

Look, my children,
how kind is God our father, for man.



Sâtsik, ni kosix, arsâbisiw Ispumitapi,
K'innon, ekimmiw matapi.

FIRST READER
IN THE
ENGLISH AND BLACKFOOT
LANGUAGES,
WITH
PICTURES AND WORDS

PREPARED BY ORDER OF THE
DEPARTMENT OF INDIAN AFFAIRS FOR THE USE OF INDUSTRIAL SCHOOLS,
AMONG THE BLACKFOOT TRIBES IN THE

NORTH WEST TERRITORIES.

Eksinimâtsisin mark epowatorp sindkisin.

When Nature teaches, it is sport to learn.

MONTREAL
C. O. BEAUCHEMIN & SON, Booksellers and Printers,
Nos. 256 and 258 St. Paul Street.

1886

PREFACE.

THE FIRST PRIMER is based upon two principles: 1. *That the Alphabet is best taught in Words*; 2. *That Words are best taught in and through Pictures.*

The picture and then the symbol—that is the key-note to this book. But the words and the lessons have been selected and drawn up with a view to leave room for the Teacher to employ *the method he considers the best* in teaching the letters and their forces.

Those who prefer the *Alphabetic Method* will find the lessons arranged so as to suit them admirably. The presentation of the picture, and from that leading to the *word sign*, is the best way of teaching by the *Word Method*.

The fact that *only one power* of single letters is used, adapts this series perfectly to the *Phonic Method*, or the combined *Word and Phonic Method*.

It will be an *event* for the child to turn to a new page, as he will then find a new set of pictures and new symbols.

The single letters, in one and only one of their powers, are first taught; then the double letters—double vowels and double consonants, initial and final.

We think advisable that first the *names* of the letters should be taught and the spelling.

Spell the words and look at the pictures.

OBJECT OF THE BOOK. .

blackfoot

The object of this book in English and Blackfoot is especially to aid the ~~Dakotas~~ in learning to read and understand the English Language. To them our language is very difficult of acquisition. Many have undertaken to learn it and failed, or succeeded only to a limited extent.

THE BLACKFOOT ALPHABET

EXPLANATIONS FOR THE USE AND VALUE OF THE LETTERS
EMPLOYED IN WRITING BLACKFOOT WORDS.

1°—NUMBER OF THE LETTERS: A B C D E G H I K
M N O P R S T U W X Y.

2°—THE SOUND OF LETTERS. A is sometimes long, with the
accent \grave{a} , as in *Nálos*, the sun. Being final, it is always
long, as *N'inna*, my father. When A is not final and
without accent, it is understood that it is brief, as *anork*,
to-day; *Matapi*, some body.

B very seldom used, P being mostly sounded.

D very seldom used, T being the principal sound.

E pronounce as in french, always long as: *Keunaye*, it is so;
Emani, that's true.

G not much used, K being the sound always employed.

H for aspirations, as: *mahestow*, a crow.

I to be used as in: will, wind, is, &c., with the french sound

v. q. *Ounnikis*, milk; *Tsanistapi*? what is that?

K always used, v. g. *ucwokiskam*, three; *poxapuk*, come.

{ M as *Mátoyis áwatom*, he eats hay; *Amo*, this, that.

{ N *Nátoyé*, divine; *ánisin*, word.

O as in *Sepistow*, an owl; *oím*, her husband; *koniskow*,
there issnow.

P *Ponokamita*, a horse; *keppo*, ten.

* M and N final sound as in the english, *amen*, *him*, *upon*, *bosom*.

R used only after a vowel: as, *ársiw*, fine; *sarkomâpi*, a boy. It is very seldom used otherwise, as in *kristiköy* the day; *okrist*, his mother.

S as *Sâpikitsorsâtis*; a ring.

T as *Payottaw*, a bird; *Emita*, a dog.

U pronounce always *ou*, as in bull, pull; very seldom used

W as *owaw*, an egg; *nâmow*, a bee.

X *exiniw*, a pig; *akex*, women.

Y *nanoyew*, he sees him; *nâpi-oyis*, a house.

N. B.—The teacher must be very careful about the pronunciation of the indian words. A little deviation from the accent will give quite another meaning to what you mean and sometime cause great blunders.



A B C D

E F G H I

J K L M N

O P Q R S

T U V W

X Y Z