

which is of the utmost importance to secure full and pure tone, as well as to future health. In the utterance of the tonic or vowel sounds the mouth should be rounded and opened as wide as is convenient with clearness of tone and gracefulness of action; the sound being sustained and free from huskiness and aspiration; for it is not only indispensable to purity of tone that all the breath poured out should pass into clear sound, but of the first importance to the health and strength of the vocal organs. Nor must the practice of correct vocalization cease with this exercise on the tonic elements. The elements of sounds must be preserved in the utterance of words and a reference made to them in all instances of defective pronunciation. There is a constant tendency in this country—marking the delivery of the best educated—to give an improper and defective sound to what is called the short sound of *e*, and sometimes to leave it altogether out of sight. Thus, we hear such words as *redeem*, *behold*, *believer*, *him*, *it*, *victim*; pronounced as if spelled *rudeem*, *b'hold*, *buliever*, *hum*, *ut*, *victum*, *barrel*, *quarrel* as *barl quarl*; and a host of other similar abuses of the vowel sounds, which are as gross a violation of the Queen's English as the alleged abuse of the *h* by an Englishman. A table of these elements should be always suspended in the school room and referred to when the defective sound is heard in the reading of the pupil.

In the same way the exercises with consonants, or sub-tonics and atonics, should be practised. In the utterance of these sounds two efforts are necessary to finished articulation. First, the organs are put into *position* for sounding, and an energetic and instantaneous *action* of separation follows, the organs in use, falling into their normal condition. It is this final action which gives distinctness and completeness to articulation. Thus, in uttering the word *stop*, the final sound of the *p*, is often indistinct, because the speaker puts the lips into position but fails in separating them instantly afterwards; and this negligence recurring frequently, and in a multitude of words destroys their intelligibility. Stammerers—and all defective articulation must be regarded as a kind of stammering—frequently fail in vocalization, because either they neglect to take sufficient breath, or throw out the breath before they speak; but more generally they fail because, after putting the proper organs into position, they do not effect the prompt and energetic action that completes articulation. In the defective utterance of words, the pupil will often distort his lips, protruding them or drawing them sideways, and as all perfect articulation is synonymous with gracefulness, the careful teacher will watch and correct such deformities of action.

The remedy lies in a constant and systematic practice on brief combinations of consonants, commencing and ending with the same letter, as, *bib*, *pip*, *did*, *tat*, *gog*, *kuk*, *lul*, *viv*, *fif*, *mum*, *nun*, *zus*, *sus*, &c., and a systematic daily practice in sounding the elements of syllables and words. Decision, precision, energy, completeness and a full breath are all requisite qualities to make the exercises effective. In the earlier steps difficult combinations of consonants, as *apt*, *kick'd*, *bobb'd*, *nirrin*, *lillin*, *lolling*, *act*, *ith*, *thith*, *vivicalive*, *cloud-capt*, *eighths*, &c., would form a most important exercise to correct