, and at least with the first two, to facilitate entry into major school systems. Harris was well known at the time, not only as the Superintendent of Schools in St. Louis, but also as an educa-

tional philosopher and founder of the *Journal of Speculative Philosophy*. He was appointed United States Commissioner of Education in 1889 and served ably in that position for seventeen years (Neitz, 1961). Rickoff had been a president of the National Teachers' Association (later, National Education Association) and at the time the series was designed was superintendent of schools in Cleveland, Ohio where his innovations in teacher training and school design, and his promotion of women into school principalships earned him national recognition. Bailey was an instructor of elocution at Yale University and the author of several monographs on public speaking.

The series was first published in 1877-78 and consisted originally of five readers. In time an introductory fourth reader was added, apparently because the original fourth reader was too difficult to follow immediately after the third. As was typical of readers of this period, the teacher was told that the series could be used with any of the current reading methods, but the authors did recommend that the best approach would be a "judicious combination of the word and phonics methods" (cited in Nietz, *ibid.*, p. 96). The books were well illustrated for their time and the contents represented an interesting compromise between the elocutionary emphasis of the pre Civil War series and the growing new emphasis on good literature.

Among the more successful of the solitary authors of reading texts issued after the Civil War was Lewis Baxter Monroe, Superintendent of Physical and Vocal Culture in the Boston Public Schools, founder and dean of the Boston University School of Oratory, and compiler of the *Monroe Readers*, an important reading series that was completed in the year that McGuffey died. The *Monroe Readers* mark the last gasp for reading instruction built around oral reading and elocutionary principles, and with their accompanying teacher guide, the last step in the development of the scripted lesson plan. Monroe also represents the demise of the author-initiated reading series. Other authors would set out on their own to develop reading programs, but by the 1870s the dominant development technique was through publisher-initiated projects.

Beginning in the early 1870s Monroe published, probably with his wife's assistance, the first of the *Monroe Readers*. An anonymous reviewer in the *Chicago Schoolmaster* praised the choice of selections in the first of the series to appear, stating that "The book abounds in lessons requiring naturalness of tone, and has but few of 'The Raven' class by which stilted methods of expression are taught" ("Books Received", 1871, p. 329). In all, the series consisted of a primer, six graded readers, a speller, wall charts, and (in time) a teacher text entitled *How to Teach Reading*, which was written by Monroe's wife (Mrs. L.B. Monroe, 1888). This teacher text is one of the earliest ever published to accompany a series of readers, giving suggestions and often complete scripts for readiness activities, phonics lessons, oral reading exercises, and integration of speaking and writing into reading. The degree of scripting is characterized by passages like the following: "Then the teacher should proceed according to directions on Chart 4: 'Children, when you see this letter with three up-and-down lines in it, you should call it thus;' and the teacher makes the sound of

m with closed lips'' (*Ibid.*, p.11).

The series is considered among the ten or so most popular for its time by Nietz (1961, pp. 94-5), with a single revision occurring in 1883-84, under direction of Monroe's widow. A day book from the original publisher, Cowperthwait & Co., shows that as late as 1890 copies were being sold frequently throughout the East and Midwest. But the consolidation of the publishing industry that began in the late 1880s led to Cowperthwait's list being taken over by another Philadelphia publisher, E.H. Butler & Co., who then merged with Sheldon & Co., to form Butler, Sheldon, & Co. The new company sold out after the turn of the century to the new colossus of the publishing trade, the American Book Co., thus bringing the *Monroe Readers* under the same corporate ownership as the *McGuffey Readers* and about 15 other readers obtained through mergers and buy-outs (Tebbel, 1975). The *Monroe Readers* continued to sell into the 20th century, but barely so. Surviving correspondence with Mrs. Monroe discusses copyright renewals for some of the texts in 1916, but also shows that the publisher wished to engage in no further revisions.

At the end of the 19th century silent reading began to replace oral reading in the school curriculum, leading to longer reading selections in the readers, chosen for their literary rather than their oratorical features. At the same time the sections on elocution that generally appeared in the fifth or sixth readers began to disappear and reader titles like *Elocutionary Guide* were quietly dropped. Monroe's untimely death in 1879 did not begin the demise of elocution and oral reading; that was already evident by the end of the Civil War (Baskerville, 1979, p. 19). The contrast at the Gettysburg cemetery dedication between Edward Everett's two-hour oration, patterned on Pericle's funeral oration for the fallen of Athens and Lincoln's ten-sentence address, uttered in plain style in barely three minutes, was not lost on the generation which dominated American life after the Civil War (Brann, 1976).

By the end of the 19th century good literature had become the basis of the readers, replacing moral, didactic selections and platform pieces. Experimental psychology and the child study movement began to influence initial reading instruction, creating among other changes a move towards an extended period of readiness before reading instruction began. In the first quarter of the 20th century, as the various readers became associated with grade levels, a pre-primer was added to most series to teach the vocabulary of the primer. The teacher's manual, which became standard for reading series by the end of the 19th century, grew rapidly in size. Even before World War I the bulk of the guide was a concern of publishers. The authors of the 219-page manual for the primer and the first three readers of the Aldine series, speaking perhaps for all series, wrote, "The size of this manual is not due to any difficulty in the method described; the method is exceedingly easy both to comprehend and to apply" (Spaulding & Bryce, 1907, p. iii).

The modern period

Following World War I, a further consolidation took place in the textbook trade as smaller companies continued to be bought up by larger ones. Publishing was centered primarily in New York in the East and Chicago in the Midwest, with a small number of firms still located in Philadelphia, Baltimore and Cincinnati. The modern basal reading series assumed the form that is seen today during this period and mathematics, social studies and science series followed. The rapid expansion of the high school system, particularly after the beginning of the 20th century provided a new market for textbooks, but not as appreciable as the elementary market.

Educational psychology, which declared its independence from general psychology after the first decade of the 20th century, had a strong impact on the school curriculum after World War I, particularly through tests and testing. With standardized reading tests, silent reading was established in the curriculum and comprehension began to receive the attention it deserved. Thorndike's scientific education, coupled with the results of experimental studies of eye movements, perceptual span, and other processing features of reading began to be acknowledged in the teaching guides and to be reflected in the reading exercises. The preface to the *Beacon Gate to Reading*, as an example, explains to the teacher "Recognizing the eye as a highly important agent in the reading process, the authors have worked out, in the light of the studies and research of recent years, exercises intended to develop focal fields, wider perceptual spans, and eye-sweeps from left to right, and to reduce to the minimum eye-pauses and eye regressions" (Sullivan & Cox, 1926, p. iii). Whether we should cheer the rapid integration of research results into practice or bemoan the naive leap from laboratory into classroom without intervention of instructional testing is not all together obvious here. Nevertheless, until recently American reading educators were entrenched in their belief that laboratory studies should have a major impact on classroom practice, regretting only that research was not more quickly adopted into instruction.

The final steps in the formation of the modern reading series came in the 1920s and 1930s as more books were added to the typical series and as stricter controls over vocabulary and syntax were adopted into the reading selections, particularly in the lowest reading levels. The Dick and Jane series, issued by Scott, Foresman & Co. in the 1930s, was responsible for many of these changes and remains today as the proto-typic American reading program of the 20th century. Its popularity in the grade schools through the 1930s and 1940s rivaled that of *The New England Primer* and the McGuffey readers in their times and its impact on the industry was just as great.

Scott, Foresman & Co. was founded in Chicago in 1896 by E.H. Scott and W.C. & H. Foresman, specifically for textbook publishing. Before the end of the century it acquired *The Student Series*, a sequence of three readers originally published by Geo. Sherwood & Co., and issued revised editions. The progenitors of the Dick and Jane series, however, were the Elson readers, which began in

1914 with the *Elson-Runkel Primer*, and continued over the next few years with a complete reading series to complement on the primary and early elementary levels the *Elson Grammar School Readers* which had already been published for grades 5 through 8. The Elson readers included the first pre-primer ever published and also an extension or supplementary series entitled the *Child Library Readers*. This series was highly successful and continued to be revised through the 1920s. In 1927 a mechanical revision brought in the first pupil workbooks.

In 1930 William S. Gray, a renowned educational psychologist and reading authority from the University of Chicago became a senior co-author with William H. Elson in creating the Dick and Jane series, first issued as the *Elson Basic Readers* in 1930-31. This was the first reading series to enforce strict vocabulary control over selections. Dick and Jane appeared in the pre-primer, but not in its original title. In 1934 the pre-primer was retitled *Dick and Jane* and a second pre-primer, *More Dick and Jane Stories*, was added. Two years later a further revision was done and the series title changed to the *Elson-Gray Basic Readers*, to acknowledge Gray's true role in the series design. Further revisions were done on this series into the 1960s, including ethnic integration into what had been strictly white, middle-class environments in the stories, and copies continued to be sold in the 1970s from warehouse stock.

Notes on the Collection

The Primer collection contains a variety of different types of introductory reading materials, spanning the periods just described. A few items issued after the mid 1930s are included, the latest being a 1943 reading text by I.A. Richards (527). Only books or book-like imprints are included, thus excluding hornbooks, broadsides, charts, reading cards, and battledores. Reading charts in reduced book form, however, are represented (e.g., 587), as are chart primers (78, 108, 109), which became popular in the latter part of the 19th century. (For information on hornbooks, see Tuer, 1899.) In general, only American imprints are represented; a few exceptions have been made for (1) English imprints that were imported in quantity into the Colonies and which were models for later American textbooks (e.g., 682, 664), and (2) Canadian imprints of special interest for Native American adaptations (89) and for phonic instruction methods (520). Several imprints (e.g., 515) are from English publishers, but jointly published in the United States. Included among the "American" imprints are two native language readers from Hawaii (756, 595) and one Dutch primer printed in Barbary for use on St. Croix, St. Thomas and St. John (825).

Almost all materials were intended for use with children. The exceptions are an evening school reader, intended for high school instruction (364), two readers for illiterate soldiers in World War I (528, 529), and two readers for general adult education (438, 576). Three of these latter textbooks were authored by Cora Wilson Stewart, based upon her work with the "Moonlight" schools for illiterate adults in Kentucky. Except for No. 438, which was copyrighted in

1931, all of these adult literacy materials date from just before or during World War I. No special effort was made to locate texts for adult literacy instruction. The ones included here represent the primer/first reader models, adapted for adult interests.

The main types of materials included are **primers, readers, spelling books, alphabet books, teaching manuals**, and non-instructional **juveniles**. A small number of less common items are grouped in a **miscellaneous** class. Primers include only those imprints labeled as such, for example, *The New England Primer*, *The Columbian Primer*, *Sander's Union Pictorial Primer*. In this class are the early religious style primers, such as *The New England Primer* and its various imitations, the secular primer that became popular at the beginning of the 19th century, and the later primers that formed the first parts of the graded reading series. Some primers were indistinguishable from alphabet books, but generally they were longer and contained more extensive examples of connected text.

Readers form the largest class of items, consisting of the single readers of the late 18th and early 19th centuries, as well as the various graded readers that became popular in the 1820s. Where graded series existed, generally only the first reader was selected. Exceptions were made, however, for a few rarer second readers such as *The Deseret Second Book*, issued along with *The Deseret First Book* in the Mormon phonetic alphabet by the University of Utah Press in 1868 (367, 629), and Samuel Worcester *Second Book for Reading and Spelling* (660) that represents the first reading series based upon the word method. The *Second Book* is actually the first reader, following the *Primer* (782). Two publisher specimen books have also been included, showing sample pages from complete reading series (136, 459).

Over 50 spelling books have been included, representing imprints of this form that were intended for reading as well as spelling instruction. These include several 18th century imprints (e.g., 672, 682) which were omnibus schoolbooks, teaching reading, spelling, religion, geography, and a little arithmetic, plus a sampling of 19th century imprints that show the transition to separate speller as part of a graded reading series (e.g., 651, 12, 585, 573). Within this latter group are two representatives (807, 811) of the 41 Confederate spellers listed in the Parrish & Willingham (1987) list of Confederate imprints.

Alphabet books were often indistinguishable from primers, although some authors and printers clearly separated the two. ABC books were rarely copyrighted and often issued without date of publication or attribution of authorship. Rhymes and artwork were freely borrowed. Some were as short as 8 pages in length, others were longer, extending in some cases to 32 pages.

Over a dozen teaching manuals have been included to illustrate the intended usage of primers and readers (e.g., 264, 577). A complete history of teacher suggestions, however, should start with the footnotes in the 18th century spellers and continue through such texts as Samuel Worcester's *Primer*, which was the first to include extensive suggestions for teaching (782). Separate manuals first appear in the late 19th century, usually with a single guide for three or more

texts in a graded series. By the early 1920s, separate guides are issued for each level.

Non-instructive juveniles represent a significant class of materials that were published for children who were just learning to read. These lacked the heavy didactic style of primers, readers, and the like, yet attempted to interest children in books and reading. Most are illustrated and all attempt to be interesting to children, often bearing such alluring titles as *Present for Children* (773), *Book of Pictures and Verses* (801), and *Little Verses for Good Children* (803). Some are more explicit about reading level; e.g., *The Young Child's Picture Book in Words of One Syllable* (810), *Little Harry's Ladder to Learning* (685).

The miscellaneous class includes everything meant for initial reading, but not falling into the classes just described. Included here are content area readers such as *The Geographical Reader for Dixie Children*, issued in 1862 in the Confederacy (818), in which the first part is meant for teaching reading while the second is devoted to geography; two nature readers (127, 176); and history (182), health (542), and science (158) readers plus an additional geography reader (489). Another representative of this class is *American Popular Lessons* (677), copyrighted in 1829 and consisting mostly of moral pieces for "younger classes of children in schools."

Materials have been selected to illustrate features of not only pedagogy but also book design, publishing and book selling. Multiple editions of particular texts have been included where particular features of publishing history can be portrayed, such as the succession of publishers who issued the same text or the pirating of texts even after the first U.S. copyright law was passed in 1790. With particularly important texts such as Samuel Wood's *Young Child's A,B,C*, or the *McGuffey Readers*, successive editions have been included to illustrate the progression of changes that characterized different imprints. For example, four different Wood imprints of the *Young Child's A,B,C* are included from the first quarter of the 19th century, representing three different titles for the Wood publishing company and three slightly different forms of the text and its illustrations (814, 683, 704, 642). Also included are three imprints of exactly the same title from other publishers, but containing totally different texts (700, 781, 815), and two imitations of the Wood text (705, 774).

Besides the editions of the *Young Child's A,B,C*, special attention has been given to *The New-England Primer*, *McGuffey Readers*, *The Appleton Readers* (which were the main competition for the McGuffey readers after 1879), *The Cyr Readers* (issued by Ginn & Co. in the late 1890s), and the *Dick and Jane Readers* and their predecessors from Scott, Foresman & Co. Each of these was exemplary for reading instruction at one time or another in this country's history. Other topics for which multiple examples have been included are (1) German language ABCs and readers, particularly from Pennsylvania, (2) readers and spellers in Native American languages, (3) other non-English readers and spellers, some with parallel English texts (e.g., 66, 763, 837) and one in three languages (614), (4) Confederate primers, readers, and spellers, and (5) primers and readers in simplified orthographies, including nearly all of the extant im-

prints in Edwin Leigh's pronouncing orthography.

A simplified bibliographic style has been adopted for the bibliography. Author names, when known, are given in the form shown in the *National Union Catalogue*. Imprint information is taken from the title page, but variations of interest from the cover are noted. Date of publication, when not overtly indicated, is replaced by a copyright date, enclosed in square brackets (e.g., [1843]), if available. When neither of these is indicated in the text, probable dates of printing determined by the libraries or archives from which the materials were obtained are used, if available. As a last resort, an attempt has been made to determine when the publisher existed and to include these dates, also in square brackets (e.g., [1833-1838]). To facilitate access to the collection, a separate chronological index has been included, along with a combined author, illustrator and publisher index.

Summary

There is much more that can be said about primers, spellers and the like and about the particular materials included in this collection. The transition from the anonymous spellers and primers of the 17th and 18th centuries through the single author readers of the early 19th century to the multiple, corporate authors of the present day raises many questions about who owns the American reading script and what authorship means for a reading series. With custom book publishing and with hypermedia, even the terms **book** and **edition** may need redefining. The role of printing technology and publishing organization on reader types and reader design remains to be fully explored, especially for the 20th century. We appear to know more about the manner in which the Webster spellers and the McGuffey readers were revised than we do about the Dick and Jane readers or any other modern reading series. And finally, we need to attend quickly to the need to collect, catalogue, and preserve the textbooks not only of the past but also of the present. Cataloguing standards for textbooks need to be sharpened, editions for major series need to be identified, and collections catalogued into the nationally available on-line systems; i.e., RLIN and OCLC. Repositories, preferably in major research libraries, are needed for current textbooks, along with cooperative agreements with publishers to ensure that major editions are identified and preserved. Primers, spellers, readers, and the like are part of our national heritage, a segment of that common set of experiences shared by every person who learns to read in America.

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001

The New England Primer. Improved for the more easy attaining the true reading of English to which is added The Assembly of Divines, and Mr. Cotton's Catechism.
1843. *Hartford, Conn.: Ira Webster.* 82 p.
Originally printed by Edward Draper, Boston, 1777. Sterotyped by R. H. Hobbs

002

A List of Nouns, or Things Which May Be Seen.
1804. *Philadelphia: Jacob Johnson.* 12 p.

003

London Cries for Children. With twenty elegant woodcuts.
1810. *Philadelphia: Johnson and Warner.* 40 p.
John Bouvier, Printer.

004

Philadelphia Spelling Book. Arranged upon a plan entirely new; with corrections and additions adapted to the capacities of children, and designed as an immediate improvement in spelling and reading the

English language.

1811. *John Barry. Philadelphia: David Hogan.* 156 p.

The whole recommended by several eminent teachers, as the most useful performance to expedite the instruction of youth. Sixth Revised Edition.

005

Webster's Old Spelling Book. Containing the rudiments of the English Language, for the use of schools in the United States. The Revised Impression, with the latest corrections.

1817. *Sandbornton, N.H.: Charles Lane.* 144 p.

D. D. Fiske, Printer. Power Press.

006

The Child's Instructor. Consisting of easy lessons for children; on subjects which are familiar to them, in language adapted to their capacities.

1818. *New York: George Forman.* 106 p.

By a teacher of little children in Philadelphia.

007

The Juvenile Spelling-Book: Being easy introduction to the English Language, containing easy and familiar lessons in Spelling, with appropriate reading lessons calculated to advance the learner by easy gradations, and to teach the orthography of Johnson, and the pronunciation of Walker. American School Class-Book, No. 1.
1821. *Albert Picket. Exeter [N.H.]: John J. Williams. 228 p.*

“Nothing can enter into the affections, which stumbles at the threshold”—Blair. Stereotype Edition. Copyright 1814. Pp 201-202 missing.

008

Analytical Spelling-Book. Designed for schools and families in the United States of America, and for foreigners learning English.
1823. *John Franklin Jones. New York: E. Bliss and E. White. 192 p.*

J. Seymour, printer. Copyright 1822.

009

The Primary Instructor, and Improved Spelling Book. Being an easy system of teaching the rudiments of the English Language. In two parts. Second edition.
1823. *Jasper Hazen. Windsor, Vermont: Simeon Ide. 84 p.*

Sold also by William Fay, Rutland; E. P. Walton, Montpelier; E. Eaton, Danville, and by booksellers generally. Copyright 1822.

010

The Pronouncing Spelling Book. Adapted to Walker's Critical Pronouncing Dictionary, in which the precise sound of every syllable is accurately conveyed, in a manner perfectly intelligible to every capacity, by placing such letters as lose their sounds, those letters, whose sounds they receive. Revised and improved from the fourth edition.
1835. *J. A. Cummings. Boston: Benjamin B. Mussey. 168 p.*

Stereotyped by T. H. Carter & Co. Boston, Copyright 1825. Pp. 24, 32, 41-44 missing.

2 American Primers

011

The Primary Class-Book. A selection of easy lessons in reading, for the younger classes in Common Schools.

1827. *Thomas J. Lee. Hallowell, [Me.]: Glazier and Company. 178 p.*

012

A Standard Spelling Book; or, the Scholar's Guide to an Accurate Pronunciation of the English Language. Designed as an introduction to the use of Walker's Critical Pronouncing Dictionary of the English Language. The Revised Edition.

1828. *James H. Sears. New Haven, [Conn.]: Durrie and Peck. 144 p.*

013

The Book of Pictures.

1830. *Wendell, Mass.: J. Metcalf. 20 p.*

014

The Western Spelling Book. An improvement of the American Spelling Book, by Noah Webster.

1831. *Nathan Guilford. Cincinnati: N. and G. Guilford. 144 p.*

Designed for the use of Common Schools.

Also published by W. W. Worsley, Louisville, J. Fisher & Son, Wheeling, and O. Farnsworth, Yellow Springs. Stereotyped at the Cincinnati Type Foundery. Copyright 1831.

015

The Child's Instructor, or Lessons on Common Things.

1832. *S. R. Hall. Andover, [Mass.]: Flagg and Gould. 142 p.*

016

The Child's Primer; or First Book for Primary Schools.

1833. *J. Lamb. Burlington, [Vt.]: Edward Smith. 72 p.*

Copyright 1828.

017

The Infant School Alphabet.

[1838]. *Concord, N.H.: John F. Brown. 8 p.*
Copyright 1838.

018

The New England Primer. Improved, or, an easy and pleasant guide to The Art of Reading: to which is added, The Assembly's Shorter Catechism.

1839. *Philadelphia: Hogan and Thompson. 36 p.*

019

The Columbian Primer [No. 1]; or Child's First Lessons; Being an arrangement of letters and words, made easy for the improvement of young children.

1839. *Philadelphia. 8 p.*

020

The Mount Vernon Reader. A course of reading lessons, selected with reference to their moral influence on the hearts and lives of the young. Designed for junior classes.

1839. *Messrs. Abbott. Boston: Otis, Broaders, and Company. 162 p.*

Copyright 1837.

021

The A, B, C, Book, with Pictures of Birds.

[1842]. *J. H. Butler. Northampton, [Mass.]: John Metcalf. 18 p.*

[Not in Gilmore, 1842--Northampton Imprints. Copyright 1842.]

022

Comly's Spelling and Reading Book. With notes for parents and teachers; adapted to the use of Public Schools, and private or family instruction. Bonsal's Edition.

1850. *John Comly. Philadelphia: Thomas L. Bonsal. 170 p.*

Copyright 1842.

023

Mrs. Barbauld's Easy Lessons, for the Use of Schools. Improved Edition.

1843. *Mrs. Barbauld. Greenfield, Mass.: A. Phelps. 144 p.*

With engravings and four original tales.

In these books the author has carried forth his plan of facile instruction more completely than is done in any similar book in our language which has come to our knowledge.

024

Primer; or First Steps in Spelling and Reading. Designed as Introductory to the Spelling-Book, and forming Part One of a series of books for elementary schools.

1844. *William Russell. Boston: Tappan, Whittemore, and Mason. 72 p.*

025

The Gradual Primer, or Primary School Enunciator, Part I. The Child's First Step, taken in the right place. Tenth Edition.

1851. *David B. Tower. New York: Cady and Burgess. 72 p.*

Copyright 1845.

026

McGuffey's Newly Revised Eclectic Primer. Newly illustrated Eclectic Educational Series.

1867. *Cincinnati and New York: Wilson, Hinkle and Company. 60 p.*

Copyright 1849.

027

The Child's First Book: New Edition. Containing Easy Lessons in Spelling and Reading Being the first of a series, complete in six numbers.

1850. *Oliver Angell. Philadelphia: E. H. Butler and Company. 72 p.*

Copyright 1849.

028

Webb's Normal Reader No. 1. A new method of teaching children to read: founded on nature and reason. The Normal Series.

1850. *J. Russell Webb. New York: Huntington and Savage; Cincinnati: H. W. Derby and Company; St. Louis: H. Crittenden. 68 p.*

029

Easy Lessons in Reading For the younger classes in common schools. Leavitt's Reading Series—Part II.

1850. *Joshua Leavitt. Boston: John P. Jewett and Company. 180 p.*
Copyright 1847.

030

National School Primer, or Primary Word-Builder. Parker and Watson's Series, No. 1.
1873. *J. Madison Watson. New York and Chicago: A. S. Barnes and Company. 64 p.*
Copyright 1858.

031

The Verbal Reader by a Literary Association. American System of Education.
[1853]. *Boston: Frederick Parker; New York: Alexander Montgomery. 138 p.*
Copyright 1853.

032

The Poetical Alphabet.
[1855]. *Mrs. Lovechild. Concord, N.H.: J. A. Merriam and Rufus Merrill. 24 p.*
Copyright 1855. Cover title: Merrill's Toys. Book of Poetry.

033

The Standard First Reader, for Beginners. Containing the alphabet, and primary lessons in pronouncing, spelling, and reading. With illustrations by Billings and others. Sargent's Standard Series—No. 1.
1858. *Epes Sargent. Boston: Phillips, Sampson and Company. 120 p.*
Copyright 1855.

034

The National First Reader; or, Word Builder. Revised Edition. Parker and Watson's Series, No. 2.
1873. *Richard G. Parker and J. Madison Watson. New York and Chicago: A. S. Barnes and Company. 128 p.*
Copyright 1860.

035

The School and Family Primer. Introductory to the Series of School and Family Readers. Harper's School and Family Series.
[1860]. *Marcus Willson. New York: Harper and Brothers. 50 p.*

Copyright 1860.

036

Sanders' Union Reader Number One. Sanders' Union Series. For Primary Schools and Families.
1861. *Charles W. Sanders. New York: Ivison, Phinney, Blakeman and Company; Chicago: S. C. Griggs and Company. 96 p.*

037

First Reading Book: In Easy and Familiar Words. Designed to accompany the phonic reading cards.
1872. *E. A. Sheldon. New York: Charles Scribner and Company; Chicago: Hadley Brothers. 72 p.*
Copyright 1863.

038

Leigh's Watson's National School Primer in Pronouncing Orthography.
1876. *Edwin Leigh. New York and Chicago: A. S. Barnes and Company. 64 p.*
Copyright 1867.

039

Leigh's Hillard's Second Reader, in Pronouncing Orthography.
1868. *Edwin Leigh. Boston: Brewer and Tileston. 168 p.*

040

The Graded First Reader. Edited in Pronouncing Orthography.
1875. *Edwin Leigh. New York and Chicago: Ivison, Blakeman, Taylor and Company. 64 p.*
Copyright 1874.

041

Sargent's Standard Primer. Edited in Pronouncing Orthography.
1867. *Edwin Leigh. Boston: John L. Shorey. 80 p.*
Copyright 1866.

042

Hillard's Primer. Edited in Pronouncing Orthography.

1877. *Edwin Leigh. New York: Taintor Brothers, Merrill and Company; Boston: William Ware and Company. 60 p.*
Copyright 1866.

043

Analytical First Reader. Edited in Pronouncing Orthography.
[1866]. *Edwin Leigh. New York: Taintor and Company; Chicago: Geo. and C. W. Sherwood. 96 p.*
Copyright 1864.

044

Leigh's McGuffey's New Primary Reader in Pronouncing Orthography.
1868. *Edwin Leigh. Cincinnati: Wilson, Hinkle and Company. 144 p.*
Copyright 1864.

045

The Southern Pictorial Primer, or First Reader Southern University Series.
[1866]. *George F. Holmes. New York: Richardson and Company. 60 p.*
Copyright 1866.

046

A Comprehensive Spelling-Book to Accompany Hillard's Series of Reading Books.
[1867]. *Boston: Brewer and Tileston. 132 p.*
Copyright 1867.

047

Easy Reading Lessons for Indian Schools.
1875. *Washington: Government Printing Office. 80 p.*
Copyright 1868.

048

The Phonic Reader, for Common Schools. Number One. Prepared on the Objective Plan.
1868. *A. Knell and J. H. Jones. Cincinnati: Wilson, Hinkle and Company. 112 p.*
[Also pub. by] Claxton, Remsen, & Haffelfinger, Philadelphia; and Clark & Maynard, New York

049

Osgood's American First Reader. For Schools and Families. Progressive Series.
[1870]. *Lucius Osgood. Pittsburgh: A. H. English and Company. 80 p.*
Copyright 1870.

050

Independent First Reader. Containing the most valuable features of the word system, object lessons, and phonetics; and choice tales, fables, etc. in monosyllables. Edited in Pronouncing Orthography by Edwin Leigh.
1875. *J. Madison Watson. New York and Chicago: A. S. Barnes and Company. 80 p.*
Copyright 1870.

051

Holmes' First Reader. University Series.
[1870]. *George F. Holmes. New York and Baltimore: University Publishing Company. 62 p.*
Copyright 1870.

052

The New American First Reader. New American Series.
[1871]. *Epes Sargent and Amasa May. Philadelphia: E. H. Butler and Company. 50 p.*
Copyright 1871.

053

Webb's First Lessons in Language and Drawing. Designed to teach, at home and at school, how to talk, how to read, how to draw, on the Object Lesson Plan. Key to School and Family Cards.
[1871]. *J. Russell Webb. Chicago: A. H. Andrews and Company. 122 p.*
Copyright 1871.

054

A Juvenile Reader. Which aims at securing the advantages of the Phonetic System, by teaching first the strictly phonetic part of the English Language and subsequently some of its irregularities without altering the forms of our letters; including, also, first lessons in drawing.

1871. *Elizabeth Hoxie. Newburyport: William H. Huse and Company. 44 p.*

055

The New Japan Pictorial Primer. Introductory to the New Japan Readers.
[1872]. *William E. Griffis. San Francisco: A. L. Bancroft and Company. 46 p.*
Copyright 1872. Fifth year of Meiji.

056

The Rational Phonetic Primer. An Introduction to the Series of Rational Readers.
[1872]. *Ad. Douai. New York: E. Steiger. 64 p.*
Copyright 1872.

057

The First Reader of the United States Series Harper's United States Readers.
[1872]. *Marcus Willson. New York: Harper and Brothers. 48 p.*
Copyright 1872.

058

The First Reader Adapted to the Phonic, Word and Alphabet Modes of Teaching to Read.
[1872]. *E. A. Sheldon. New York: Scribner, Armstrong and Company. 80 p.*
Copyright 1872.

059

The Pacific Coast First Reader. Pacific Coast Series.
1873. *A. W. Patterson. San Francisco: A. L. Bancroft and Company. 56 p.*

060

The American Educational Readers. First Reader. Arranged and graded for the use of schools. A New Graded Series.
1873. *New York, Cincinnati, and Chicago: American Book Company. 80 p.*

061

Word Primer. A beginner's book in oral and written spelling. Swinton's Word-Book Series.

1873. *William Swinton. New York, Cincinnati and Chicago: American Book Company. 96 p.*

062

The Franklin Primer or First Reader. With new and original illustrations.
1873. *G. S. Hillard and L. J. Campbell. Boston: Brewer and Tileston. 72 p.*

063

The First Reader.
[1873]. *Lewis B. Monroe. Philadelphia, New York, Chicago, Boston: Butler, Sheldon and Company. 98 p.*
Copyright 1873.

064

The Metropolitan First Reader. Carefully arranged for Primary Schools. New and Revised Series.
1873. *New York and Montreal: D. and J. Sadlier and Company. 88 p.*

065

Model First Reader. Sentence-Method of Education.
1873. *J. Russell Webb. Chicago: Geo. Sherwood and Company. 112 p.*

066

Model First Reader. Wayawa Tokaheya. Prepared in English-Dakota.
1873. *S. R. Riggs. Chicago: Geo. Sherwood and Company. 112 p.*

067

The American Educational Readers. First Reader. Arranged and graded for the use of schools. A New Graded Series.
1873. *New York and Chicago: Ivison, Blakeman, Taylor and Company. 64 p.*

068

The American Educational Readers. Second Reader. Arranged and graded for the use of schools. A New Graded Series.
1873. *New York and Chicago: Ivison, Blakeman, Taylor and Company. 124 p.*

069

The Phonetic Primer, and First Reader.
1873. *Theo. E. Heidenfeld. New York: L. W. Schmidt.* 100 p.

070

Sheldon's Primer. Adapted to the phonic, word and alphabet modes of teaching to read.
1873. *New York: Scribner, Armstrong and Company.* 60 p.

071

The Pacific Coast First Reader. Pacific Coast Series. Revised edition
1874. *San Francisco: A. L. Bancroft and Company.* 60 p.

072

The Young Catholic's Series. Primer.
1874. *New York: Catholic School Book Company.* ii+10-63 p.

073

The Young Catholic's Illustrated First Reader.
1887. *New York: The Catholic Publication Society Company.* 88 p.
Copyright 1874.

074

Independent Primary Reader An Alternative of the Independent First Reader.
1875. *J. Madison Watson. New York, Chicago and New Orleans: A. S. Barnes and Company.* 80 p.

075

The Phono-Syllabic Reader. A new analysis of English word-forms. Part I.—Monosyllables.
1877. *Cincinnati: Ohio Book Company.* 100 p.
Copyright 1876.

076

Sadlier's Excelsior First Reader. Arranged in easy, graded lessons in monosyllables based upon the essential features of the word system, object lessons, and phonetics.
1876. *New York: William H. Sadlier.* 80 p.

By a Catholic teacher.

077

Primary Reader for Deaf-Mutes.
[1876]. *William H. Latham. Cincinnati and New York: Wilson, Hinkle and Company.* 176 p. Copyright 1876.

078

The Chart-Primer or First Steps in Reading.
1905. *Lewis B. Monroe. New York, Cincinnati, Chicago: American Book Company.* 66 p.
Copyright 1877, 1885.

079

Monroe's Erstes Lesebuch. The First Reader.
[1877]. *Lewis B. Monroe. Philadelphia: Cowperthwait and Company.* 84 (i.e., 158)+[4] p.
Copyright 1877. Lesebuch].

080

The First Reader. The Minnesota Text-Book Series.
1887. *W. T. Harris, Andrew J. Rickoff, and Mark Bailey. St. Paul, Minn.: D. D. Merrill.* 74 p.
Revised by Sarah E. Sprague and Louis H. Marvel, under the supervision of D. L. Kiehle.
Copyright 1877.

081 [Number not used]

082

The First Reader. Appleton's School Readers.
[1878]. *William T. Harris, Andrew J. Rickoff, and Mark Bailey. New York: D. Appleton and Company.* 90 p.
Copyright 1878.

083

After Kindergarten — What? A Primer of Reading and Writing for the Intermediate Class and Primary Schools Generally, in Three Parts.
1878. *E. P. Peabody and Mary Mann. New York: E. Steiger.* 110 p.

084**The Normal First Reader.**

[1878]. *Albert Raub. Philadelphia: Porter and Coates.* 80 p.

Copyright 1878.

085**The New Normal First Reader.**

[1878]. *Albert N. Raub. Chicago and New York: The Werner Company.* 112 p.

Copyright 1878.

086**A Fonetik Furst Redur, Printed in the Alfabet and Speling ov the Speling Reform Asoshiashun.**

1878. *Thos. R. Vickroy. Cincinnati and New York: Van Antwerp, Bragg and Company.* 48 p.

"The Spelling Reform Association is desirous of having Primers and Readers in amended spelling brought into use as soon as possible. I have urged Prof. Vickroy to prepare this Reader, and have read the proofs to see that the alphabet and spelling conform to the principles of the Association, and that it can be recommended by the friends of the reform. I cordially recommend it, and shall try to aid its introduction to extensive use." — F. A. March, President of the Spelling Reform Association.

087**McGuffey's First Eclectic Reader. Revised Edition. North Carolina Edition.**

[1901]. *William Holmes McGuffey. New York, Cincinnati and Chicago: American Book.* 98 p.

Copyright 1901.

088**The Self-Instructing Christian Home Primer.**

1879. *St. Louis, Mo.: Buxton and Skinner.* 48 p.

By a member of the Christian Home Association. Copyright 1879.

089

Scripture A.B.C. Book. Ojebwa kiya Shah yah gah nah she momah guck A.B.C. Mahzenahegun.

[1890] *Toronto and Sault Ste. Marie, Ontario: Algoma and North-West Colportage Mission.* 14 p.

Published [1890?].

090**Easy Steps for Little Feet. School readings in prose and rhyme. Swinton's Supplementary Readers. Supplementary to First Reader.**

1880. *William Swinton and George R. Cathcart [ed.]. New York and Chicago: Ivison, Blakeman, Taylor and Company.* 122 p.

091**Supplementary Reading for Primary Schools First Book. Revised Edition.**

1881. *Francis W. Parker and Louis H. Marvel. Boston: Robert S. Davis and Company.* 128 p.

Copyright 1880.

092**March's ABC Book.**

[1881]. *Boston: Ginn and Heath.* 46 p.

Copyright 1881.

093**The Modern First Reader.**

1881. *H. I. Gourley and J. N. Hunt. Pittsburgh, Pa.: H. I. Gourley.* 96 p.

094**Sheldon and Company's Modern School First Reader.**

1882. *New York and Chicago: Sheldon and Company.* 98 p.

Copyright 1881.

095**The Franklin Primer and Advanced First Reader. With new and original illustrations.**

[1881]. *Loomis J. Campbell. New York: Taintor Brothers, Merrill, and Company; Boston: William Ware and Company.* 96 p.

Copyright 1881.

096**Monroe's New Primer. Monroe's Supplementary Series—First Book.**

[1882]. *Mrs. Lewis B. Monroe. Philadelphia: Cowperthwait and Company. 80 p.*
Copyright 1882.

097

Monroe's New Primer, Part One. Monroe's New Series—First Book.
1882. *Philadelphia: Cowperthwait and Company. 48 p.*

098

Monroe's New Primer, Part Two. Monroe's New Series—First Book.
1882. *Philadelphia: Cowperthwait and Company. 80 p.*

099

Monroe's New Primer. Monroe's New Series—First Book.
1882. *Philadelphia: E. H. Butler and Company. 80 p.*

100

Christian Brothers' New Series. Easy Steps. West Chester, N.Y.: New York Catholic Protectors.
1882. vi+56 p.

101

Bancroft's First Reader.
[1883]. *Chas. H. Allen, John Swett, and Josiah Royce. San Francisco: A. L. Bancroft and Company. 96 p.*
Copyright 1883.

102

New National First Reader. Barnes' New National Readers.
1883. *New York and Chicago: A. S. Barnes and Company. 96 p.*

103

The First Reader. Butler's Series.
[1883]. *Philadelphia: E. H. Butler and Company. 90 p.*
Copyright 1883.

104

Laguna Indian Translation of McGuffey's (sic) New First Eclectic Reader.

1882. *Laguna, NM: John Menaul. 84+84 p.*
Translated and printed by John Menaul

105

Swinton's Primer and First Reader. The Reader the Focus of Language-Training.
1883. *New York and Chicago: Ivison, Blakeman, Taylor and Company. 114 p.*

106

Swinton's Primer. The Reader the Focus of Language-Training.
1883. *New York and Chicago: Ivison, Blakeman, Taylor and Company. 48 p.*

107

The New First Reader. Based on an original plan by G. Bamberger, Principal of the Workingman's School.
1884. *New York: Bruno Brothers. 48 p.*

108

Appleton's Chart-Primer. Exercises in reading at sight, and language and color lessons, for beginners.
1885. *Rebecca D. Rickoff. New York: D. Appleton and Company. 48 p.*
Copyright 1884.

109

The Chart-Primer. Butler's Series.
1884. *Philadelphia: E. H. Butler and Company. 44 p.*

110

The Graded Supplementary Reader, First Year.
1885. *Benjamin F. Tweed. Boston: Lee and Shepard; New York: C. T. Dillingham. 24 p.*
Copyright 1884.

111

Primer and First Reader.
1885. *E. A. Turner. Boston: Ginn, Heath, and Company. 24 p.*
Copyright 1884.

112

The Sentence and Word Book. A guide to writing, spelling, and composition by the word and sentence methods.

1885. *James Johonnot.* New York, Cincinnati, Chicago: *American Book Company.* 92 p.

113

The Continental First Reader. The Continental Readers.

[1885]. *William A. Campbell.* New York: *Daniel Van Winkle.* 102 p.

Copyright 1885.

114

A Primer. Embracing the sentence and phonic methods for teaching sight reading. Classics for Children.

[1885]. *J. H. Stickney.* Boston: *Ginn and Company.* 82 p.

115

Illustrated Reading Books, First Reader. The Peabody Series.

[1885]. *Baltimore and New York: John Murphy and Company.* 112 p.

Copyright 1885.

116

Illustrated Reading Books.

The Infant Reader. The Peabody Series.

1885. *Baltimore and New York: John Murphy and Company.* 64 p.

117

Illustrated Reading Books. The Primer. The Peabody Series.

1885. *Baltimore and New York: John Murphy and Company.* 32 p.

118

First Natural History Reader. With numerous illustrations. Boston School Series.

1886. *J. G. Wood.* Boston: *Boston School Supply Company.* 112 p.

119

How to See, or First Steps in the Expression of Thought. Illustrated with nearly 100 Engravings. Powell's Language Series—Part I.

1886. *W. B. Powell.* Philadelphia: *E. H. Butler and Company.* 108 p.

120

Boyden's Reader. Supplementary to First and Second Readers.

[1886]. *Helen W. Boyden.* Chicago: *Geo. Sherwood and Company.* 96 p.

Illustrated by the author. Copyright 1886.

121

Illustrated Catholic Readers. Primer. Murphy's Series.

[1886]. *Baltimore: John Murphy and Company.* 32 p.

Published with the approbation of the Most. Rev. Archbishop Gibbons. Copyright 1886.

122

Illustrated Catholic Readers. The Infant Reader. Murphy's Series.

1886. *Baltimore: John Murphy and Company.* 64 p.

Published with the approbation of the Most Rev. Archbishop Gibbons. Copyright 1886.

123

The New Franklin First Reader.

[1886]. *Loomis J. Campbell.* New York and Chicago: *Taintor Brothers and Company.* 80 p.

Copyright 1886.

124

The New Franklin Primer and First Reader. Vertical Script Edition.

1897. *Loomis J. Campbell.* New York and Chicago: *Sheldon and Company.* 112 p.

Copyright 1885.

125

The New Franklin Primer.

[1886]. *Loomis J. Campbell.* New York and Chicago: *Taintor Brothers and Company.* 48 p.

Copyright 1886.

126

The Interstate Primer and First Reader.
1886. *Ellen M. Cyr. Chicago: The Interstate Publishing Company.* 140 p.

127

Sea-side and Way-side, No. 1 Nature Readers.
1895. *Julia McNair Wright. Boston: D. C. Heath and Company.* 100 p.
Copyright 1887.

128

A Primer, for use in schools and families for teaching correct and distinct articulation in reading and speaking.
[1887]. *C. W. Knudsen. South Norwalk, Conn.: Golden Brothers.* 88 p.
Copyright 1887. Orders for this book must be addressed to Mrs. R. S. Pollard, Fort Madison, Iowa.

129

Busy Work for Little Fingers. This Primer is to accompany the First and Second "Natural Readers" and is designed for the use of First and Second Grades.
1887. *Fort Madison, Iowa: Mrs. R. S. Pollard.* 62 p.
Privately printed.

130

The Interstate Primer Supplement. Designed as a drill book to supplement the Primer and First Reader in Primary Schools.
[1887]. *S. R. Winchell. Chicago: The Interstate Publishing Company.* 138 p.
Copyright 1887.

131

The Beginner's Reader Employing Natural Methods. Part I.
1888. *Thomas T. Collard. New York: Charles E. Merrill and Company.* 96 p.

132

An Illustrated Primer.
1888. *Sarah Fuller. Boston: D. C. Heath and Company.* 105 p.

133

Kelly's Universal First Reader. The Universal Readers.
[1888]. *Henry A. Brann. New York: Thomas Kelly.* 106 p.
Copyright 1888.

134

The Universal Primer. The Universal Readers.
[1888]. *Henry A. Brann. New York: Thomas Kelly.* 48 p.
Copyright 1888.

135

Busy Work for Little Fingers. This Primer is to accompany Pollard's Synthetic Reader, Part I.
[1888]. *Chicago, Ill.: Western Publishing House.* 60 p.
Copyright 1888.

136

Specimen Pages of Harper's Readers. First, Second, Third, Fourth, and Fifth Readers, each in two parts.
1891. *New York, Cincinnati, Chicago: American Book Company.* 393 p.
Copyright 1889.

137

New Primer. The Catholic National Series.
[1889]. *Richard Gilmour, Bishop of Cleveland. New York, Cincinnati, and Chicago: Benziger Brothers.* 32 p.
Copyright 1889.

138

First Reader. Indiana State Series.
1883. *Chas. H. Allen, John Swett, and Josiah Royce. Indianapolis, Ind.: Indiana School Book Company.* 96 p.

139

The Beginner's Reading-Book. Illustrated. Lippincott's Popular Series.
[1889]. *Eben H. Davis. Philadelphia: J. B. Lippincott Company.* 128 p.

Copyright 1889.

140

Part I. of the Beginner's Reading Book. Illustrated. Lippincott's New Series.
1889. *Eben H. Davis. New York: University Publishing Company. 48 p.*

141

Pollard's Synthetic Primer.
1897. *Rebecca S. Pollard. Chicago, Ill.: Western Publishing House. 52 p.*
Copyright 1889.

142

The Reformed Primer and First Reader.
1890. *Louis Heilprin. New York and London: Babyhood Publishing Company. 126 p.*

143

A Sound-English Primer.
[1890]. *Augustin Knoflach. New York: G. E. Stechert. 68 p.*
Copyright 1890.

144

The Normal Course in Reading. Primer. Preliminary Work in Reading.
1890. *Emma J. Todd and W. B. Powell. New York, Boston, Chicago: Silver, Burdett and Company. 64 p.*

145

Primer of Reading and Writing. Combining the sentence, the phonic and the A-B-C methods, and giving a systematic course in primary writing.
1892. *Thos. R. Vickroy. St. Louis: Columbian Book Company. 64 p.*
Copyright 1891.

146

The Children's Primer.
[1891]. *Ellen M. Cyr. Boston: Ginn and Company. 108 p.*
Copyright 1891.

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An original presentation of sight and sound
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1894. Edward G. Ward. New York, Boston
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1909. *William W. Black [ed.]. New York: American Book Company.* 80 p.

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Easy and Pleasant to Children. To Which is
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1905. *State Text Book Committee. Sacramento: W. W. Shannon. iv+108 p.*

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The Little One's Ladder, or First Steps in Spelling and Reading. Designed for the Use of Families and Schools. Embellished with Numerous Engravings.

[1858]. *New York: George F. Cooledge. 64 p.*
Copyright 1858. Engravings by Dr. Alex. Anderson.

598

The Lincoln Series of Self-Teaching Readers on the German Reproductive System, as Practised in the Best Prussian Schools. No. 1.

1865. *Philadelphia: Merrihew & Son. 36 p.*

599

The New English Readers. Number One. Introduction to the Art of Reading. Illustrated by Isabella Stewart.
1884. *Joseph Estabrook. Detroit: Thorndike Nourse.* x+162 p.

600

The Arnold Primer. Especially Adapted for Use in the Schools of the Philippine Islands by Adeline Knapp.
1902. *Sarah Louise Arnold. New York, Boston, Chicago: Silver, Burdett and Company.* 128 p.

601

True Education Reader Series. Book One (Revised). Indoor's with God's Book. Published for the Department of Education of the General Conference of Seventh-day Adventists.
[1925]. *Katherine B. Hale. Mountain View, California: Pacific Press Publishing Association.* 160 p.

602

The Illustrated Philippine Reader.
1905. *Sydney A. Campbell. New York: D. Appleton & Company.* vii+89 p.

603

The Pestalozzian Primer, Or, First Step in Teaching Children the Art of Reading and Thinking.
1827. *John M. Keagy. Harrisburg, PA: John S. Wiestling.* 126 p.
Pages 92-93 missing.

604

Cartilla Ilustrada. Ilustrada por Edith Parker Jordan. Traducida al Español por Carolina Holman Huidobro.
1900. *Sarah Fuller. Boston: D. C. Heath Y. Cia.* iv+109 p.

605

Libro Primario de Ingles y de Español.
[1885]. *Josefina Lindley de Corella. Philadelphia: Cowperthwait & Co.* 112 p.

Copyright 1885.

606

The Health Readers. First Reader.
1903. *Boston: D. C. Heath & Company.* 130 p.

607

The Heath Readers by Grades. Book One. Eight Book Series.
1907. *Boston: D. C. Heath & Co.* 128 p.

608

Spanish-American Readers. The Primer.
[1905]. *Grace E. Mowry, Susan B. Huntington, Paul G. Miller. New York, Philadelphia: Hinds, Noble & Eldredge.* v+80 p.

609

Libro Primero de Lectura de Appleton. Ingles-Español.
[1899]. *William T. Harris, Andrew J. Rickoff, Mark Bailey. New York, Cincinnati, Chicago: American Book Company.* 168 p.
Copyright 1899.

610

Webb's Word-Method; Being Also a Key to the Dissected Cards. Revised edition. A New Method of Teaching Reading, Founded on Nature and Reason.
1868. *John Russell Webb. Detroit: E. B. Smith & Company, Boston: Nichols & Hall.* 128 p.

611

Stepping Stones to Literature. A First Reader. Adapted for Use in the Schools of the Philippine Islands by Adeline Knapp.
1902. *Sarah Louise Arnold, Charles B. Gilbert. New York, Boston, Chicago: Silver, Burdett and Company.* 128 p.

612

Elson-Gray Basic Readers. Primer. Life-Reading Service Curriculum Foundation Series.
[1936]. *William H. Elson, William S. Gray, Lura E. Runkel. Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.* 144 p.

Copyright 1930. Illustrated by Miriam Story Hurford.

613

Elson-Gray Basic Readers. Book One. Life-Reading Service Curriculum Foundation Series.

1936. *William H. Elson, William S. Gray. Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company. 176 p.*

614

Traduccion, Castellano-Visaya, de Baldwin's Reader First Year. Adopted for Use in the Schools of the Visaya Islands by the Department of Public Instruction of the Philippines.

[1900]. *James Baldwin. 101+[1] p.*

Copyright 1900.

615

Standard First Reader.

1902. *Isaac K. Funk, Montrose J. Moses. New York, London: Funk & Wagnalls Company. 112 p.*

Illustrated by Charles M. Relyea, Louise L. Heustis, Harrie A. Stoner, and Oliver J. Nugent.

616

A Course of Study in Basal Reading to Accompany the Lincoln Readers.

[1928]. *Chicago: Laurel Book Company. 62 p.*

Copyright 1928.

617

The Little Chart. A Pre-Primer. The Work-Play Books.

1935. *Arthur Irving Gates, Miriam Huber. 16 p.*

618

First Reader for Use During the First School Year.

1899. *Norman Fergus Black. New York: The Macmillan Company, London: Macmillan & Co., Ltd. viii+141+[3] p.*

46 American Primers

619

First Reader. Compiled under the direction of the [California] State Board of Education California State Series of School Text-Books. [1886]. California State Board of Education. Sacramento, Calif: State Printing Office. 128 p.

Copyright 1886.

620

Round the Year.

1930. *Arthur I. Gates, Miriam Blanton Huber. New York: Macmillan Company viii+168 p.*

Illustrated by A. Gladys Peck

621

Brooks's Readers. First Year.

[1906]. *Stratton D. Brooks. New York: American Book Company. 128 p.*

Copyright 1906.

622

The Modern School Readers. First Reader.

1881. *Sheldon & Company. New York: Sheldon & Company. 98+[2] p.*

623

Dixie Primer for the Little Folks.

1863. *Mrs. M. B. Moore. Raleigh, North Carolina: Branson & Farrar. 28 p.*

Second Edition

624

The Picture Reader; Designed as a First Reading Book, for Young Masters and Misses. By a friend to youth.

1833. *Cincinnati: Truman, Smith & Co. 48 p.*

Printed by J. A. James.

625

The Progressive Course in Reading. First Book. Pictures--Rhymes--Stories.

1899. *George I. Aldrich, Alexander Forbes. New York, Philadelphia, Chicago: Butler, Sheldon & Co. 132 p.*

626

Appleton School Readers. The First Reader.
1905. *William T. Harris, Andrew J. Rickoff, Mark Bailey.* New York: American Book Company. iii+90+[3] p.
Copyright 1877, 1878.

627

Appleton's School Readers. The First Reader.
1902. *William T. Harris, Andrew J. Rickoff, Mark Bailey.* New York: American Book Company. iv+100 p.
Copyright 1877.

628

The Curriculum Readers. First Reader. Friends in Town and Country.
1934. *Clara Belle Baker, Mary Maud Reed, Edna Dean Baker.* Indianapolis: Bobbs-Merrill Company. 192 p.
Illustrated by Vera Stone Norman. Copyright 1934.

629

The Deseret Second Book.
1868. *Salt Lake City, Utah: Utah University.* 72 p.

630

The Insular First Reader.
[1904]. *David Gibbs.* New York: American Book Company. 138 p.
Copyright 1904.

631

Who Wants to be a Prairie Dog?
1940. *Ann Clark.* U.S. Office of Indian Affairs. 64 p.
Illustrated by Van Tishnahjinnie. Printed at the Phoenix Indian School, Phoenix, Arizona.

632

The Home Primer.
[1861]. *New York: McLoughlin Bros.* 32 p.
Published between 1861-1869.

633

The New-England Primer, Enlarged and improved: Or, an Easy and Pleasant Guide to the Art of Reading. Adorned with Cuts. Also the Catechism.

[1790]. *John Mycall.* Newburyport, R.I. 80 p.
Printed and sold by John Mycall. Published [1790?]. Sold also by Isaiah Thomas.

634

The American Primer, or an Easy Introduction to Spelling and Reading. Fourth improved edition.
1813. *Philadelphia: Mathew Carey.* 36 p.

635

Mother's Assistant or Infant School Primer.
[1843]. *Concord, N.H.: Rufus Merrill.* 24 p.
Copyright 1843. Cover title: Museum of Natural History: The Mother's Primer.

636

The Gem Primer.
1845. *New York: Huestis & Cozans.* 12 p.
At head of cover title: Colored edition.

637

The Illustrated Primer.
1859. *Charlestown, Mass: George W. Hobbs.* 20 p.

638

The New England Primer, Improved: or An Easy and Pleasant Guide to the Art of Reading. To Which is added the Assembly's Catechism. Adorned with cuts.
[1803]. *Boston: Manning & Loring.* 56 p.
Published [1803?].

639

The New England Primer. Improved and adapted to the use of schools. Designed as an introduction to the American spelling book. Embellished with cuts
1812. *Noah Webster.* Hudson, [N.Y.]: Ashbel Stoddard. 94 p.

640

The New England Primer. Or An Easy and Pleasant Guide to the Art of Reading. Adorned with cuts. To which is added the Catechism.

1814. *Walpole, N.H.: I. Thomas & Co.* 62 p.
Adorned with cuts

641

The New England Primer, Improved, Or an Easy and Pleasant Guide to the Art of Reading. To Which is Added the Assembly's Catechism.

1816. *Greenfield, [Mass.]: Denio & Phelps.* 64 p.

Adorned with cuts

642

The Young Child's A, B, C; or, First Book.

[1818]. *New York: Samuel Wood & Sons.* 16 p.

Also published by Samuel S. Wood & Co., Baltimore. Published between 1818-1825.

643

The Palmer Cox Brownie Primer. Arranged from Palmer Cox's brownie books; text by Mary C. Judd, pictures by Palmer Cox, grading and editing by Montrose J. Moses.

1923. *Mary C. Judd. New York: Century Company.* 102 p.

Illustrated by Palmer Cox

Copyright 1906. Printed by Montrose J. Moses.

644

Erstes Buch für Deutsche Schulen.

1844. *John G. Schmauk. Philadelphia: Mentz und Novoudt.* 156 p.

Copyright 1840.

645

The Child's First Book; Being an Easy Introduction to Spelling and Reading.

1802. *Boston, Massachusetts: William P. and Lemuel Blake.* 84 p.

646

Hoch-Deutsches Reformirtes ABC-und Namen-Büchlein für Kinder welche anfangen zu lernen.

1816. *Philadelphia: Conrad Zentler.* 32 p.

Verbesserte Ausgabe

48 American Primers**647**

Petit Abecedaire Amusant, Orne de Figures.

1819. *Philadelphia: Chez M. Carey & Fils.* 50 p.

648

Our Pet's Primer.

[1872]. *Boston: Lothrop Publishing Co.* 44 p.
Published [1872?].

649

The Symbolical Primer, or Class Book No. 1 with 492 cuts. Part the Second.

[1830]. *Edward Hazen. Philadelphia: Denny & Walke.* 72 p.

Copyright 1830. Also published by D. F. Robinson & Co., Hartfords Denny & Walker, and David Clark, Philadelphia; Armstrong & Plaskitt, and Cushing & Sons, Baltimore.

650

M'Carty's American Primer. Being a Selection of Words. The Most Easy of Pronunciation Intended to Facilitate the Improvement of Children in Spelling.

[1828]. *Philadelphia: McCarthy & Davis.* 36 p.

Copyright 1828

651

The United States Spelling Book, with appropriate reading lessons: being an easy standard for spelling, reading and pronouncing the English language, according to the rules established by John Walker, in his critical and pronouncing dictionary. By sundry experienced teachers.

1821. *Pittsburgh: Cramer and Spear.* 156 pp.
Five pages from an 1819 almanac appended.

652

Our Own First Reader for the Use of Schools and Families. Stereotype Edition.

1864. *Richard Sterling and J. D. Campbell. Greensboro, North Carolina: Sterling, Campbell and Albright.* 96 p.

653

An introduction to spelling and reading, in two volumes. Being the first and second parts of a Columbian exercise. The whole comprising an easy and systematic

method of teaching and of learning the English language.

1819. *Abner Alden*. Boston: James Loring. 204 p. (183-190 pp. missing.).

Copyright 1812. Pp. 183-190 missing.

654

Alger's Perry. *The Orthoepical Guide to the English Tongue, being Perry's Spelling Book...Revised and corrected*

1828. *Israel Alger*. Boston: Richardson and Lord. 168 p.

Copyright 1825. Cover imprint: Edited from Thomas's improved edition.

655

The Fourth Class Book. Containing lessons in reading for the youngest classes in school.

1828. *Brookfield: E. & G. Merriam*. 136 p.

Copyright 1827.

656

A New Spelling Book. Adapted to different classes of pupils.

[1824]. *John Comly*. Philadelphia: Kimber & Sharpless. 168 p.

Copyright 1824.

657

The Sunday School Spelling Book. Complied with a view as well to teach children to spell and read, as to contribute to their moral and religious instruction.

1822. Philadelphia: Episcopal Sunday and Adult-School Society. 144 p.

J. Crissy & G. Goodman, printers.

658

The Child's Instructor. Consisting of easy lessons for children; on subjects which are familiar to them, in language adapted to their capacities. By a teacher of little children in Philadelphia.

1809. Philadelphia: Mathew Carey. 108 p.

659

The National Spelling-Book, and pronouncing tutor; and designed for the use of schools in the United States.

[1828]. *B. D. Emerson*. Boston: Jenks and Palmer. 168+[12] p.

Copyright 1828.

660

A Second Book for Reading and Spelling. New edition Worcester's reading books.

[1830]. *Samuel Worcester*. Hallowell, [Me.]: Glazier, Masters & Smith. Boston: Jenks and Palmer. 166 p.

Copyright 1830.

661

The Pennsylvania Spelling Book, or youth's friendly instructor & monitor. Third edition improved and enlarged.

1782. *Anthony Benezet*. Providence, Rhode Island: Bennett Wheeler. 139+12 p.

662

The Pronouncing Spelling Book. Adapted to Walker's critical pronouncing dictionary.

1823. *J. A. Cummings*. Boston: Cummings, Hilliard & Co. 202 p.

Copyright 1819.

663

Byerly's New American Spelling Book. Calculated for the use of schools in the United States.

[1822]. *Stephen Byerly*. Philadelphia: McCarty & Davis. 168 p.

Copyright 1822

664

A Primer for the Use of the Mohawk Children.

1786. London, England: C. Buckton. 98 p.

To acquire the spelling and reading of their own, as well as to get acquainted with the English, tongue; which for that purpose is put on the opposite page. Waerighwagsawe Iksaongoenwa. Tsiwaondad-derighhony Kaghyadcgfhera; Nayondeweyestaghk aycweanaghnodon aeyghyadow Knienkehaga Kaweanondaghkough; Dyorheas-hagaoni tsinihadiweanotea.

665

A New Guide to the English Tongue. In five parts.

1810. *Thomas Dilworth. Carlisle: Archibald Loudon. 132 p. (65-68 missing).*
Pp. 65-68 missing.

666

The American Definition Spelling Book: in which the words are not only rationally divided into syllables, accurately accented, the various sounds of the vowels represented by figures, and their parts of speech properly distinguished...Hough's 3rd ed.

1820. *Abner Kneeland. George Hough and Nathan Burrill. 190 pp.*

Copyright 1813. Also published by T. Swan.

667

The New, American Spelling Book, improved. Sixth revised edition.

1808. *John Peirce. Philadelphia: Joseph Crukshank. 152 p.*

668

New Pennsylvania Primer being an approved selection of words the most easy of pronunciation adapted to the capacities of young children.

[1850]. *Harrisburg, PA: G. S. Peters. 36 p.*

Published 1850's. Cover imprint: Printed and for sale by Theo. F. Scheffer.

669

The American Juvenile Primer and first step in learning arranged on a new simple and interesting principle.

[1800]. *Philadelphia: Fisher & Brother. 24 pp.*

Published in 1800's.

670

A New-Guide to the English Tongue. In five parts.

1822. *Thomas Dilworth. Wilmington: Robert Porter. 108 p.*

671

The American Class Book, or a collection of instructive reading lessons adapted to the use in schools.

1815. *Philadelphia: John Richardson. 316 p.*

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Copyright 1815

672

The Only Sure Guide to the English Tongue, or new pronouncing spelling book. 6th Worcester edition...carefully reviewed...by Isaiah Thomas.

[1792]. *W. Perry. Worcester, Massachusetts: Isaiah Thomas and Leonard Worcester. 180 p.*

Published [1792?]

673

A Syllabical Spelling Book, exhibiting all the important rules of syllabication and accentuation.

[1830]. *William Mulkey. Baltimore: Armstrong & Plaskitt. 166 p. (39-40 missing 27-30).*

Copyright 1830.

674

The Only Sure Guide to the English Tongue, or New Pronouncing Spelling Book. Fourth improved edition.

1806. *William Perry. Worcester, Massachusetts: Isaiah Thomas. 180 p.*

Thomas's Worcester edition.

675

The English Reader: or a Selection of Prose and Poetry, calculated to improve the younger classes of learners in reading...with an appendix, consisting of words selected from the reading lessons, with definitions by Israel Alger, Jun.

1830. *Lindley Murray, Israel Alger. Baltimore: Cushing & Sons. 168 p.*

Copyright 1823. Also published in Boston by Lincoln and Edmands.

676

A Juvenile Reader; or Miscellaneous Selections in Prose and Verse.

1826. *Mathias B. Roberts. Baltimore: Cushing & Jewett. 158 pp.*

Copyright 1826.

677

American Popular Lessons. Chiefly selected from the writings of Mrs. Barbauld, Miss Edgeworth, and other approved writers.

[1829]. *Mrs. Barbauld, Miss Edgeworth. New York: R. Lockwood. 252 p.*
Copyright 1829.

678

The Child's Companion; Being a Concise Spelling Book. 13th edition.
1810. *Caleb Bingham. Boston: Manning & Loring. 84 p.*

679

A New Guide to the English Tongue.
1782. *Thomas Dilworth. Philadelphia: Charles Cist. 158 p.*

680

The Pennsylvania Spelling Book, in three parts...by an association of teachers. 7th edition, considerably improved.
1824. *Philadelphia: A. Walker. 192 p.*
Copyright 1816.

681

An American Selection of lessons in reading and speaking calculated to improve the minds and refine the taste of youth.
1793. *Noah Webster. Boston: Isaiah Thomas & Ebenezer T. Andrews. 240 p.*
Copyright 1790.

682

The Universal Spelling Book, or a new and easy guide to the English language. A new edition with fine wood engravings from the drawings of Mr. R. Cruickshank.
1767. *Daniel Fenning. London: G. H. Davidson. 144 p.*

683

The Young Child's ABC, or, First Book.
1811. *New York: Samuel Wood. [16] p.*

684

The New England Primer; improved, or an easy and pleasant guide to the art of reading. Adorned with cuts. To which is added the Catechism.
[1817]. *Boston: Hall & Hiller. 64 p.*
Published in 1810's.

685

Little Harry's Ladder to Learning.
[1800]. *New York: Leavitt & Co. 18 p.*
Published in 1800's.

686

The Child's First Book, or New Philadelphia Primer.
1824. *Wilmington, [Del.]: Robert Porter. 36 p.*
Cover imprint: Philadelphia primer, or child's first book.

687

The New England Primer...with a historical introduction by Rev. H. Humphrey
[1830]. *Worcester, [Mass.]: S. A. Howland. 60 pp.*
Published [1830?].

688

The Grammatical Reader. No. 1.
[1845]. *Edward Hazen. New York. J. S. Redfield. 46 p. (38-39, 44-45 missing).*
Copyright 1845.

689

The Kewpie Primer. With illustrations by Rose O'Neill. Text and music by Elisabeth V. Quinn.
[1916]. *Elisabeth V. Quinn. New York: Frederick A. Stokes Co. ix+119 p.*
Copyright 1916.

690

Basic Pre-Primer: Dick and Jane. Basic preprimer Elson-Gray curriculum foundation series.
[1936]. *William H. Elson, William S. Gray. Chicago: Scott Foresman. 42 pp.*
Copyright 1936.

691

More Dick and Jane Stories.
[1934]. *William H. Elson, William S. Gray. Chicago: Scott Foresman. 48 p.*
Copyright 1934.

692

Elson Basic Readers, Pre-Primer. Elson-Gray life-reading service.

[1930]. *William H. Elson, Laura E. Runkel, William S. Gray. Chicago: Scott, Foresman and Company. 40 p.*

Copyright 1930.

693

The Elson Basic Readers, Primer. Long Reading Service.

[1930]. *William H. Elson, Lura E. Runkel, William S. Gray. Chicago: Scott, Foresman and Company. 144 p.*

Copyright 1930.

694

Everyday Reading Book One.

[1927]. *Henry Carr Pearson, Charles Wesley Hunt. New York: American Book Co. 192 p.*

Copyright 1927.

695

Eclectic Readings. Stories for Children.

[1895]. *Mrs. Charles A. Lane. New York: American Book Co. 104 p.*

Copyright 1895.

696

The American Primer, on an Improved Plan.

1801. *Philadelphia: Asbury Dickens. 68 p.*

697

The Franklin Primer. The third edition.

1804. *Boston: J. M. Dunham. 84 p.*

698

The Child's Instructor: consisting of easy lessons for children.

1807. *Philadelphia: Mathew Carey. 108 p.*

699

The road to learning made pleasant with lessons and pictures.

1807. *Philadelphia: Jacob Johnson. [48] p.*

700

The Young Child's ABC, or First Book.

52 American Primers

1809. *Hallowell, Maine: Ezekiel Goodale. 32 p.*

701

Primer, or the First Book for Children.

1812. *Philadelphia: Jacob Meyer. 36 p.*

702

The Present First Book for Children.

1811. *Boston: Samuel Avery. 36 p.*

703

Beauties of the New England Primer.

1816. *New York: Samuel Wood & Sons. 30 p.*

704

The Young Child's A, B, C; or First Book.

1816. *New York: Samuel Wood & Sons. 16 p.*

705

The Young Child's A, B, C; or First Book.

1817. *Georgetown, D. C.: W. Duffy. 16 p.*

706

The New York Primer; or Second Book.

1818. *New York: Samuel Wood & Sons. 34 p.*

Copyright 1809.

707

Das klein ABC-Buch, oder erste Anfangs-Buechlein.

1819. *Ambrosius Henkel. New Market, VA.*

36 p.

Copyright 1818.

708

The United States Primer.

1820. *Cooperstown, [N.Y.]: H. & E. Phinney. 46 p.*

Sterotyped.

709

The Pennsylvania Primer, or Child's

Introduction to Spelling. Being an Approved Selection for Beginners.

1821. *Lancaster, PA: H. Maxwell. 36 p.*

710

The New York Primer; or, Second Book.
[1822]. *New York: Samuel Wood & Sons.* 34 pp.
Copyright 1822.

711

The Columbian Primer, or First Step to Learning.
1823. *Philadelphia: B. & T. Kite.* 36 p.

712

The Child's First Book; for the Use of Schools.
1824. *Goold Brown. New York: New York Sunday School Union Society.* 36 p.
Copyright 1822.

713

Comly's Primer; or the First Book for Children.
1824. *Philadelphia: Kimber & Sharpless.* 36 p.

714

The Union Primer; or, First Book for Children. Compiled for the Sunday School Union and fitted for use of schools in the United States.
1826. *Philadelphia: American Union Sunday School.* 36 p.

715

Johnson's Philadelphia Primer; or, A First Book for Children.
1826. *Philadelphia: John Grigg.* 36 p.

716

The Child's First Book.
1828. *Philadelphia: American Sunday School Union.* 12 p. (8-10 missing.).

717

The Child's First Book, being a new primer for the use of families and schools.
1829. *Goold Brown. New York: Mahion Day.* 34 p.
Copyright 1821.

718

The Progressive Primer, being an easy introduction to the scholar's guide.
[1829]. *Concord, NH: Charles Hoag.* 34 p.
Copyright 1829. Luther Roby, printer.

719

The Beauties of the New England Primer; or an easy and pleasant guide for the instruction of children.
1830. *Concord, N.H.: Moses G. Atwood.* 36 p.

720

The Elementary Primer, or first lesson for children; being an introduction to the elementary spelling book
[1831]. *Noah Webster. New York: M'Etrath and Bangs.* 34 [i.e., 32] p.
Copyright 1831.

721

The Young Learner's First Book.
1831. *Augusta, Maine: William Hastings.* 26 pp.

722

The Progressive Primer; Adapted to Infant School Instruction. Embellished with Appropriate Cuts.
1832. *Mrs. Goodheart. Concord, [N.H.]: Moses G. Atwood.* 36 pp.
Cover imprint 1836, published by Atwood and Brown.

723

The Good Child's Little Primer.
1833. *Philadelphia: William W. Weeks.* 8 p.

724

Gallaudet's Picture Defining and Reading Book, also New Testament stories, in Ojibua language.
1835. *Boston: Crocker & Brewster.* 124 p.

725

Infant Lessons for the Nursery.
1835. *Montpelier, [Vt]: E. P. Walton & Son.* 20 p.

726

The Child's First Step Up the Ladder of Learning; or easy lessons for the infant mind. Embellished with cuts.

1836. Newark, [N.J.]: Benjamin Olds. 16 pp.

727

Severance's Easy Lessons for Children, in Schools and Families.

1837. Cazenovia, [N.Y.]: Henry & Severance. 108 p.

Copyright 1831.

728

The Child's Book.

1837. Newport, [N.H.]: John Wilcox. 10 p.

Cover imprint: Newport, N.H. John Wicox, 1837.

729

The Infant School Primer, and Arithmetical Tables in Verse, with a Simple Catechism for Infant Schools.

1837. New York: Mahlon Day. 24 p.

730

The Juvenile Primer, and Child's Own Progressive Guide to Learning.

1837. Baltimore: Bayly & Burns. 23 [i.e., 22] p.

Carefully arranged, on a new, simple and interesting principle

731

The New York Primer, or second book.

[1837]. New York: Samuel S & William Wood. 34 p.

Copyright 1937.

732

The Child's Primer; or Simple Lessons for Little Scholars.

1838. New Haven: S. Babcock. 24 p.

733

The Maine Primer, for the Young Child.

1838. Bangor: Smith & Fenno. 34 p.

S. S. Smith, printer.

54 American Primers

734

The Christmas School Primer. Designed for schools and families. Containing more than one hundred engravings.

1839. New York: William W. Allen. 48 p.

735

The New American Primer.

1839. Cincinnati: E. Morgan & Co. 24 p.

Cover imprint reads lessons for young children

736

The Child's First Primer, or A, B, C, Book.

[1840]. New York: H. & S. Raynor. 24 p.

Published in [1840's].

737

The First Book of Reading Lessons.

1842. Brothers of the Christian Schools.

Philadelphia: Eugene Cummiskey. 48 p.

738

The Little Primer; or Child's First Book.

1843. Providence: George Daniels. 18 p.

739

The Boys Own Primer, with engravings. By a friend to youth.

1844. Cincinnati: William T. Truman. 16 p.

With engravings

740

The Child's Every Day Book.

1844. Cincinnati: William T. Truman. 16 p.

At head of title: Truman's entertaining toy books.

741

My Own Picture Book.

1844. Cincinnati: William T. Truman. 16 p.

At head of title: Truman's entertaining toy books.

742

Young Bible Reader.

1844. Cincinnati: William T. Truman. 24 p.

743

The Mother's New Primer, or the Infant's Library.

[1845]. *New York: Richard Marsh.* 20 p.
Copyright 1845.

744

The New Primer.

[1845]. *Newark, NJ: Benjamin Olds.* 36 p.
Copyright 1845.

745

Pictorial Primer.

[1848]. *New York: Leavitt & Co.* 60 p.
Copyright 1848. Page titles: Pictorial reader and speller.

746

Girls Own Primer.

1850. *New York: J. Wrigley.* 8 p.

747

My little primer. With many pictures.

1850. *Worcester: J. Grout, Jr.* 24 p.
Cover title: Mamma's lessons. With engravings.

748

The National Pictorial Primer; or the First Book for Children. Embellished with numerous engravings and pretty stories.

[1850]. *New York: George F. Cooledege & Brother.* 48 p.
Published [1850?]

749

The Picture Alphabet; or Buds of Learning.

1850. *New Haven: S. Babcock.* 8 p.
Cover title: The picture alphabet; or buds of learnings.

750

First Steps on the Road to Learning; for the Youngest Travelers.

1850. *New Haven: S. Babcock.* 8 p.

751

The United States Primer, or first spelling book for children.

[1850]. *Salem, Ohio: Isaac Trescott.* 32 p.

Published [1850?]

752

ABC Buch and Lese-und Denk-Uebungen bei dem ersten Unterrichts der Kinder.

[1851]. *New York: Henry Ludwig.* 48 p.
Copyright 1851.

753

Aunt Mary's Primer. Adorned with one hundred and twenty pretty pictures.

1891. *Providence: Mather & Burr.* 32 p.

754

Little Henry's Primer.

[1857]. *New York: Leavitt & Co.* 12 p.
Published [1857?].

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First Weeks at School: A Primer.

(1912) 306

Dickens, Asbury

American Primer, on an Improved Plan

(1801) 696

Dillingham, C. T.

Graded Supplementary Reader, First Year.

(1885) 110

Dillon, Christie

Story Hour Readers Revised. Primer.

Illustrated by Maginel Wright Enright.

(1923) 315

Dilworth, Thomas

New Guide to the English Tongue

(1810) 665; (1822) 670; (1782) 679

Dobson, Thomas

Fables in Monosyllables. (1798) 821

Dolch, Marguerite P.

Let's Play. A Pre-Primer. The Children's

Bookshelf. Illustrations by Margaret C.

Hoopes and Florence J. Hoopes.

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Donohue (M. A.) and Company

Home Primer. Illustrated. ([1900]) 561

Donovan, Mary

Very First Book. For First Year Pupils.

([1907]) 258

Dopp, Katharine Elizabeth

Bobby and Betty at Home: A Primer.

Illustrated by Mary Spoor Brand.

([1917]) 356

Douai, Adolf

Manual for Teachers: An Introduction to the Series of Rational Readers. Combining the Principles of Pestalozzi's and Froebel's Systems of Education (1872) 582

Rational Phonetic Primer. ([1872]) 056

Doub and Company

Life and Literature Readers. Primer.

Illustrated by Elsinore Robinson Crowell.

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Draper, Kayren [illus.]

Beacon Gate to Reading. ([1926]) 403

Dressel, Herman

New Barnes Readers. Primer. First

Year—First Half. Enlarged Edition.

Illustrated by Mabel Betsy Hill.

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Duffie and Chapman

Reynolds' Pictorial Primer for Home and School. Duffie and Chapman's Series.

(1871) 526

Duffy, W.

Young Child's A, B, C; or First Book

(1817) 705

Dulany (Wm. J. C.) Company

Reading Exercises for Beginners. Dulany's

Primer and First Reader. ([1895]) 501

Dulin, Dorothy [illus.]

Complete Primer. (1922) 372

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Union Primer; or, first book for children.

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Dulon, Julie T.

Language Reader Series: Primer. Illustrated

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Franklin Family Primer (1807) 493

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Dunn, Fannie Wyche

Everyday Classics Primer. Illustrated by

Maud and Miska Petersham. (1922) 377

Everyday Classics Primer. Teachers'

Manual. (1923) 383

Language Reader Series: Primer. Illustrated

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Number One, or the Young Beginner: being first lessons in reading. Lovell's new series.

(1851) 816

Standard Spelling Book; or, the Scholar's

Guide to an accurate pronunciation of the

English Language. The Revised Edition.

(1828) 012

Dyer, Franklin B.

Merrill Readers. First Reader ([1915]) 340

Merrill Readers. Primer. ([1915]) 341

Eadie, Eleanor Osborn [illus.]

Open Door Primer for Children Learning

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Eaton and Company

Eaton Readers. First Reader. ([1906]) 251

Eaton Readers. Primer. Illustrated by

Dorothy Dulin. (1913) 319

- First Reader. Combining observation, science and literature. New Era Series. (1897) 175
- First Reader. Home and School Series. (1897) 174
- Edgerly, Beatrice** [illus.]
Peter and Peggy. Illustrated by Beatrice Edgerly. (1930) 437
- Edgeworth, Miss**
American Popular Lessons. Chiefly selected from the writings of Mrs. Barbauld, Miss Edgeworth, and other approved writers. ([1829]) 677
- Edson, Andrew W.**
Work and Play. The Edson-Laing Readers. Introductory Book. With illustrations by Clara Atwood Fitts. (1920) 369
- Educational Publishing Company**
Blackboard Reading. ([1909]) 278
Eureka First Reader. ([1913]) 320
Good Time Primer. (1898) 534
Little People's Sound Primer. Action, Imitation and Fun Series. Part I. ([1905]) 238
Method of Teaching Reading in the Primary Schools. ([1887]) 577
Primer. Black's Graded Readers. ([1902]) 219
Primer, Book One [Sprague Classic Readers]. ([1902]) 220
Story Primer. ([1913]) 321
- Edwards and Broughton**
First Reader. With 4,000 Words for Spelling by Sound. Moses' Phonic Readers. (1895) 166
- Edwards, L. & E.**
New English Spelling Book and Child's First Reading Book (1844) 789
- Edwards, Paul Grey**
Outdoor Land. The Nature Activity Leaders. Book One. Illustrated by Florence Liley Young. (1931) 439
- Egan, Leo**
Corona Readers. First Reader. (1918) 361
- Eginton, Libbie J.**
First Practice Reader. ([1907]) 259
- Eisenberg, J. Linwood** [illus.]
Happy Hour Readers, Book One. ([1920]) 563
- Eldredge and Brother**
Columbia Primer. (1903) 224
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- Eldridge, Emma L.**
Child's Reader in Verse. ([1911]) 293
- Eliot, John**
Indian Primer, or The First Book by Which Children May Know Truly to Read the Indian Language and Milk for Babes. (1747) 472
- Ellenberger, I. C. M.**
Natural Primer. With illustrations by Charles D. Graves. (1915) 345
- Ellis, Lilian**
Ellis System of Teaching to Read. Reader One. ([1918]) 366
- Elson, William H.**
Basic Pre-Primer: Dick and Jane. Basic preprimer Elson-Gray curriculum foundation series. ([1936]) 690
Cathedral Basic Readers: Primer. A revision of the Elson Basic Primer. Life-Reading Service. (1931) 433
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Elson Basic Readers. Book One. Life-Reading Service. (1930) 434
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Elson Basic Readers Primer ([1930]) 693
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Elson-Gray Basic Readers. Primer. Life-Reading Service Curriculum Foundation Series. ([1936]) 612
Elson Readers Book One. (1927) 488
Elson Readers Primer. (1920) 336
Elson-Runkel Primer ([1914]) 335
More Dick and Jane Stories. ([1934]) 691
- Emerson, Benjamin Dudley**
National Spelling Book ([1828]) 659
- Emory, J.**
New American Primer, and Juvenile Preceptor (1831) 785
- Enders, Lucille** [illus.]
New Wag and Puff: The Child's Own Way Series. (1937) 409
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Osgood's American First Reader. For Schools and Families. Progressive Series. ([1870]) 049
Osgood's Progressive First Reader. Progressive Series. (1855) 556

- English, Mildred**
 Good Friends. A First Reader. Happy Hour Readers. Illustrations by Rhoda Chase. ([1935]) 450
- Enright, Maginel Wright**
 Story Hour Readers Revised. Primer. Illustrated by Maginel Wright Enright. (1923) 315
- Enright, Maginel Wright [illus.]**
 Field Primer. ([1921]) 373
 Riverside Readers. First Reader. (1911) 498
- Episcopal Sunday and Adult-School Society**
 Sunday School Spelling Book (1822) 657
- Estabrook, Joseph**
 New English Readers (1884) 599
- Estrella, Cesaria R.**
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- Ettinger, William L.**
 First Reader [California State Series]. (1910) 284
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- Evans, Charles M.**
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- Evans, Vivian**
 Day by Day with Sam and May. A Primer. (1912) 313
- Faber, Caroline A.**
 New Script Primer. (1892) 511
- Faris, Lillie A.**
 Standard Bible Story Readers. Book One The Primer. Illustrated by O. A. Stemler and Bess Bruce Cleaveland. (1925) 486
- Farnsworth, O.**
 Western Spelling Book. (1831) 014
- Farrell, Eleanor Gertrude**
 Little Boy Blue Primer. (1914) 339
- Fassett, James H.**
 Beacon First Reader. (1913) 322
 Beacon Phonetic Chart (1912) 587
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- Faustine, M. Madeleine**
 A Syllabic Reader. (1910) 291
- Fee, Mary H.**
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- Fenn, Eleanor Frere**
 Fables in Monosyllables. (1798) 821
 Mother's Assistant or Infant School Primer. ([1843]) 635
 The Poetical Alphabet. ([1855]) 032
- Fenning, Daniel**
 Universal Spelling Book (1767) 682; (1784) 842
- Ferrell-Puckett, Nettie L.**
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- Ferris, Carrie Sivyer**
 Our First School Book. ([1901]) 209
- Field, Eugene**
 Eugene Field Reader. With an introduction by Frank W. Cooley. (1905) 152
- Field, Walter Taylor**
 Field-Martin Primer. (1925) 391
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- Fillmore, Parker H.**
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- Finch, Adelaide V.**
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- Firman, Sidney G.**
 Winston Readers, First Reader. (1926) 552
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- Fisher & Brother**
 American Juvenile Primer ([1800]) 669
 Fishers' Pictorial Primer. ([1860]) 769
- Fisher, Elizabeth M. [illus.]**
 Good Reading, First Reader. With illustrations by Elizabeth M. Fisher. ([1926]) 401
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 Western Spelling Book. (1831) 014

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 Adventures in Child Land. Adventures in Storyland Readers. Illustrated by Clara Atwood Fitts. (1932) 445
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Flanagan (A.) Company

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Forman, George

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Foulke, Elizabeth E.

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Fox, Florence C.

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Freeland, George E.

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Freeman, Frank N.

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Freeman, Margaret [illus.]

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French, W. C.

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 Illustrated Primer. (1888) 132

Fundenberg, Elizabeth H.

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Funk, Isaac K.

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 Standard First Reader. Phonetic Edition. Standard Reader Series. (1903) 221

Gallaudet, Thomas H.

- Gallaudet's Picture Defining and Reading Book, also New Testament stories, in Ojibua language. (1835) 724
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- Little Chart (1935) 617
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 Playfellows, A Primer. Story and Study Readers. Illustrations by Rhoda Chase. ([1928]) 420
 Primer and First Reader Manual for Story and Study Readers. (1928) 419
- Gee, Myrtle Garrison**
 Story-Folk First Book. Individual Progress Reading. Illustrated by Mabel Betsy Hill. (1927) 410
- Gehres, Ethel Maltby**
 Everyday Life Pre-Primer. Photographs from life by Ralph M. Bair. (1936) 452
 Pets and Playmates. The New Silent Readers. Primer. Illustrated by Eunice Stephenson. (1931) 444
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 Das amerikanische A-B-C-Buch burze und leichte Lautir-und Buchstabilübungen Bearbeitet für die öffentlichen Schulen in Cincinnati. (1854) 485
- Gibbs, David**
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- Gibson, Christine**
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- Gideon R. M.**
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- Gifford, Jane C.**
 City and Country. A First Reader. Childhood Readers. Illustrated by Florence and Margaret Hoopes and Margaret Freeman. ([1932]) 446
- Gilbert, Charles B.**
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 Little-Folk Tales. A First Reader. The Hawthorne Readers. (1904) 233
 Story Friends. A Primer. The Hawthorne Readers, Indiana Edition. (1904) 226
- Gilmour, Richard**
 New Primer. The Catholic National Series. ([1889]) 137
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- Gleason, Martin F.**
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 Little-Folk Tales. A First Reader. The Hawthorne Readers. (1904) 233
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- Golden Brothers**
 Primer, for Use in Schools and Families. ([1887]) 128
- Goodale, Ezekiel**
 Young Child's ABC, or First Book (1809) 700
- Goodheart, Mrs.**
 The Progressive Primer; Adapted to Infant School Instruction. Embellished with Appropriate Cuts. (1832) 722
- Goodrich, Samuel G.**
 Peter Parley's little reader, for the use of schools. (1841) 806
 Peter Parley's Primer. With engravings. ([1835]) 770
- Gordon, Emma K.**
 Comprehensive Method of Teaching Reading. Book One. First Five Months. (1907) 217
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 Gordon Readers—New Series. Primer. ([1917]) 351
- Gourley, H. I.**
 Modern First Reader. (1881) 093
- Grady, William E.**
 City and Country. A First Reader. Childhood Readers. Illustrated by Florence and Margaret Hoopes and Margaret Freeman. ([1932]) 446
- Graff, Ellis**
 New Barnes Readers. Primer. First Year—First Half. Enlarged Edition. Illustrated by Mabel Betsy Hill. ([1924]) 348
- Graves, Charles D. [illus.]**
 Natural Primer. With illustrations by Charles D. Graves. (1915) 345
- Gray, William S.**
 Basic Pre-Primer: Dick and Jane. Basic preprimer Elson-Gray curriculum foundation series. ([1936]) 690
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 Playing Days. A Primer. Our Book World. Illustrated by Julia Greene. (1931) 440
- Greenleaf, Daniel**
 The Young Child's Accidence: being a small spelling book for little children. (1799) 822

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New Japan Pictorial Primer. ([1872]) 055
- Grigg, John**
Johnson's Philadelphia Primer; or, A First Book for Children. (1826) 715
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Sanders' Pictorial Primer. Or, An Introduction to "Sanders' First Reader." Enlarged and Revised. Sanders' Series. (1868) 560
Sanders' Union Reader. (1861) 036
- Griswold, Sarah E.**
Good Reading, First Reader. With illustrations by Elizabeth M. Fisher. ([1926]) 401
- Grout, J., Jr.**
My little primer. With many pictures. (1850) 747
- Grout, Jonathan**
The Young Child's Accidence: being a small spelling book for little children. (1799) 822
- Grover, Eulalie Osgood**
Art-Literature Readers. Book One. ([1904]) 229
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- Grubb, Mary B.**
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- Guild, Kate Louise**
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- Haaren, John H.**
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- Habans, Paul B.**
Open Door to Reading. Primer. Illustrated by Edith A. Mahier. ([1916]) 346
- Hader, Berta [illus.]**
Who Knows. A Little Primer. The Child Development Readers. Illustrated by Berta and Elmer Hader. (1937) 453
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- Hale, Enoch**
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- Hall, Samuel**
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- Hallock, Ruth Mary [illus.]**
Cyr's New Primer. With illustrations by Ruth Mary Hallock and Alice Beach Winter. ([1912]) 303
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- Hanna, Paul R.**
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- Hanthorn, Alice**
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- Harison, William Beverley**
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- Harker, G. A. [illus.]**
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- Hastings, William**
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- Hazen, Edward**
Grammatic Reader ([1845]) 688
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Hazen's Primer and First Reader. ([1895]) 167

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 Catholic Curriculum Readers. Primer. Friends for Every Day. ([1936]) 569
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 First Reader for Foreigners. ([1911]) 294
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- Spoor, Mary Louise [illus.]**
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Verbal Primer ([1865]) 779

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Stewart, Cora WilsonCountry Life Readers. First Book.
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Stewart, Isabella [illus.]

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([1885]) 114Earth and Sky. A First Grade Nature
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Nature Readers. Number One.
([1897]) 176**Stockard, Marietta**

First Reader. New Series. ([1917]) 350

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book. Embellished with cuts (1812) 639**Stokes (Frederick A.) Co.**

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Mosby. ([1932]) 447**Stone, Clarence R.**Stone's Silent Reading. Book One.
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Mosby. ([1932]) 447**Stone, Vera [illus.]**Bobbs-Merrill Readers. Primer. Illustrated
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([1914]) 329Primer: The Natural Method [Heart of
America Readers]. (1919) 328**Storm, Grace E.**Child-Story Readers. Illustrated by Vera
Stone Norman. (1936) 414**Storm, Ollie Perry**Open Door Primer for Children Learning
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(1927) 417**Stout, Lauren [illus.]**

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Strong, T. W.

Historical Primer ([1835]) 771

Suhrie, Ambrose L.Story-Folk First Book. Individual Progress
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Beacon Gate to Reading. ([1926]) 403

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Sutton, Annie Henshall

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Suzzallo, Henry

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Swan, T.

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Company. (1883) 106

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Sylvester, Margo [illus.]

Practical Reader for Adults. Book One.
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Industrial Primer. (1912) 302

Werner Primer for Beginners in Reading.
([1895]) 494

Teachwell, Mrs.

Fables in Monosyllables. (1798) 821

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A New Primer, or Little Boy and Girls Spelling Book. 819
A Primer for the Use of the Mohawk Children. 664
The A, B, C with the Shorter Catechism. 844
The Only Sure Guide to the English Tongue. 843
- 1787**
The royal primer; or an easy and pleasant guide to the art of reading. Adorned with cuts. 829
- 1789**
The American Spelling Book: Containing an Easy Standard of Pronunciation, Being the First Part of a Grammatical Institute of the English Language. Thomas and Andrew's first edition. 834
- 1790**
A Primer, or an Easy and Pleasant Guide to the Art of Reading. 839

- The New-England Primer, Enlarged and improved: Or, an Easy and Pleasant Guide to the Art of Reading. Adorned with Cuts. Also the Catechism. 633
- 1791**
 Child's Instructor, Being an Original Spelling Book. 835
 The Little Reader's Assistant. 831
- 1792**
 The Child's Companion; Being a Concise Spelling Book. Designed for the use of school. 820
 The Only Sure Guide to the English Tongue, or new pronouncing spelling book. 6th Worcester edition...carefully reviewed...by Isaiah Thomas. 672
- 1793**
 An American Selection of lessons in reading and speaking calculated to improve the minds and refine the taste of youth. 681
- 1795**
 The A, B, C; with the Shorter Catechism: Appointed by the General Assembly. 827
- 1796**
 A Gift for Children. 838
 Ein wohl eingerichtetes deutsches ABC-buchstabil und lesebuch zum Gebrauch deutscher Schulen. 512
- 1798**
 An Alphabet in Prose. 788
 Fables in Monosyllables. 821
- 1799**
 Spelling Book; First Part of a Grammar, the English Language, as Written and Spoken in the United States. 823
 The American Primer; or Young Child's Horn-Book. 840
 The Young Child's Accidence: being a small spelling book for little children. 822
- 1800**
 A B C-Boekje voor die Neger-Kinders 825
 Little Harry's Ladder to Learning. 685
 The American Juvenile Primer and first step in learning arranged on a new simple and interesting principle. 669
 The child's spelling book: calculated to render reading completely easy to little children. Second edition. 826
- 1801**
 The American Primer, on an Improved Plan. 696
- 1802**
 The Child's First Book; Being an Easy Introduction to Spelling and Reading. 645
- 1803**
 The American primer, calculated for the instruction of younger children. Second edition. 813
 The New England Primer, Improved: or An Easy and Pleasant Guide to the Art of Reading. To Which is added the Assembly's Catechism. Adorned with cuts. 638
- 1804**
 A List of Nouns, or Things Which May Be Seen. 002
 The Franklin Primer. The third edition. 697
 The Understanding Reader, or Knowledge before Oratory. 380
- 1806**
 Kimber and Conrad's ABC Book. With pictures for children. 462
 The Only Sure Guide to the English Tongue, or New Pronouncing Spelling Book. Fourth improved edition. 674
 The Young Child's A, B, C, or First Book. 814
- 1807**
 The Child's Instructor: consisting of easy lessons for children. 698
 The Franklin Family Primer; containing a New and Useful Selection of Moral Lessons; Adorned with a Great Variety of Cuts Calculated to Strike a Lasting Impression on the Minds of Children. Eight Edition. 493
 The road to learning made pleasant with lessons and pictures. 699
 The Young Child's A, B, C, or First Book. 815
- 1808**
 The New, American Spelling Book, improved. Sixth revised edition. 667
- 1809**
 Kleine Erzählungen. Über ein Buch mit Kupfern oder leichte Geschichte für Kinder, 516.
 The Child's Instructor. Consisting of easy lessons for children; on subjects which are familiar to them, in language adapted to their capacities. By a teacher of little children in Philadelphia. 658
 The Young Child's ABC, or First Book. 700
- 1810**
 A New Guide to the English Tongue. In five parts. 665
 London Cries for Children. With twenty elegant woodcuts. 003
 The Child's Companion; Being a Concise Spelling Book. 13th edition. 678
 The Child's Guide, to Spelling and Reading. Fourth edition. 812
- 1811**
 An American Selection of Lessons in Reading and Speaking. 468
 Philadelphia Spelling Book. Arranged upon a plan entirely new; with corrections and additions adapted to the capacities of children, and designed as an immediate improvement in spelling and reading the English language. 004
 The Present First Book for Children. 702
 The Young Child's ABC, or, First Book. 683

- 1812**
Primer, or the First Book for Children. 701
The New England Primer. Improved and adapted to the use of schools. Designed as an introduction to the American spelling book. Embellished with cuts 639
- 1813**
The American Primer, or an Easy Introduction to Spelling and Reading. Fourth improved edition. 634
The New England Primer, or an Easy and Pleasant Guide to the Art of Reading. To Which is Added the Catechism. 590
The Young Child's ABC, or First Book. 781
- 1814**
The New England Primer. Or An Easy and Pleasant Guide to the Art of Reading. Adorned with cuts. To which is added the Catechism. 640
- 1815**
The American Class Book, or a collection of instructive reading lessons adapted to the use in schools. 671
- 1816**
Beauties of the New England Primer. 703
Hoch-Deutsches Reformirtes ABC-und Namen-Büchlein für Kinder welche anfangen zu lernen. 646
The New England Primer, Improved, Or an Easy and Pleasant Guide to the Art of Reading. To Which is Added the Assembly's Catechism. 641
The Young Child's A, B, C; or First Book. 704
- 1817**
ABC-und Bilder-buch. 492
The New England Primer; improved, or an easy and pleasant guide to the art of reading. Adorned with cuts. To which is added the Catechism. 684
The Young Child's A, B, C; or First Book. 705
Webster's Old Spelling Book. Containing the rudiments of the English Language, for the use of schools in the United States. The Revised Impression, with the latest corrections. 005
- 1818**
Hoch-Deutsches Reformirtes ABC und Namen-Büchlein für Kinde welche anfangen zu lernen. Verbesserte Ausgabe. 808.
The Child's Instructor. Consisting of easy lessons for children; on subjects which are familiar to them, in language adapted to their capacities. 006
The New York Primer; or Second Book. 706
The Young Child's A, B, C; or, First Book. 642
- 1819**
An introduction to spelling and reading, in two volumes. Being the first and second parts of a Columbian exercise. The whole comprising an easy and systematic method of teaching and of learning the English language. 653
- Das klein ABC-Buch, oder erste Anfangs-Buechlein. 707
Hoch-Deutsches Lutherisches ABC und Namen Büchlein für Kinder, welche anfangen zu lernen. 794
Petit Abecedaire Amusant, Orne de Figures. 647
- 1820**
Present for Children. 773
The American Definition Spelling Book: in which the words are not only rationally divided into syllables, accurately accented, the various sounds of the vowels represented by figures, and their parts of speech properly distinguished...Hough's 3rd ed. 666
The Infant's Book. 588
The United States Primer. 708
- 1821**
The Alphabet of Goody Two Shoes. 798
The Juvenile Spelling-Book: Being easy introduction to the English Language, containing easy and familiar lessons in Spelling, with appropriate reading lessons calculated to advance the learner by easy gradations, and to teach the orthography of Johnson, and the pronunciation of Walker. American School Class-Book, No. 1. 007
The Pennsylvania Primer, or Child's Introduction to Spelling. Being an Approved Selection for Beginners. 709
The United States Spelling Book, with appropriate reading lessons: being an easy standard for spelling, reading and pronouncing the English language, according to the rules established by John Walker, in his critical and pronouncing dictionary. By sundry experienced teachers. 651
- 1822**
A New-Guide to the English Tongue. In five parts. 670
Byerly's New American Spelling Book. Calculated for the use of schools in the United States. 663
The New York Primer; or, Second Book. 710
The Sunday School Spelling Book. Compiled with a view as well to teach children to spell and read, as to contribute to their moral and religious instruction. 657
- 1823**
Analytical Spelling-Book. Designed for schools and families in the United States of America, and for foreigners learning English. 008
The Columbian Primer, or First Step to Learning. 711
The Primary Instructor, and Improved Spelling Book. Being an easy system of teaching the rudiments of the English Language. In two parts. Second edition. 009
The Pronouncing Spelling Book. Adapted to Walker's critical pronouncing dictionary. 662
- 1824**
A New Spelling Book. Adapted to different classes of pupils. 656

- Comly's Primer; or the First Book for Children. 713
- The Child's First Book; for the Use of Schools. 712
- The Child's First Book, or New Philadelphia Primer. 686
- The Pennsylvania Spelling Book, in three parts...by an association of teachers. 7th edition, considerably improved. 680
- 1825**
- A was an Apple. 463
- The Child's Own Story Book, or Simple Tales. 591
- The Young Child's Primer: or First Step to Learning. 774
- 1826**
- A Juvenile Reader; or Miscellaneous Selections in Prose and Verse. 676
- A primer of the English language. 782
- Johnson's Philadelphia Primer; or, A First Book for Children. 715
- The Union Primer; or, First Book for Children. Compiled for the Sunday School Union and fitted for use of schools in the United States. 714
- 1827**
- The Pestalozzian Primer, Or, First Step in Teaching Children the Art of Reading and Thinking. 603
- The Primary Class-Book. A selection of easy lessons in reading, for the younger classes in Common Schools. 011
- 1828**
- A Standard Spelling Book; or, the Scholar's Guide to an Accurate Pronunciation of the English Language. Designed as an introduction to the use of Walker's Critical Pronouncing Dictionary of the English Language. The Revised Edition. 012
- Alger's Perry. The Orthoepical Guide to the English Tongue, being Perry's Spelling Book...Revised and corrected 654
- M'Carty's American Primer. Being a Selection of Words. The Most Easy of Pronunciation Intended to Facilitate the Improvement of Children in Spelling. 650
- The Child's First Book. 716
- The Fourth Class Book. Containing lessons in reading for the youngest classes in school. 655
- The National Spelling-Book, and pronouncing tutor; and designed for the use of schools in the United States. 659
- 1829**
- American Popular Lessons. Chiefly selected from the writings of Mrs. Barbauld, Miss Edgeworth, and other approved writers. 677
- The Child's First Book, being a new primer for the use of families and schools. 717
- The Progressive Primer, being an easy introduction to the scholar's guide. 718
- 1830**
- A Second Book for Reading and Spelling. New edition Worcester's reading books. 660
- A Syllabical Spelling Book, exhibiting all the important rules of syllabication and accentuation. 673
- Chahta Holisso. 784
- Lessons for Infant Schools. 783
- The Beauties of the New England Primer: or an easy and pleasant guide for the instruction of children. 719
- The Book of Pictures. 013
- The Critic, or Lessons in Life. 767
- The English Reader: or a Selection of Prose and Poetry, calculated to improve the younger classes of learners in reading...with an appendix, consisting of words selected from the reading lessons, with definitions by Israel Alger, Jun. 675
- The New England Primer...with a historical introduction by Rev. H. Humphrey 687
- The Symbolical Primer, or Class Book No. 1 with 492 cuts. Part the Second. 649
- 1831**
- The Elementary Primer, or first lesson for children; being an introduction to the elementary spelling book 720
- The New American Primer, and Juvenile Preceptor. 785
- The Western Spelling Book. An improvement of the American Spelling Book, by Noah Webster. 014
- The Young Learner's First Book. 721
- 1832**
- Hoch-Deutsches Reformirtes ABC und Namen-Buchlein für Kinder welche anfangen zu lernen. 575
- O Ka Buke Hua Mua E Ao Ai I Ka Heluhelu Palapala, I Ike Ai Hoi Na Haumana Hawaii Nei I Ka Pono Maoli. 595
- The Child's Instructor, or Lessons on Common Things. 015
- The Progressive Primer; Adapted to Infant School Instruction. Embellished with Appropriate Cuts. 722
- 1833**
- The Child's Primer; or First Book for Primary Schools. 016
- The Good Child's Little Primer. 723
- The Picture Reader; Designed as a First Reading Book, for Young Masters and Misses. By a friend to youth. 624
- 1835**
- A Mental Museum, for the Rising Generation, in Three Parts. Part First: Containing amusing, easy, familiar reading exercises. Designed for the junior classes of readers. 506
- Gallaudet's Picture Defining and Reading Book, also New Testament stories, in Ojibua language. 724

- Infant Lessons for the Nursery. 725
 O-jib-ue Spelling Book. Designed for the use of mature learners. 793
 Peter Parley's Primer. With engravings. 770
 The Historical Primer. 771
 The National Primer, or Primary Spelling Book. 786
 The Pronouncing Spelling Book. Adapted to Walker's Critical Pronouncing Dictionary, in which the precise sound of every syllable is accurately conveyed, in a manner perfectly intelligible to every capacity, by placing such letters as lose their sounds, those letters, whose sounds they receive. Revised and improved from the fourth edition. 010
- 1836**
 Pickett's Primer, or First Book for Children. Designed to Precede the Spelling Book. 589
 The Child's First Step Up the Ladder of Learning; or easy lessons for the infant mind. Embellished with cuts. 726
- 1837**
 ABC Buch und Lese und Denk-Uebungen. Erstes Buch. 809
 Severance's Easy Lessons for Children, in Schools and Families. 727
 The Child's Book. 728
 The Infant School Primer, and Arithmetical Tables in Verse, with a Simple Catechism for Infant Schools. 729
 The Juvenile Primer, and Child's Own Progressive Guide to Learning. 730
 The New York Primer, or second book. 731
 The Western Primer, or Introduction to Webster's Spelling Book. With seventy-seven wood cuts. 787
- 1838**
 The Child's Primer; or Simple Lessons for Little Scholars. 732
 The Infant School Alphabet. Concord, N.H.: 017
 The Maine Primer, for the Young Child. 733
- 1839**
 The Christmas School Primer. Designed for schools and families. Containing more than one hundred engravings. 734
 The Columbian Primer [No. 1]; or Child's First Lessons; Being an arrangement of letters and words, made easy for the improvement of young children. 019
 The Mount Vernon Reader. A course of reading lessons, selected with reference to their moral influence on the hearts and lives of the young. designed for junior classes. 020
 The New American Primer. 735
 The New England Primer. Improved, or, an easy and pleasant guide to The Art of Reading; to which is added, The Assembly's Shorter Catechism. 018
- 1840**
 The A, B, C, Book, with Pictures of Birds. 796
 The Child's First Primer, or A, B, C, Book. 736
 The Idle Girl. 805
 The Practical Spelling Book, with Reading Lessons. 585
 The School Reader, First Book. Sanders' Series. 559
- 1841**
 Peter Parley's little reader, for the use of schools. 806
- 1842**
 The A, B, C, Book, with Pictures of Birds. 021
 The First Book of Reading Lessons. 737
 The New Primer. 461
- 1843**
 Mother's Assistant or Infant School Primer. 635
 Mrs. Barbauld's Easy Lessons, for the Use of Schools. Improved Edition. 023
 The Little Primer; or Child's First Book. 738
 The New England Primer. 465
 The New England Primer. Containing the Assembly's Catechism; the account of the burning of John Rogers; a dialogue between Christ, a youth, and the Devil; and various other useful and instructive matter. Adorned with cuts. With a historical introduction by Rev. H. Humphrey, D. D., President of Amherst College. 464
 The New England Primer. Improved for the more easy attaining the true reading of English to which is added The Assembly of Divines, and Mr. Cotton's Catechism. 001
 Tom Thumb's Alphabet. 471
- 1844**
 Cobb's New Juvenile Reader, No. 1 [Cobb's Series of Reading Books, in Five Numbers]. 557
 Erstes Buch für Deutsche Schulen. 644
 Introduction to the Pictorial Reader, Containing a Variety of Easy and Instructive Lessons Upon the Most Familiar Subjects. Illustrated With Numerous Engravings, and Adapted to the Capacities of Young Children. 584
 My Own Picture Book. 741
 Primer; or First Steps in Spelling and Reading. Designed as Introductory to the Spelling-Book, and forming Part One of a series of books for elementary schools. 024
 Primer; or First Steps in Spelling and Reading. Designed to Precede the Spelling-Book, and Other Parts of the Above-Names Series. Russell's Elementary Series--Part I. 574
 The Boys Own Primer, with engravings. By a friend to youth. 739
 The Child's Every Day Book. 740
 The New English Spelling Book and Child's First Reading Book. 789
 Young Bible Reader. 742

1845

- A, B, C, Book, with Cries of Cities. 797
 A, B, C, with Pictures and Verses. 799; 800
 A Little Present. 802
 Book of Letters, and Pictures. 804
 Book of Pictures, and Verses. 801
 Little Verses for Good Children. 803
 The Gem Primer. 636
 The Grammatic Reader. No. 1. 688
 The Mother's New Primer, or the Infant's Library. 743
 The New Primer. 744

1847

- Primary Reader: A Selection of Easy Reading Lessons, with Introductory Exercises in Articulation, for Young Classes. Designed to Follow the Spelling-Book, and Forming Part IV of Russell's Elementary Series. Improved Edition. 571

1848

- A New Spelling Book, Complied with a View to Render the Arts of Spelling and Reading, Easy and Pleasant to Children. To Which is Added a Variety of Useful Exercises, So Arranged as to Familiarize the Pupil With the Correct Spelling, Pronunciation and Meaning, of About Two Thousand Ambiguous or Difficult Words. 573
 Pictorial Primer. 745
 The Child's First Reader. 558
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1849

- McGuffey's Newly Revised Eclectic Primer. With Pictorial Illustrations. Eclectic Educational Series. 473
 Sunday School Spelling and Reading Book. 790

1850

- Comly's Spelling and Reading Book. With notes for parents and teachers; adapted to the use of Public Schools, and private or family instruction. Bonsal's Edition. 022
 Easy Lessons in Reading For the younger classes in common schools. Leavitt's Reading Series—Part II. 029
 First Steps on the Road to Learning; for the Youngest Travelers. 750
 Girls Own Primer. 746
 Hoch-Deutsches ABC und Namen Büchlein für Kinder welche anfangen zu lernen. 795
 Joseph's ABC Book. 772
 My little primer. With many pictures. 747
 New Pennsylvania Primer being an approved selection of words the most easy of pronunciation adapted to the capacities of young children. 668
 The American Pictorial Primer. 777
 The American Primer. 766
 The Child's First Book: New Edition. Containing Easy Lessons in Spelling and Reading Being the first of a series, complete in six numbers. 027

- The National Pictorial Primer. Designed for the use of schools and families, embellished with more than one hundred and fifty fine engravings. 460
 The National Pictorial Primer; or the First Book for Children. Embellished with numerous engravings and pretty stories. 748
 The Picture Alphabet; or Buds of Learning. 749
 The United States Primer, or first spelling book for children. 751
 Webb's Normal Reader No. 1. A new method of teaching children to read: founded on nature and reason. The Normal Series. 028

1851

- ABC Buch and Lese-und Denk-Uebungen bei dem ersten Unterrichts der Kinder. 752
 Number One, or the Young Beginner: being first lessons in reading. Lovell's new series. 816
 The Gradual Primer, or Primary School Enunciator, Part I. The Child's First Step, taken in the right place. Tenth Edition. 025

1852

- Furst Fonetic Redur. Ecselsiur Seriez. 562

1853

- The Verbal Reader by a Literary Association. American System of Education. 031

1854

- Das amerikanische A-B-C-Buch kurze und leichte Lautir-und Buchstabilübungen Bearbeitet für die öffentlichen Schulen in Cincinnati. 485

1855

- Osgood's Progressive First Reader. Progressive Series. 556
 The Little Teacher, No. 1, First Book on The Word Method. 583
 The Poetical Alphabet. 032

1857

- Little Henry's Primer. 754
 Primary Reader: Designed for the Use of the Youngest Children in Our Schools. 791
 The New York School Primer. 775

1858

- The Little One's Ladder, or First Steps in Spelling and Reading. Designed for the Use of Families and Schools. Embellished with Numerous Engravings. 597
 The Standard First Reader, for Beginners. Containing the alphabet, and primary lessons in pronouncing, spelling, and reading. With illustrations by Billings and others. Sargent's Standard Series—No. 1. 033

1859

- The First Primary Reader. With engravings from original designs. 507
 The Illustrated Primer. 637

1860

- American One Cent Primer. 755
 Fishers' Pictorial Primer. 769
 Te Boki Ni Wareware. 756

- The School and Family Primer. Introductory to the Series of School and Family Readers. Harper's School and Family Series. 035
- The Select Reader, No. 1. 780
- The Southern Primer, or child's first lessons in spelling and reading. Improved edition. 758
- 1861**
- Sanders' Union Reader Number One. Sanders' Union Series. For Primary Schools and Families. 036
- The Home Primer. 632
- 1862**
- A Primer to Learn to Read Without a Teacher. 759
- Geographical Reader for the Dixie Children. 818
- Handfibel zum Lesenlernen. 792
- 1863**
- Dixie Primer for the Little Folks. 623
- Slater's American One Cent Primer. 757
- The Confederate Spelling Book, with reading lessons for the young, adapted to the use of schools or for private instruction. Fifth edition. 811
- The First Dixie Reader. Designed to Follow the Dixie Primer. Second Edition. 408
- 1864**
- First Reader for Southern Schools. 817
- Our Own First Reader for the Use of Schools and Families. Stereotype Edition. 652
- The Child's First Book. 487
- The Dixie Elementary Spelling Book. 807
- The Dixie Primer, for the little folks. 760
- The Primer or First Reader. New Series. 572
- The School Reader. First Book. Containing Easy Progressive Lessons in Reading and Spelling Sanders' New Series. 586
- The Virginia Primer. 762
- 1865**
- The Lincoln Series of Self-Teaching Readers on the German Reproductive System, as Practised in the Best Prussian Schools. No. 1. 598
- The Verbal Primer. 779
- 1866**
- Analytical First Reader. Edited in Pronouncing Orthography. 043
- First Lessons in Reading. 499
- Sanders' Union Pictorial Primer. Introductory to the Union Readers. 522
- Stepping Stones for Little Feet, or, Easy First Lessons in Reading. 500
- The Southern Pictorial Primer, or First Reader Southern University Series. 045
- 1867**
- A Comprehensive Spelling-Book to Accompany Hillard's Series of Reading Books. 046
- McGuffey's Newly Revised Eclectic Primer. Newly illustrated Eclectic Educational Series. 026
- Sargent's Standard Primer. Edited in Pronouncing Orthography. 041
- 1868**
- Leigh's Hillard's Second Reader, in Pronouncing Orthography. 039
- Leigh's McGuffey's New Eclectic Primer in Pronouncing Orthography. 496
- Leigh's McGuffey's New Primary Reader in Pronouncing Orthography. 044
- Sanders' Pictorial Primer. Or, An Introduction to "Sanders' First Reader." Enlarged and Revised. Sanders' Series. 560
- The Deseret First Book. 367
- The Deseret Second Book. 629
- The Phonic Reader, for Common Schools. Number One. Prepared on the Objective Plan. 048
- The Young Child's Picture Book in Words of One Syllable. 810
- Webb's Word-Method: Being Also a Key to the Dissected Cards. Revised edition. A New Method of Teaching Reading, Founded on Nature and Reason. 610
- 1870**
- Dr. Hoofland's Primer. 768
- Holmes' First Reader. University Series. 051
- Mavor's Illustrated Primer. 515
- Osgood's American First Reader. For Schools and Families. Progressive Series. 049
- Sanders' Bilder Fibel oder Einleitung Zu 'Sander's First Reader'. 763
- 1871**
- A Juvenile Reader. Which aims at securing the advantages of the Phonetic System, by teaching first the strictly phonetic part of the English Language and subsequently some of its irregularities without altering the forms of our letters; including, also, first lessons in drawing. 054
- Creek, Second Reader. Mvskoke Nakcokv Eskerretv Esvhokkolat. 457
- Oowa Wowapi Dakota Iapi En. 778
- Reynolds' Pictorial Primer for Home and School. Duffie and Chapman's Series. 526
- The Illustrated Progressive Primer. 480
- The New American First Reader. New American Series. 052
- Webb's First Lessons in Language and Drawing. Designed to teach, at home and at school, how to talk, how to read, how to draw, on the Object Lesson Plan. Key to School and Family Cards. 053
- 1872**
- First Reading Book: In Easy and Familiar Words. Designed to accompany the phonic reading cards. 037
- Manual for Teachers: An Introduction to the Series of Rational Readers. Combining the Principles of Pestalozzi's and Froebel's Systems of Education 582

- Our Pet's Primer. 648
 The English Language Made Perfectly Phonetic by a Simple System of Diacritical Notation. 470
 The First Reader Adapted to the Phonic, Word and Alphabet Modes of Teaching to Read. 058
 The First Reader of the United States Series Harper's United States Readers. 057
 The New Japan Pictorial Primer. Introductory to the New Japan Readers. 055
 The Rational Phonetic Primer. An Introduction to the Series of Rational Readers. 056
- 1873**
 Model First Reader. Sentence-Method of Education. 065
 Model First Reader. Wayawa Tokaheya. Prepared in English-Dakota. 066
 National School Primer, or Primary Word-BUILDER. Parker and Watson's Series, No. 1. 030
 Sheldon's Primer. Adapted to the phonic, word and alphabet modes of teaching to read. 070
 The American Educational Readers. First Reader. Arranged and graded for the use of schools. A New Graded Series. 060; 067
 The American Educational Readers. Second Reader. Arranged and graded for the use of schools. A New Graded Series. 068
 The First Reader. 063
 The Franklin Primer or First Reader. With new and original illustrations. 062
 The Metropolitan First Reader. Carefully arranged for Primary Schools. New and Revised Series. 064
 The National First Reader; or, Word Builder. Revised Edition. Parker and Watson's Series, No. 2. 034
 The Pacific Coast First Reader. Pacific Coast Series. 059
 The Phonetic Primer, and First Reader. 069
 Word Primer. A beginner's book in oral and written spelling. Swinton's Word-Book Series. 061
- 1874**
 The American Primer. Pictures and Words for Teaching Little Children to Read and Write. American Standard School Series. 513
 The Combination Speller. A scientific development of English orthography and orthoepy. 469
 The Pacific Coast First Reader. Pacific Coast Series. Revised edition 071
 The Young Catholic's Series. Primer. 072
- 1875**
 Easy Reading Lessons for Indian Schools. 047
 Eclectic Educational Series. The Graded-School First Reader. 454
 Independent First Reader. Containing the most valuable features of the word system, object lessons, and phonetics; and choice tales, fables, etc. in monosyllables. Edited in Pronouncing Orthography by Edwin Leigh. 050
 Independent Primary Reader An Alternative of the Independent First Reader. 074
 The First Reader. Edited in Pronouncing Orthography by Edwin Leigh. 479
 The Graded First Reader. Edited in Pronouncing Orthography. 040
 The Graded Second Reader. Edited in [Leigh's] pronouncing orthography. 466
 The Nursery Primer and Self-Teaching Reader, for Beginners. Profusely illustrated. 518
 Union Primer; or, first book for children. 765
- 1876**
 Leigh's Watson's National School Primer in Pronouncing Orthography. 038
 Primary Reader for Deaf-Mutes. 077
 Sadlier's Excelsior First Reader. Arranged in easy, graded lessons in monosyllables based upon the essential features of the word system, object lessons, and phonetics. 076
- 1877**
 Hillard's Primer. Edited in Pronouncing Orthography. 042
 Monroe's Erstes Lesebuch. The First Reader. 079
 The Indestructible My Primer. With many illustrations 764
 The Phono-Syllabic Reader. A new analysis of English word-forms. Part I.—Monosyllables. 075
- 1878**
 A Fonetic Furst Redur, Printed in the Alfabet and Speling ov the Speling Reform Asoshiashun. 086
 After Kindergarten — What? A Primer of Reading and Writing for the Intermediate Class and Primary Schools Generally, in Three Parts. 083
 One Syllable Primer. For home and school use. One hundred illustrations. 482
 The First Reader. Appleton's School Readers. 082
 The New Normal First Reader. 085
 The Normal First Reader. 084
- 1879**
 McGuffey's Third Eclectic Reader. Revised Edition. Eclectic Educational Series. 474
 The Self-Instructing Christian Home Primer. 088
- 1880**
 Easy Steps for Little Feet. School readings in prose and rhyme. Swinton's Supplementary Readers. Supplementary to First Reader. 090
 Graded Supplementary Reading. First Class Primary. 540
- 1881**
 March's ABC Book. 092
 Supplementary Reading for Primary Schools First Book. Revised Edition. 091
 The Franklin Primer and Advanced First Reader. With new and original illustrations. 095
 The Graded Catholic Educational Series, First Reader. 568
 The Modern First Reader. 093
 The Modern School Readers. First Reader. 622
- 1882**
 Christian Brothers' New Series. Easy Steps. West

- Chester, N.Y.: New York Catholic Protectory. 100
- Laguna Indian Translation of McGuffey's (sic) New First Eclectic Reader. 104
- Monroe's New Primer. Monroe's New Series—First Book. 099
- Monroe's New Primer. Monroe's Supplementary Series—First Book. 096
- Monroe's New Primer, Part One. Monroe's New Series—First Book. 097
- Monroe's New Primer, Part Two. Monroe's New Series—First Book. 098
- Sheldon and Company's Modern School First Reader. 094
- 1883**
- Bancroft's First Reader. 101
- First Reader. Indiana State Series. 138
- New National First Reader. Barnes' New National Readers. 102
- Swinton's Primer and First Reader. The Reader the Focus of Language-Training. 105
- Swinton's Primer. The Reader the Focus of Language-Training. 106
- The First Reader. Butler's Series. 103
- 1884**
- Specimen Pages of Monroe's New Series of Readers and Spellers. 459
- The Chart-Primer. Butler's Series. 109
- The New English Readers. Number One. Introduction to the Art of Reading. Illustrated by Isabella Stewart. 599
- The New First Reader. Based on an original plan by G. Bamberger, Principal of the Workingman's School. 107
- 1885**
- A Primer. Embracing the sentence and phonic methods for teaching sight reading. Classics for Children. 114
- Appleton's Chart-Primer. Exercises in reading at sight, and language and color lessons, for beginners. 108
- Illustrated Reading Books, First Reader. The Peabody Series. 115
- Illustrated Reading Books. The Infant Reader. The Peabody Series. 116
- Illustrated Reading Books. The Primer. The Peabody Series. 117
- Libro Primario de Ingles y de Español. 605
- Primer and First Reader. 111
- The Continental First Reader. The Continental Readers. 113
- The Graded Supplementary Reader. First Year. 110
- The Sentence and Word Book. A guide to writing, spelling, and composition by the word and sentence methods. 112
- Webb's New Word Method. 543
- 1886**
- Boyden's Reader. Supplementary to First and Second Readers. 120
- First Natural History Reader. With numerous illustrations. Boston School Series. 118
- First Reader. Compiled under the direction of the [California] State Board of Education California State Series of School Text-Books. 619
- How to See, or First Steps in the Expression of Thought. Illustrated with nearly 100 Engravings. Powell's Language Series—Part I. 119
- Illustrated Catholic Readers. Primer. Murphy's Series. 121
- Illustrated Catholic Readers. The Infant Reader. Murphy's Series. 122
- The Interstate Primer and First Reader. 126
- The New Franklin First Reader. 123
- The New Franklin Primer. 125
- 1887**
- A Primer, for use in schools and families for teaching correct and distinct articulation in reading and speaking. 128
- Busy Work for Little Fingers. This Primer is to accompany the First and Second "Natural Readers" and is designed for the use of First and Second Grades. 129
- McGuffey's Alternate First Reader. Eclectic Educational Series. 555
- Method of Teaching Reading in the Primary Schools. 577
- The Advanced First Reader. Under the Supervision of D. L. Kiehle. 581
- The First Reader. The Minnesota Text-Book Series. 080
- The Home Primer. 514
- The Interstate Primer Supplement. Designed as a drill book to supplement the Primer and First Reader in Primary Schools. 130
- The Young Catholic's Illustrated First Reader. 073
- 1888**
- An Illustrated Primer. 132
- Busy Work for Little Fingers. This Primer is to accompany Pollard's Synthetic Reader, Part I. 135
- First Term's Work in Reading. A plan and a reader for teaching very young or non-English speaking children to read. 455
- Harper's First Reader. In two parts. Harper's Educational Series. 549
- Kelly's Universal First Reader. The Universal Readers. 133
- Language Primer: Beginners' Lessons in Speaking and Writing English. Harper's Language Series. 490
- The Beginner's Reader Employing Natural Methods. Part I. 131
- The Universal Primer. The Universal Readers. 134
- 1889**
- New Primer. The Catholic National Series. 137
- Part I. of the Beginner's Reading Book. Illustrated. Lippincott's New Series. 140

- The Beginner's Reading-Book. Illustrated.
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- 1890**
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Scripture A.B.C. Book. Ojebwa kiya Shah yah gah nah she momah guck A.B.C. Mahzenahegun. 089
The Automatic Teacher of English. Reading [Writing] and Spelling by Thought, Sound and Sight. Issued in Parts. First Part, complete in itself: First One Thousand Words. 521
The Normal Course in Reading. Primer. Preliminary Work in Reading. 144
The Reformed Primer and First Reader. 142
- 1891**
Aunt Mary's Primer. Adorned with one hundred and twenty pretty pictures. 753
Preparing to Read; or, The Beginning of School Life. With over three hundred drawings by D. R. Augsburg. 149
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- 1892**
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- 1893**
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- 1894**
A Script Primer on Form and Elementary Science. Easy reading lessons for the youngest children on form and elementary science. 158
First Lessons in Reading. Based on the Phonic-Word Method. 594
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Primary Script Reader on Form and Elementary Science. 159
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The Rational Method in Reading. First Book. An original presentation of sight and sound work that leads rapidly to independent and intelligent reading. 160
- 1895**
Eclectic Readings. Stories for Children. 695
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First Reader. With 4,000 Words for Spelling by Sound. Moses' Phonic Readers. 166
Hazen's Primer and First Reader. 167
Reading Exercises for Beginners. Dulany's Primer and First Reader. 501
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The Rational Method in Reading. Manual of Instruction for the Use of Teachers. An original presentation of sight and sound work that leads rapidly to independent and intelligent reading. 162
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- 1896**
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The New England Primer Improved, or an Easy and Pleasant Guide to the Art of Reading; To Which is Added the Assembly's Shorter Catechism. 592
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The Rational Method in Reading. First Reader Second Half-Year's Work. An original presentation of sight and sound work that leads rapidly to independent and intelligent reading. 161
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- 1897**
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First Reader. Combining observation, science and literature. New Era Series. 175
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- A First Reader. Stepping Stones to Reading. 183
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- The Good Time Primer. 534
- The Guyot Geographical Reader and Primer. A series of journeys round the world. 489
- The Hiawatha Primer. 186
- The McBride First Reader. 185
- Vivid Scenes in American History. Book I—The Period of Discovery and Exploration. A series of readers for grammar schools. Cleveland's Historical Readers. 182

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- Deutscher Hiawatha Primer. Translated into German by Marie Hochreiter. 475
- First Days in School. A Primer. 190
- First Reader for Use During the First School Year. 618
- Hand in Hand with the Wise Men. A Reading and Story Book for Young Children. 538
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- Libro Primero de Lectura de Appleton. Ingles-Español. 609
- The Baldwin Primer. 189
- The New Century First Reader. Rand-McNally Educational Series. 194
- The Progressive Course in Reading. First Book. Pictures--Rhymes--Stories. 625
- The Standard First Reader. The Standard Readers. 192
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- A Primer. Wheeler's Graded Readers. 202
- Cartilla Ilustrada. Ilustrada por Edith Parker Jordan. Traducida al Español or Carolina Holman Huidobro. 604
- First Year Book. West-Land Readers The West-Land Series. 201
- For Childhood Days. New Century Readers. First Year. 196
- Home Primer. Illustrated. 561
- The Thought Reader. Book One. 200
- The Thought Reader. The Summers Readers. 199
- Traduccion, Castellano-Visaya. de Baldwin's Reader First Year. Adopted for Use in the Schools of the Visaya Islands by the Department of Public Instruction of the Philippines. 614

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- Child's Primer-Reader. 208
- First Reader Graded Classics. 204
- Lessons for Little Readers. Supplementary to Any First Reader. 206
- McGuffey's First Eclectic Reader. Revised Edition. North Carolina Edition. 087
- Our First School Book. 209
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- The Holton Primer. Lights to Literature Series. 207
- The Ives First Book. The Ives System. 510
- The Literary Primer. First Steps with Good Writers. 205
- Wheeler's Graded Readers. A First Reader. 593

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- Appleton's School Readers. The First Reader. 627
- Book One. A Primer. The Sprague Classic Readers. 220
- First Reader. Black's Graded Readers. 216
- Ontario Phonic Primer. Part I. 520
- Primer. Black's Graded Readers. 219
- Rhymes, Jingles, and Fables. The Heart of Oak Books. First Book. Revised edition, illustrated. 456
- Standard First Reader. 615
- Step by Step: A Primer. 519
- Stepping Stones to Literature. A First Reader. Adapted for Use in the Schools of the Philippine Islands by Adeline Knapp. 611
- The Arnold Primer. Especially Adapted for Use in the Schools of the Philippine Islands by Adeline Knapp. 600
- The Children's First Story Book. 212
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- The Laurel Readers: A Primer. 213
- The Morse Readers. First Book. Practical Graded Text. 223
- The Standard Primer. Hall and Brumbaugh Primer. 214
- The Sunbonnet Babies' Primer. Illustrated by Bertha L. Corbett. 508

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- Blackboard Reading Lessons. Illustrated by Idella Akers. 517
- Pathways in Nature and Literature: A First Reader. 228
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- Standard First Reader. Phonetic Edition. Standard Reader Series. 221
- The Columbia Primer. 224
- The Health Readers. First Reader. 606
- The Jones First Reader. 225
- The New Century. First Reader, Revised. Rand-McNally Educational Series. 193
- The Passaic Primer. 505
- Universal Primer. Indiana State Series. 227

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- A First Reader. The Blodgett Readers. 231
- A Primer. The Blodgett Readers. 232
- First Book. Maynard's Graded Readers. 236
- First Reader. Indiana State Series. 234
- Little-Folk Tales. A First Reader. The Hawthorne Readers. 233

- Story Friends. A Primer. The Hawthorne Readers, Indiana Edition. 226
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- 1905**
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 Eugene Field Reader. With an introduction by Frank W. Cooley. 152
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 Little People's Sound Primer. Action, Imitation and Fun Series. Part I. 238
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- 1907**
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- 1908**
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 The Philippine Chart Primer. Philippine Education Series. 255
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 The Summers Readers. First Reader. 268
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- 1909**
 A Realistic First Reader. With illustrations from life and the school-room. 273
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 Finger Play Reader. The Davis-Julien Series of Readers. Part I, For First-Year Classes. 277
 Language Reader Series: Primer. Illustrated by Ruth S. Clements. 282
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- 1910**
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 A First Reader. Revised by the State Text-Book Committee and approved by the State Board of Education. California State Series. 284
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- Lippincott's First Reader. 296
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 The American School Readers. Primer. 298
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- 1912**
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 The Little Kingdom, First Reader. Illustrated with line drawings by Charles Copeland and silhouettes by Clara P. Reynolds. 309
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- 1913**
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 The See and Say Series: Book One. A picture book teaching the letters and their sounds with lessons in word building. 323
 The Story Hour Readers. First Year, First Half. 317
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- 1914**
 A First Reader. The Natural Method Readers. Illustrated by Florence Storer. 329
- Elson-Runkel Primer. Illustrated by H. O. Kennedy, Henry Thiede, Lauren Stout, and R. F. James. 335
 Language Reader Series: Primer. Illustrated by Ruth S. Clements. 283
 Life and Literature Readers. Primer. Illustrated by Elsinore Robinson Crowell. 331
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 The Easy Road to Reading. First Reader. Nature and Life Series. Illustrated by Gertrude Spaller and Mary Louise Spoor. Nature and Life Series. 333
 The First Year Book. Revised Edition. 254
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 The Ideal Phonic Primer. With illustrations by Edward M. Buttimer. 332
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- 1915**
 Country Life Readers. First Book. 576
 Natural Primer. With illustrations by Charles D. Graves. 345
 New Sloan Readers. Primer. Illustrated by Clara P. Reynolds and Eugenie A. Hutchinson. Containing a complete course in phonics. 344
 The Horace Mann Readers. Practice Primer. 342
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- 1916**
 Aldine Readers, Book One. Revised Edition. Illustrated by Margaret Ely Webb. 544
 New Sloan Readers. First Reader. Containing a Complete Course in Phonics. 578
 The Kewpie Primer. With illustrations by Rose O'Neill. Text and music by Elisabeth V. Quinn. 689
 The Laurel Primer. Revised. Sixth Edition. 290
 The Magee Readers, Book One. Illustrated by Ethel F. B. Bains and Eugenie M. Wirema. 347
 The Open Door to Reading. Primer. Illustrated by Edith A. Mahier. 346
- 1917**
 Aldine Supplementary Readers. A Beginner's Reader. With illustrations by Margaret Ely Webb. 355
 Bobby and Betty at Home: A Primer. Illustrated by Mary Spoor Brand. 356
 First Reader. New Series. 350
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 The Easy Road to Reading Primer. Nature and Life Series. Illustrated by Gertrude Spaller and

- Mary Louise Spoor. *Nature and Life Series*. 324
 The Gordon Readers—New Series. Primer. 351
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 The Progressive Road to Reading. Story Steps. With illustrations by Harold Cue. 358
 The Thompson Readers. Book One. 359
- 1918**
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 The Corona Readers. First Reader. 361
 The Ellis System of Teaching to Read. Reader One. 366
 The Fox Series of Readers. The Fox First Reader. With illustrations by Norman Jacobsen. 362
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 The Winston Readers. First Reader Manual. 553
- 1919**
 A Primer: The Natural Method. Heart of America Readers. 328
 The Rational Method in Reading. Primer, Revised Edition. 164
- 1920**
 An Easy Primer. Illustrated by Blanche Fisher Wright and Edna F. Hart. 371
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 Selections for Reading. A Book for Children in the First School Year. 467
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 The Progressive Road to Reading. Book One. Enlarged Edition. 281
 The Winston Readers. Primer. Illustrated by Frederick Richardson. 495
 Work and Play. The Edson-Laing Readers. Introductory Book. With illustrations by Clara Atwood Fitts. 369
- 1921**
 Natural Rhyme and Story Primer. 376
 Plays and Poems Book One. Illustrations by Dorothy Jackson. 375
 The Field Primer. Illustrated by Maginel Wright Enright. 373
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- 1922**
 Everyday Classics Primer. Illustrated by Maud and Miska Petersham. 377
 Public School Methods, Project Edition. Vol. I. Fully illustrated from photographs, paintings and original drawings. 554
 The Complete Primer. Illustrated by Dorothy Dulin. 372
- 1923**
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 Everyday Classics Primer. Teachers' Manual. 383
 First Grade Manual: A Help-Book for Teachers. 545
 Story Hour Readers Revised. Primer. Illustrated by Maginel Wright Enright. 315
 The Boys' and Girls' Readers. First Reader. 379
 The Boys' and Girls' Readers. Primer. Illustrated by Mabel Betsy Hill. 484
 The Lincoln Readers. A Manual for Teachers. 381
 The Palmer Cox Brownie Primer. Arranged from Palmer Cox's brownie books; text by Mary C. Judd, pictures by Palmer Cox, grading and editing by Montrose J. Moses. 643
- 1924**
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 Stone's Silent Reading. Book One. Illustrated by Ruth Julien Best. 385
 The Marquette Readers. Illustrated by Maud Petersham. 389
 The Modern School Readers. Book One. The Socialized School Series. 384
 The New Barnes Readers. Primer. First Year—First Half. Enlarged Edition. Illustrated by Mabel Betsy Hill. 348
 The Silent Readers. First Reader. Illustrated by Frederick Richardson and Edwin J. Prittie. 388
- 1925**
 Lippincott's Silent Reading for Beginners. 394
 My Reading Book for Individual Work in Beginning Reading. Experimental Edition. Illustrated by Margaret Iannelli. 397
 Phonics. A Child's Work Book. Low First Grade Individual Instruction Series. Illustrations by Hilda Keel-Smith. 393
 Primary Games to Teach Phonetics. 390
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- Teacher's Manual for The Pathway to Reading Primer. 398
- The Andrew Lang Readers. Blue Series, Book I. Illustrated. 395
- The Field-Martin Primer. Illustrated by Gertrude A. Kay. 391
- The New Howell Primer for Foreign Children. Illustrated by George A. King. 396
- True Education Reader Series. Book One (Revised). Indoor's with God's Book. Published for the Department of Education of the General Conference of Seventh-day Adventists. 601
- 1926**
- A Manual to Accompany Sullivan and Cox's "Beacon Gate to Reading." 402
- Good Reading, First Reader. With illustrations by Elizabeth M. Fisher. 401
- My Reading Book. For individual work in beginning reading. A Teacher's Manual. Winnetka Individual Reading Material. Illustrated by Margaret Iannelli. 406
- Primer. The Lincoln Readers. 405
- The Beacon Gate to Reading. Illustrated by Blanche Fisher Laite and Kayren Draper. 403
- The Open Door Primer for Children Learning English. Illustrated by Eleanor Osborn Eadie. 407
- The Smedley and Olsen Series. The New Primer Illustrated by Matilda Breuer. 404
- The Tiddlywinks Primer. Pictures by Haidee Zack Walsh. A Just Right Book. 533
- The Winston Readers, First Reader. Illustrated by Frederick Richardson. 552
- 1927**
- A Peep into Fairyland. A Child's Book of Phonic Games. First Grade. Moore-Wilson Readers. Illustrated by Dorothy Rittenhouse Morgan. 411
- American Cardinal Readers for Catholic Brothers. Illustrated by Martin F. Gleason 567
- Everyday Reading Book One. 694
- Little Folks' Silent Nature Reader. 524
- New Natural Primer Rhyme and Story. 523
- Playtime. Newson Readers-Primer. With illustrations by Maginel Wright Barney. 415
- Story-Folk First Book. Individual Progress Reading. Illustrated by Mabel Betsy Hill. 410
- Teachers' Manual to Playtime. Newson Readers-Primer. 416
- The American First Reader for Catholic Schools. Illustrated by Clara Atwood Fitts 565
- The Elson Readers Book One. 488
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- The Rosary Readers Primer. 413
- The Safety Hill of Health. Health Readers: Book One. With illustrations by Eunice Stephenson. 542
- Thought Test Readers Primer. Illustrations by Ruth Mary Hallock. 491
- 1928**
- A Course of Study in Basal Reading to Accompany the Lincoln Readers. 616
- De La Salle Readers. Pre-Primer. Illustrations by Elise Bachmann Parks. 421
- Playfellows, A Primer. Story and Study Readers. Illustrations by Rhoda Chase. 420
- Primer and First Reader Manual for Story and Study Readers. 419
- Rosa at Home and School. Primer. Philippine Child Life Readers. 422
- The Rizal Readers Primer. 481
- The Smedley and Olsen Series. The New First Reader. Illustrated by Matilda Breuer. 392
- The Study Readers, First Year. With illustrations by Grace P. Smith. 550
- 1929**
- Bobbs-Merrill Readers. Primer. Illustrated by Vera Stone Norman. 497
- Everyday Doings in Healthville: A Health Reader. Illustrated by Harry E. Wood. 426
- Story and Study Primer and First Reader. Outline of Materials, Major Objectives, Procedures, Outcomes, and Activities. 424
- The Children's Own Readers. Book One. 551
- The New Path to Reading Primer. Illustrated by Maurice Day. 483
- The New Wide Awake Readers. The New Wide Awake Primer. 425
- The Open Road to Reading. Primer. Illustrated by Maud and Miska Petersham. 418
- 1930**
- Boys and Girls at School. A First Primer. Do and Learn Readers. Illustrated by Sue Runyon and Ruth Bennett. 427
- Boys and Girls at Work and Play. Do and Learn Readers Primer. 504
- Elson Basic Readers, Pre-Primer. Elson-Gray life-reading service. 692
- Fact and Story Readers. Book One. Illustrated by Ruth Mary Hallock and others. 428
- Fact and Story Readers Primer. Illustrated by Ruth Mary Hallock and others. 429
- New Progressive Road to Reading. Book One. A Program for Silent and Oral Reading. 435
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- Our Friends at Home and School. First Reader—Yellow Edition. Do and Learn Readers. Illustrated by Sue Runyon and Ruth Bennett. 430
- Peter and Peggy. Illustrated by Beatrice Ederly. 437
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- The Elson Basic Readers. Book One. Life-Reading Service. 434
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- The New Path to Reading. My Second Primer. 431
- The Smedley and Olsen Series. A Manual for The New Primer. 432
- 1931**
- A Practical Reader for Adults. Book One. Illustrated by Margo Sylvester. 438
- Adventures in Animal Land. Adventures in Storyland Series. Illustrated by Clara Atwood Fitts. 400
- Cathedral Basic Readers: Primer. A revision of the Elson Basic Primer. Life-Reading Service. 433
- Good Companions. Book One—Helpers. Illustrations by Constance Whittemore. 442
- Outdoor Land. The Nature Activity Leaders. Book One. Illustrated by Florence Liley Young. 439
- Pets and Playmates. The New Silent Readers. Primer. Illustrated by Eunice Stephenson. 444
- Playing Days. A Primer. Our Book World. Illustrated by Julia Greene. 440
- Rainbow Readers. The Primer. Illustrations by Marie O'Hara and Dorothy Todd. 443
- Reading Self-Taught. Primer. 441
- 1932**
- Adventures in Child Land. Adventures in Storyland Readers. Illustrated by Clara Atwood Fitts. 445
- City and Country. A First Reader. Childhood Readers. Illustrated by Florence and Margaret Hoopes and Margaret Freeman. 446
- Doing Days: Our Book World. A First Reader. Illustrated by Julia Greene. 547
- The Pathway to Reading. Primer. Illustrated by Maud and Miska Petersham. 399
- Tom, Jip, and Jane. The Webster Readers. An Easy Primer. Illustrated by Margaret Mosby. 447
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- Let's Play. A Pre-Primer. The Children's Bookshelf. Illustrations by Margaret C. Hoopes and Florence J. Hoopes. 448
- More Dick and Jane Stories. 691
- Read Make and Play. Illustrated by Winifred Harris Jones. 536
- The Curriculum Readers. First Reader. Friends in Town and Country. 628
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- Good Friends. A First Reader. Happy Hour Readers. Illustrations by Rhoda Chase. 450
- Peter's Family. Everyday-Life Stories. Curriculum Foundation Series. 509
- The Little Chart. A Pre-Primer. The Work-Play Books. 617
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- Basic Pre-Primer: Dick and Jane. Basic preprimer Elson-Gray curriculum foundation series. 690
- Child-Story Readers. Illustrated by Vera Stone Norman. 414
- Elson-Gray Basic Readers. Book One. Life-Reading Service Curriculum Foundation Series. 613
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- Everyday Life Pre-Primer. Photographs from life by Ralph M. Bair. 452
- Friends, A Primer. The Children's Own Readers. Illustrated by Marguerite Davis. 423
- Teacher's Guidebook for the Elson-Gray Basic Readers. Pre-Primer and Primer. Curriculum Foundation Series. 451
- The Catholic Curriculum Readers. Primer. Friends for Every Day. Revised and adapted by Mother M. Emmanuel. Illustrated by Vera Stone Norman and Pauline Batchelder Adams. 569
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- Ted's Airplane Ride and Other Little Stories to Read—A Pre-Primer. The Smedley and Olsen Series. Illustrated by Matilda Breuer. 530
- The New Wag and Puff. The Child's Own Way Series. Illustrated by Lucille Enders and Matilda Breuer. 409
- Who Knows. A Little Primer. The Child Development Readers. Illustrated by Berta and Elmer Hader. 453
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