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> > PHILADELPHIA, June 19, 1858.

AT a meeting of the Controllers of Public Schools, First District of Pennsylvania, held at the Controllers Chamber on Tuesday, May 11, 1858, the following Resolution was glopted:

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PREFACE.

The present volume, though carefully fitted, like each of its predecessors, to the place which it holds in the Series, forms, also, in itself, like each of them, a complete progressive Reader. It is not, therefore, merely a set of promiseuous extracts: claiming no other than the merit of exhibiting diversity of style and elegance of sentiment.

All the matter, on the contrary, whether original or selected, has been adapted and arranged with the closest regard to the experienced wants of learners. To meet the disposition of youth, ever "studious of change," it offers, both in style and subject, the most ample variety; to plant the precious seeds of virtue, to cherish and protect them in their growth, it carefully supplies the means of moral culture; while, further to enrich the mind with useful knowledge, make it familiar with noble sentiments and elegant diction, it brings the pupil in communion with many of those master spirits that have, by their works, most adorned and elevated English Literature.

THE FIRST PART of the work, embracing some thirty-five pages, is devoted to the statement and illustration of principles and precepts for Rhetorical Reading. The instructions in this part will be found, it is hoped, comprehensive without being prolix, and, withal so simple and so direct as to admit of the most ready and accurate application. In this part, the diligent student will find every necessary aid in his endeavors to attain a graceful and effective delivery; while the teacher, anxious to secure to his pupils the benefit of ample and judicious practice, will have no reason to complain of the paucity of examples.

THE SECOND PART, occupying the remainder of the volume, comprises more than two hundred Exercises in reading. Here each Lesson is preceded by a list of words taken from it, and duly defined; the Proper Names are explained in brief, but often comprehensive Notes; frequent References are made to the instructions in the First Part; and the whole is concluded with a series of questions designed to awaken interest, prolong attention, and so make the deeper impression. These notes, references, definitions, and questions, all have a common aim,—that of securing a better reading of each piece, by securing to the learner a better understanding of its meaning. They direct attention to the precise import of given words in given places, fix firmly in the mind noted events, persons, and localities, and foster the habit of tracing minutely the several shades and relations of thought in a connected discourse.

Such, in general terms, is the New Fourth Reader. It is commended to all who regard good Reading, as a valuable accomplishment;—to all who, in teaching this subject, have respect to the laws of mental growth;—to all who, in school, would duly combine the entertaining with the instructive;—and. especially, to those who sympathize with the sentiment of the poet:—

How empty learning, and how vain is art, But as it mends the life, and guides the heart.

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SCHOOL READER.

FOURTH BOOK.

PART FIRST.

ELOCUTION.

ELOCUTION is the art of delivering written or extemporaneous composition with force, propriety, and ease.

It deals, therefore, with words, not only as individuals, but as members of a sentence, and parts of a connected discourse: including every thing necessary to the just expression of the sense. Accordingly, it demands, in a special manner, attention to the following particulars; viz., ARTICULATION, ACCENT, EMPHASIS, INFLECTION, MODULATION, and PAUSES.

SECTION I.

ARTICULATION.

ARTICULATION is the art of uttering distinctly an justly the letters and syllables constituting a word.

It deals, therefore, with the elements of words, just as elecution deals with the elements of sentences: the one securing the true enunciation of each letter, or combination of letters, the other giving to each word, or combination of words, such a delivery as best expresses the meaning of the

QUESTIONS.—What is Elecution? To what subjects does it require particular attention? What is Articulation?