

local customs. Hence it is of the first importance in teaching to read and speak correctly, that the pupil should, by regular drill, be made familiar with the true sounds of the vowels and consonants.

It is important to remember that the voice of youth changes, and is succeeded by the voice of adult age; and any drill devoted to the culture of the *first* voice, without reference to the changes that must succeed it, would be positively injurious. But there are preparatory exercises in vocal gymnastics, as there are in all other gymnastics, which strengthen the muscles and quicken the senses without injury to their future development, or to the changes which adult life brings upon them; and these are most appropriate to the sphere of the school room. It is the utter neglect of this principle, the utter absence of all culture of the speaking voice in the education of youth, that makes musical speech and expressive reading such rare qualities in after life.

The sections devoted to expressive reading are explained on the principles of sentential analysis. It is true that a thorough and just understanding and conception of a passage are the best guides to its expressive delivery. But all this pre-supposes a ripened judgment, a cultivated voice, and an acute ear. The exercises of the first sections of this "Drill Book" cannot fail to secure the last two qualifications. But the first is not likely to be possessed by youth. The preparatory step is to make the pupil familiar with the structure of the sentences and the relation of all the members to each other. The sentence is the garb of the thought, and as pupils are drilled in analysis they learn to understand the bearings and relative importance of the thoughts by the study of the structure of the sentences. A pupil who could not fathom the depth and breadth of an abstract thought, or the intensity of a passion, could easily be taught to distinguish between a principal and a subordinate