

at a distance of ten or fifteen feet, by the peculiar aroma pertaining to their hair and clothes. They are all employed in the tobacco factories, and pass their evenings at school. In another place there is one class entirely composed of men between the ages of twenty and forty, who are unwilling to be placed with little boys, although in fact they are far behind some of the youngest in intelligence and acquirements. The women of advanced years are not so fastidious, but receive with patient attention the same instruction which is adapted to the child beside them.

In Clark street, near Broome, there is a school-room furnished with appropriate objects of ornament and utility, all combining to impress the pupil's mind with agreeable associations. A library at one end of the room is well stored with books upon history, biography, travels, poetry and science generally, while busts, pictures and drawings adorn the walls. At the Seventeenth street school, also, a genial spirit animates the exercises; the teachers relieving the dryer portions of study by reading to the pupils a story, an essay, or a passage of history. The principal of the school argues that the hard-working mechanic, for whom these places of instruction are provided, would go to bed at home rather than attend a night-school where the reins are pulled too tightly upon him. "The Constitution of the United States" forms one of a series of familiar lectures which are now going on at this school, and as most of the attendants are voters, the subject becomes a matter of interest and practical importance to them.

In some of the schools there are large and well-furnished cases of chemical apparatus, and musical entertainments are also made an attractive feature. In one of the wards, musical soirees are held twice a week, and not unfrequently rendered doubly attractive by high artistic talent, which is volunteered for the occasion.

In the female schools there are frequently some noticeable specimens of matronly scholars. In one school, a married woman, having no children, has been a punctual attendant for three terms, and is desirous of continuing through the entire course of study. An Irish girl, who had been a pupil, married a Chinese, and made him "come along to school," so that they passed their honeymoon in the pursuit of knowledge. In another case, an old man, while engaged in looking for his grandson, was induced to join him in study, and has since become one of the most diligent of scholars; and it sometimes occurs three generations are represented in the same school meeting in the same class on occasions when reviews take place.

In many of these schools the rod is still used, and the teachers are perplexed and annoyed by the perversity of the younger children who attend; but in the best conducted establishments, the whip is laid aside and the scholar's pride is appealed to. The results of the system of moral suasion are perfectly illustrated in the school in Wooster street, where flogging never occurs, and where good order always prevails. One evening recently, we found the teachers in the female department of this school in the act of giving the pupils an epitome of current events, assisting the pupils' comprehension of the movements of our armies by sketching plans of important points upon the black-board. The male department is conducted upon a plan of semi-military discipline, and the boys enjoy the novelty.

The evening schools, as a whole, are excellent institutions, and are doing a good work, affording to persons of all ages and nationalities the full benefits of gratuitous elementary education. They are generally well attended, and the teachers, with few exceptions, are capable and earnest.—*New York Evening Post.*

Graduation in Teaching and Training.

(Continued from our last.)

3. Distinct articulation.—Correct articulation is the most important exercise of the voice and of the organs of speech. Without it, all attempts to arrive at excellence will prove unsuccessful. The different powers of the letters of the alphabet should be well understood, and so pronounced in words, as to strike upon the ear with distinctive force, and without the least confusion. The pronunciation of words, as wholes, should be full, expressive and distinct,—making the voice run over all the sounded letters in each,—giving each its distinctive power—and all a linked, correct enunciation. Words must not be hurried over; nor syllables precipitated over each other; nor melted together into a confused mass. They must neither be abridged nor too much prolonged, nor propelled from the mouth as a shot—their utterance must give them a finished character; and the tone of their pronunciation must show their place and connection in sentences. Thus pro-

nounced and delivered from the lips they will have a *perfect finish*, neatly struck, as it were by the proper organs—distinct, sharp, in due, proper succession, and of due relative weight and value.

This part of correct reading belongs properly to the *first* stages of elementary reading lessons. At these stages teachers cannot pay too much attention to this part of teaching. The importance of a perfectly distinct enunciation can never be impressed too deeply on the mind of the scholar; nor too much practice given to *foster the habit* of correctly articulating words in their conjunctive forms. Inattention to this in early practice, is extensively the cause of an imperfect articulation. Were exact articulation more studied, a hundred faults in reading,—subversive of meaning—disagreeable to the ear—insuperable impediments to good reading,—would be avoided.

4. Correct pronunciation.—Correct pronunciation and good articulation go together. Are we at pains to make the articulation of the scholar good? It is, that we may properly prepare his organs for correctly pronouncing words; or giving letters, combined in words, that collected sound, which the most polished usage of the language assigns to them. We can neither speak nor read with grace, beauty or effect without this requisite. This branch of teaching does not receive always its due share of reasonable attention; many errors in pronunciation, therefore, occur in the exercise of reading, as performed by even the advanced classes in schools. To avoid such errors, it will be found necessary to discuss closely and minutely the correct pronunciation of every word which, in any lesson, is liable to be mispronounced. And, to do this efficiently, children should be thoroughly exercised on the powers of letters, of vowels especially, which have a variety of sounds. They should also be made familiar with accent, and with the different marks, or figures employed in dictionaries to indicate the pronunciation of words.—This is a part of teaching sadly neglected in our schools.

5. True time.—The movements of the voice should correspond with the character of the composition. And some expressions and even words should be pronounced with special reference to this. True time supposes an utterance well-proportioned in sound, pause and measure, neither too fast nor too slow, according well with the sense. We should never read so fast as to render our reading indistinct, nor so slow as to impair the vivacity or prevent the effect of what is read. "Everything tender or solemn, plaintive or grave, should be read with *great moderation*. Everything humorous or sprightly, everything witty or amusing, should be read in a brisk and lively manner. Narrations should generally be equable and flowing; vehemence, firm and accelerated; anger and joy, rapid; but dignity, authority, sublimity, reverence and awe, should—along with deeper tone—assume a slower movement. The movement, in every instance, should be adapted to the sense, and free from all hurry on the one hand, or drawing on the other." Pausing also in proper places and for sufficient time, should be particularly attended to. Hurrying on in a precipitant manner, without pausing till stopped for want of breath, is certainly a very great fault. It destroys distinctions between sentence and sentence, and between word and word. Thus all the grace of reading is lost, and not a little of the advantage of hearing. The reader divides what should be continued, and joins what should be separated, which destroys the sense and confounds the subject read.

6. Appropriate pauses.—A correct practical knowledge of pausing is an essential reading-qualification. Without it there can be no good reading; with it, the reader seldom fails to read with profit to himself and others. Without it, the correct and full meaning of what is read cannot possibly be brought out; but, with it, the meaning is made more manifest, and the ideas of the writer are shown to more advantage.

Ignorance of the art of pausing, is, indeed, ignorance of reading: for to read well supposes a knowledge of what is read; a knowledge of the grammatical and logical connection and relation of words; a knowledge of their separable and inseparable correlation, and how the voice, in its movements, by its tones, and by its different suspensions, should mark these off,—showing the beauty and connected harmony of the writer's composition and the onward flow of his ideas.

Every suspension of the voice should be in accordance with the writer's meaning and the character of his composition; and the tones of the voice at rests should show whether the pause is a momentary suspension to give effect to the sense and make it more manifest, a slight breaking off from the meaning, the completion of an affirmation, the end of a sentence, close of a section or the finish of reading.

Proper pausing, proper tones accompanying pauses, and suitable movements of the voice, are as essential to effective reading,