pronouncing these, every word, syllable, letter, or combination of letters, when correctly pronounced, has its own due and proper quantity of tone and force. I consider this an excellent way to make pupils understand the law of emphasis in its varied application. Every letter in a word, if at all pronounced, has its own legitimate quantity of tone and force; and it is so with every combination of letters, syllables and entire words, embodied in sentences; each, with reference to its place in composition and the amount of significance intended by the writer to be given it, has its relative total force and quantity of sound. And on these the advanced scholars at least, should be well trained. Succeed in making them clearly understand what is meant by tone, force and quantity as applied to letters and words, and they are at once put in possession of a key to these quanties of the voice. To enter upon an exposition of the phonic elements of the English language is not deemed necessary. It is understood that in teaching grammar the teacher makes this a special part of his duty; so that his pupils, by the time they have reached this stage of reading, are inly prepared for the exercise I am going to propose.

The first will be on separate monosyllables; and the next on

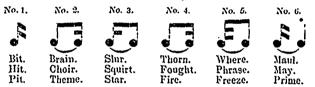
words of two or more syllables; after, I give examples of words in composition .- To give the value or force of words, syllables, &c., I shall use our common musical character; and when any word has in composition an extra force the character above will be marked thus '; when the sound is prolonged, (—) will be annexed; and a dot (•) will precede the accented syllable.

Characters Used.

The crotchet. ; the quaver, ; the semiquaver. ; the demi-semiquaver, .

The crotchet marks the longest or more forcibly sounded letter or syllable; the quaver, the next in length or force; the semiquaver indicates a rapid pronunciation; and the demi-semiq aver, the least prolonged sound, or which has the least force.

1st. Exercise. - Words of one syllable.



The sounds of the letters of the words of No. 1, are closely united the sounds of the letters of the words of No. 1, are closely united in pronunciation. They are rapidly passed over; their index, therefore, is a semiquaver. The stress of the voice falls on the initial part of the words of No. 2; their endings, are slightly touched with the voice. The vowels a, o, and e, first, have their sounds prolonged. The end of the words of No. 3 have the accented stress; and the letters, sl, squ, and st, have a semiquaver value. .1, in star, is prolonged. The first parts of the words of No. 4 have the word forming stress. This is marked by a quaver. The semiquaver marks the force the letters at the end have. Vowel sounds are prolonged. The correct pronunciation of the words of No. 5 show at once which part of the words, where, phrase, and freeze, has the accented force, and the prolongation of the sounds of the vowels. Wh, ph, and fr, are quickly passed over; and, therefore, have the demi-semiquaver note. The words of No. 6 have their vowel sounds considerably lengthened in their pronunciation. A crotchet is used to indicate this. On this exercise pupils should be minutely questioned, and such exercises repeated till it becomes manifest that they have a correct idea of force and quantity, as applied to words in their pronunciation-can readily distinguish the least from the most fourble parts of words when uttered—how the voice slides rapidly over some letters, but dwells upon others how the sound of phr, in phrase, is quickly passed over, while the rest of the word receives a considerable stress of voice, and the sound, (that of the a especially,) is much prolonged.

2nd. Exercise .- Words of two or more syllables.



First, explain the exercise; then question them, thus-which

nunciation. In the pronunciation I pass quickly over the first syllable de, and prolong the syllable lay, with an accented force. Would you know this from the characters placed over it? Ans. Yes: the semiquaver above the de indicates a quick pronunciation, and the crotchet above the lay is an index to its prolongation and force when pronounced. The dot shows it to be the accented syllable.

Thus question them on all the words of the exercise; and then on other words till you are satisfied that the object of the exercise is accomplished. For this purpose use often the blackboard.

They should now be prepared to be exercised in the same way on words embodied in composition, which should well prepare them for exercises on emphases, preparatory to an exposition of

the inflexions of the voice in speaking and reading.

As it is with letters, combination of letters, and sy'lables, it is also with words in composition: they have their variety of force and prolongation of sound. I shall endeavour to explain this by farther exercises.

3RD EXERCISE.

I-Father-one, have the greatest force; my-ther, in Fatherand are, have less force, and, and, has the least force. I, and a, in Father, have the most prolongation of sound ..

As long as I am in the world, I am the light of the world.

In this sentence light requires the most force; long, I, am, and world, come next, the second I, am, and world, require still less force; as, as, in, and of, require a rapid, yet distinct pronunciation; and the least force is given to the two articles, the.



the in - ten - si - - ty of our feel - ings. ex - press-es

N. B.-Let it be well understood by the pupil that force and quantity have their measure from the place of letters in words, and of words in sentences, and the significance there given them. -In giving these examples my aim is, to endeavour to unfold the variety of tone and force which accompanies every utterance of the voice in speaking and leading, and thus give correct ideas of what is meant by accentual relative forces, from the slightest touch of voice to the highest degree of force or emphatic utterance, and how tone is prolonged or shortened, and on what its prolongation depends.

Before passing to the exposition of the inflexions of the voice, I shall give one example more to show the different degrees of force which the words of one short sentence should have - if properly

To read these few words with the spirit and energy they require, the voice to exhibit five different degrees of force, viz. :-

- The semibreve, or strongest force of utterance;
- 2. The full emphatic force;
- 3. The distinctive emphases, or crotchet force;
- The current reading, or quaver force;
- 5. The dimmished semiquaver force.

Let us now proceed to unfold the upward and downward movements of the voice in reading, and when and by what these are regulated, and how they should be used. We have speaking sounds and musical sounds; we have sounds that have an upward, and sounds that have a downward tendency in pronouncing words, sentences and their different parts. Sometimes these can searcely syllable in delay has the more prolonged sound and is more forcibly be distinguished from monotones; at other times the difference pronounced? Ans. lay. How do you know? Ans. From the pro- from the pitch tone is striking—making an interval slide up or