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All who acknowledge any degree of interest in having the young acquire the largest amount of information in the shortest possible time, and at the least possible expense, will be led to examine the method this work proposes to substitute for the prevailing one. To further illustrate the plan of the Author, the following Extract from the Preface is given:

"1. It will impart a kind of knowledge which can be acquired in no other way, and which indeed no one has hitherto attempted to teach; a knowledge of sentential structure; of the anatomy, the bones, nerves, and muscles of the language; of the various forms of expression which thought assumes in obtaining utterance in conversation or books.

"2. It lays a foundation in the nature of things, in the very structure of language, for a correct, intelligent, and graceful delivery, in reading and speaking.

"3. It will prepare the pupil for the study of grammar. There are few teachers, I presume, who have not felt the want of an intermediate stage of instruction between that study and reading; of something to bridge the chasm between the two, and render the transition from the one to the other less abrupt and difficult. To pass at once, with a mere capacity to put the words of a sentence together and make sense out of them, to the study of grammar, is equivalent to a leap from arithmetic numeration to the abstractions of algebra. Perceiving this, not a few teachers of eminence have recommended the study of the Latin language, as a preparation for that of English grammar; and in the present state of things the recommendation is, in my opinion, a judicious one. I distinctly remember, that I myself obtained more knowledge of the principles of English grammar from a few weeks' study of the Latin, than I obtained during a year of previous application to the English alone. But the study of Latin is not pursued in our common schools; and if it were, an immense majority of the youth taught in them have neither the means, time, nor inclination to pursue it. If possible, therefore, a substitute should be provided. In the following work I have attempted this; and it cannot be read, I think, more than once, certainly not more than twice through, if read with any degree of care, without fixing in the mind of the pupil some very important grammatical ideas; and this while yet ignorant, perhaps, of what the word 'grammatical' means."

Preamble and Resolutions passed by the Oneida County Normal Institute, at the close of its Session at Rome, October 16, 1846.

Whereas, in our opinion, reading is the most important branch of education taught in our schools, demanding the best qualifications in teachers, as well as an improved method of instruction; and whereas it has been hitherto, to a lamentable extent, underrated and neglected, or if cultivated with due diligence, cultivated on principles which afford but little hope of improvement; and whereas Professor Mandeville, of Hamilton College, has made it clear to us that a better method than the prevailing one may and ought to be substituted—a method which, if adopted, must produce striking improvement, and feeling grateful to him for the information he has imparted to us; therefore

Resolved, That the thanks of the superintendents, instructors and pupils* of this Institute are tendered to Prof. Mandeville, for his original and valuable course of instruction on reading.

Resolved, As the settled conviction of the Board of Instruction, and of the members of this Institute, that the system taught by Professor Mandeville is the system of nature; at once scientific and practical, sound in its theory and principles, simple in its statements, and pertinent and ample in its illustrations; and that his work, in which this system is most beautifully developed, should be carefully studied and mastered by every practical teacher.

At a Meeting of the Special Committee appointed to examine and recommend books for the use of the Common Schools of Oneida County, this work was examined and adopted as a Text Book.

Extract from a letter of A. Bruyn Hasbrouck, LL.D., President of Rutgers College.

... I have read the work, "Elements of Reading and Oratory," with much profit, and with the exception of a few immaterial rules and observations, with approbation. The subject is an important one, and but too much neglected in our colleges, and in our entire system of education. This arises perhaps mainly from the merely artificial rules we have had for our guidance in most former works on this subject. Your system follows nature, and makes the sound depend upon the sense, and thus employs the student intellectually while he is learning the lesson of utterance.

I cannot but believe that your work will be favourably received as its merits become known.

With much regard, I remain yours, &c.,
A. BRUYN HASBROUCK, Rutgers College.

To Prof. Mandeville.

* All teachers of common schools, and one hundred and fifty in number.

PROF. MANDEVILLE'S COURSE OF READING.

OPINIONS OF ITS MERITS.

[Letter from the Rev. J. R. Boyd, Author of the "Elements of Rhetoric and Literary Criticism," and "Eclectic Moral Philosophy.,"]

WATERTOWN, Dec. 28, 1846.

Having examined, with some care, the recent work of Prof. Mandeville, entitled a "Course of Reading," I am free to express the opinion that it possesses transcendent claims to public acceptance and use. It is not a mere collection of pieces in Prose and Verse, like the reading books in common use, but a work on the art of reading, constructed upon a plan that seems peculiarly well adapted to accomplish more by far than other reading books. It embraces a philosophical analysis of the English language, in its letters, elementary sounds, and various forms of sentences. The nature and uses of the various parts of speech are very properly and minutely explained as a preliminary to the classification and description of all the sentences or formulas of thought to be found in the English language. Numerous examples of each kind of sentence are given *separately*, and instructions for the manner of reading them are furnished. By this process the acquisition of the art of reading must be greatly facilitated. The next process carries the student forward to the reading of paragraphs, as found in the connections and relations of ordinary discourse, and these are to be analyzed into their component parts according to instructions previously given and acted upon in the reading of separate and classified sentences.

I agree with the author in the belief that his work is peculiarly well adapted to impart a knowledge of the structure of the English language; that it lays a broad and just foundation for an intelligent and correct delivery; that it prepares the pupil for the study of English Grammar and indeed introduces him to a practical and useful acquaintance with not a small part of what properly belongs to the science of Grammar, but not less so to the art of Reading; and further, that it furnishes a very happy introduction to the art of Rhetoric, or of English Composition.

The peculiarities of the work are briefly set forth by the author in the following words—"Every sentence in the language is described; and every sentence has its own delivery. The structure learned therefore by one, two, or at most three reviews, it is learned forever. Henceforward as soon as a sentence falls under the observation of the pupil, he knows how it should be read; and while he can read it, he can give a solid reason for its being read in that particular manner."

Such being the general features of the work under consideration, I shall consider it a pleasing duty to make an experiment of its value with classes under my care, and to recommend the same experiment to other instructors.

J. R. BOYD,

Principal Jefferson County Institute.

November 27, 1846.

DEAR SIR,—Having examined with considerable care "Mandeville's Course of Reading," I consider it of far more practical value, as a means of making correct readers, than any other that has come under my observation; and although sensible of the inconvenience arising from a frequent change of books, I cannot avoid the conviction that the introduction of the work under consideration, would greatly facilitate the progress of the pupil in this elegant and useful accomplishment. The author has not attempted a servile imitation of what others have done, but has originated an entirely new plan—a plan as scientific as it is original, and as useful as it is beautiful. I cannot but deem it a valuable accession to the means of instruction employed in our common schools and academies. I shall introduce it into my own school.

Very respectfully,

J. H. PURKITT.

Mt. Pleasant Boarding and Day School, }
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OPINIONS OF ITS MERITS.

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Gentlemen,—I have recently received, through one of your agents, a copy of "Reid's English Dictionary," and I am happy to say that I consider it a work of great excellence, and, in many respects, superior to any thing of the kind which has preceded it. The definitions are given with unusual accuracy and precision; and the introduction of the roots from which our words are derived is a feature in the work which every scholar must commend. I have introduced this Dictionary into my school in place of Worcester's, and find, as I anticipated, that my scholars are very much interested in it.

I am, gentlemen, with great respect,

Your very obedient servant,

ELIAS NASON, *Principal Lat. High School, Newburyport.*

REID'S Dictionary of the English Language is an admirable book for the use of schools. Its plan combines a greater number of desirable conditions for such a work, than any with which I am acquainted; and it seems to me to be executed in general with great judgment, fidelity, and accuracy.

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SAMUEL S. GREENE, *Master of the Phillips School.*

I fully concur in the opinions expressed by Mr. Greene, and should be much pleased by the introduction of the Dictionary into our public schools.

T. BAKER,

Principal of the Boylston School, Boston.

After such an examination of "Reid's English Dictionary," as I have been able to make, I may safely say that I consider it superior to any of the School Dictionaries with which I am acquainted. Its accurate and concise definitions, and a vocabulary of the roots of English words, drawn from an author of such authority as Bosworth, are not among the least of its excellences.

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Chaplain, and Professor of Ethics, U. S. Military Academy, West Point.

I have examined Reid's English Dictionary with great care, and am greatly pleased with it. The plan is excellent, and the author has evidently bestowed great attention to minute accuracy in the details of execution. I hope to see the book extensively used.

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