

If there are any teachers who think these marks *useless*, they may discard their suggestions, and then get along as well as they would with other Readers. These marks need not be at all in their way. It is probable, however, that some teachers, and pupils, will be benefited by them; and for the sake of such, other teachers, who may not use them, should be willing to tolerate their presence.

We presume, however, that most teachers will find these marks useful auxiliaries in elocutionary instruction, and will make use of them, as guides for *themselves*, at least, in the reading which they wish their pupils to imitate. Some may think it best to instruct their pupils in the *rules*; but it is our opinion that this should be done to a limited extent only, if at all, at this early stage of the pupil's progress.

Our motto, therefore, is, "Teach pupils, at the very beginning, not *Rules*, but correct HABITS of reading."

We would also, here, very briefly call the reader's attention to the *character* of the Reading Lessons in the early numbers of the series.

We would say to those who approve (as, doubtless, all do) of imparting instruction to children, and at the same time cultivating their perceptive faculties by familiar "Lessons on Objects"—a system now generally introduced into our best public schools—that they will find the leading principles of this system running throughout the plan of these Primary Readers. We have also given a few separate lessons on the same general subject at the close of this Third Book.

With a view to the advantages of the system embraced in these early Readers, superior Illustrative Engravings are made the subjects of probably more than half of the Reading Lessons; and the Lessons themselves abound in questions and remarks which not only give life and variety to the reading, but which also direct the attention of the pupil to the engravings, and teach him to notice their leading characteristics—of expression, figures, positions, actions, supposed sayings, etc., and suggest numerous probabilities which keep the mind of the pupil constantly on the alert. In fine, most of the Lessons in these early numbers of the series are designed to present to the mind of the pupil a moving panorama of a real, busy life, which he can comprehend, and which at the same time will suggest, and call forth, whatever of interest and instruction can be connected with the scenes that thus pass before him. We have kept in view the principle that in childhood it is through the medium of the *perceptive* faculties that the attention is the most readily awakened, and memory and judgment the most successfully cultivated.

We trust we are not over sanguine in the belief—inspired by an experience of more than twelve years in the duties of the school-room—that the pupils who practice the system here laid down will *easily* and naturally (as opposed to *artificially*) make good readers—that they will be much *interested* in the character of the Reading Lessons—and that they will derive a considerable amount of *instruction* from them also.