

greatly liked by boys. From a moral point of view, also, this drill will give the pupil an early initiation into all the acquirements of discipline—namely, duty, order, obedience to command, self-restraint, punctuality and patience."

The evidence furnished by English drill officers shows its national value, and "That at school it may be taught most economically, as not interfering with productive labor, and that thirty or forty boys may be taught the naval and military drill at one penny farthing (two and a half cents) per week per head as cheaply as one man, and the whole juvenile population may be drilled completely in the juvenile stage, as economically as the small part of it now taught imperfectly on recruiting or in the adult stage; and that, for teaching the drill, the services of retired drill sergeants, and naval as well as military officers and pensioners, may be had economically in every part of the country.

That the middle and higher class schools should have, in addition to the foot drill, the cavalry drill, which the parents of that class of pupils may afford.

That the drill, when made generally prevalent, (without superseding,) will eventually accomplish, in a wider and better manner, the objects of volunteer corps and of yeomanry, which, as interrupting productive occupations now becoming more absorbing, is highly expensive, rendering all volunteer forces dependent on fitful zeal, and eventually comparatively inefficient; that the juvenile drill, if made general, will accomplish better the objects even of the militia; that the juvenile drill will abate diffidence in military efficiency, and will spread a wide predisposition to a better order of recruitment for the public service, will tend to the improvement of the ranks of the regular forces, whether naval or military, and will produce an immensely stronger and cheaper defensive force than by the means at present in use or in public view.

And, finally, that the means of producing this defensive force, instead of being an expense, will be a gain to the productive powers and value of the labors of the country."

Lieutenant-General Shaw Kennedy, in a letter expressing his high approval of the plan, states "that the inferences drawn can not be controverted. He is of opinion that if the measure is carried out it will be the means of bringing two million of men actually under arms in Great Britain alone, that is, excluding Ireland. He conceives that the effects of military drill and exercises, and the use of fire-arms taught at schools, would never be forgotten; that a youth so trained would, at any future period, with a slight degree of practice, renew his knowledge of what he had been taught."

(To be continued.)

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READING.

In order to read well, two things are necessary: That the voice should be cultivated, and that the portion read should be understood and appreciated. If these two points are gained very few rules are necessary beyond.

One of the best teachers in Elocution who ever taught in America, taught chiefly by questioning his pupils on the topics and phrases of the reading lesson, calling out every shade of meaning, and compelling the scholar to notice every peculiarity of the sentence. And, truly, if reading is the imparting of your own thoughts or those of another to a third party, it is only by making those thoughts your own in a lively adoption of them, that you can convey them with their full force to the hearer, while on the other hand if you thus appropriate them, you will make yourself understood as easily and as naturally as in conversation. An abundance of rules for inflection and emphasis might be given, but they are all the particular applications of this one, "know and understand what you wish to say, and then say it."

As for the training of the voice, that requires a more particular analysis.

Though not strictly belonging to it, I include in this branch correctness of enunciation and pronunciation, because it is difficult to separate them in practice.

The lungs and the parts of the throat and face employed in speaking need to be cultivated by a special system of vocal exercises, in order to give the capability of correct utterance. The elementary sounds of the language, and the various combinations used in it, should be studied, so that they may be in the mind and at the service of the tongue, and lastly the usage of speakers in pronouncing words must be learned, either from habit and conver-

sation, from dictionaries, or from analogy, so as to know what should be the sound of each word.

It is not generally realized how important it is, for purposes of Elocution as well as for the general health, that the lungs should be free and well-developed. They are less liable to ill usage among males than females, yet many of our young men do not know how to breathe properly, i. e. to the best advantage, and in the most healthy manner. In the first place, and most important of all, the lungs should not be cramped in the least, neither from above by anything which will hinder the free motion of the arms, nor from the outside by tight clothing. The same is true of the throat. Secondly, it is important to notice that the diaphragm, the great muscle which crosses the body near the waist is one of the great agents in respiration, and should not be impeded in its motions. It should on the contrary be carefully exercised, so as to give it all possible strength and flexibility.

If the throat be kept free from pressure, and properly exercised, there is much less liability to colds and other irritations which injure the voice.

The nostrils were intended for breathing, the mouth for speaking and eating; therefore when in the open air, especially at night, keep the nostrils open and the mouth shut.

All exercises which strengthen the lungs, diaphragm, throat, or lower muscles of the face are of use in speaking. Special exercises also should be given in reference to each of the characteristics of tone, viz; Quality, Quantity, Pitch and Time, and though these are more minutely considered in connection with music, they require some notice here.

Quality is chiefly dependent on the direction of the vocal stream from the lungs.

If the stream be directed against the back part of the mouth, the sound is fuller, and, so to speak, rounder and is called *orotund*. It is more appropriate if it is desirable to make oneself heard at a distance, or in speaking or reading of subjects of a grand or solemn character.

If the breath be directed toward the middle of the roof of the mouth, it gives a tone less full but more clear called *pure tone*, this is more appropriate for ordinary reading, especially in pieces of a light and trivial character.

If the breath be carried too much forward it gives an affected tone which is never appropriate unless in caricature.

Distinctness in reading depends very much on the clearness of the vowel sounds, partly also on the sharp defining of the consonants. These are best obtained in the practice of the elementary sounds.

Quantity of voice depends on the amount of air vocalized, i. e. turned into sounds. (It may be remarked here, that it is important that no more breath should escape than is turned into sound, else either a faint or a thick utterance is the result, which is neither distinct nor pleasant.) The amount of air contained in the lungs varies in different persons, in adults from 150-300 cu. in. The power of the lungs however does not consist so much in what they can contain as in the amount they can expel, i. e. in the difference between the largest and smallest amounts contained. A healthy person can expand his chest by a vigorous inhalation to a circumference 3-6 in. greater than that of the exhausted lungs. If only less than this expansion is possible in an adult, it is a pretty sure sign of thoracic weakness; by practice, not excessive but steady, this expansive power may be very much increased. *E. G.*: put the thumbs under the arm-pits, the hands flat on the sides; with a moderate pressure, exhale and exhaust the lungs as far as you can agreeably, then slowly inhale as long as you can without inconvenience. Repeat 5 or 6 times at intervals of 3 or 4 minutes, exhaling sometimes slowly and sometimes explosively, do not in the mean time have anything tight about the waist, and the exercise will be very useful. It will very soon give a sensible increase to the power of the voice.

It must not be imagined because the power of the voice is increased that its flexibility is to be neglected. If the direction regarding the vocalizing of breath be observed, these exercises will add to clearness as well as strength.

Pitch and Time can only be understood and properly applied as the result of practice in speaking or singing, especially the latter. It would be for the advantage of the cause of good reading if music was more generally taught in our common and High Schools.

I will only add a word more. In order that children may understand what they read, the common error should be avoided of putting them into books in which the lessons are beyond their comprehension.

When the 3rd book is finished, perhaps the 4th is as yet too