

front part of the mouth. I wish that everyone might master the subject of elocution; not that he might read "set" pieces from the platform, but that his every-day speech might be purified and made musical.

If the reader will pronounce the word "winter," giving the "n" and the "t" a distinct articulation, he will hear quite a different word from the one spoken usually. The same may be done with "dinner," heeding the "n's;" "water," making the "t" sharp, and so indefinitely.

It is in the enunciation of the vowels that the language is abused the worst. Why will educated people persist in pronouncing "can't," "half," "laugh," "past," "last," and many more words of the same kind, giving the "a" the sound of "a" in "at." It takes all the richness from the words, and though authors protest by means of their markings, teachers do not heed. The educated Englishman does not make that mistake, and I can imagine how the chatter of a crowd of American travellers must impress him.

I would begin right here with the first letter of the alphabet in an effort to fit myself to teach children to pronounce correctly. After a short practice of the correct enunciation of "a" wherever it appears, no one would ever wish to return to former errors. "Can't," "sha'n't" "half," "path," "laundry," "saunter," "laugh," and so on, have the sound of "a" in the word "ah." In "past," "last," and "pass," the "a" is not so broad.

The "o's" in "office," "dog," "hot," "coffee," and "orange," should be sounded exactly alike, somewhere between the "a" in "ah," and the "a" in "all," coming closer to the latter. Try it, practise it, and teach it to the little ones. The "u" in "rude," "truth," and in all monosyllables after "r," has the sound of "o" in "do." In "blue," "new," and

other monosyllables without "r," the "u" sounds like "i-oo." In "current" the "u" is short like the "u" in "tub." Teach a child to call you *yöu*, and not *yüh*; set him the example by your daily speech.

Much more might be said about the enunciation of vowels, but I shall have to content myself with saying a word about the vowels in unaccented syllables. The rules governing their sounds can be learned from any textbook on orthoepy or from a dictionary. I will mention a few common errors merely to call attention to the matter. In "imitate" both "i's" have the sound of "i" in "it." Usually the unaccented "i" is given the sound of "u" in "up." In "elegance" the unaccented "e" has the sound of "e" in "me;" this is also true in the word "benefit." In "beautiful" the "i" has the sound of "i" in "it," and the "u" the sound of "u" in "full." Try it and see how it sounds. A hundred examples might be given of common words which are taught to the child incorrectly.

The placing of accent is a matter of no little importance in securing correct pronunciation. Two accents are often given where there is only one, as in "idea," "primary," "secretary," and so on. The "a's" in the last two words have the sound of short "u" nearly.

Care should be taken not to make too much of an effort in the matter of articulation.

I wish every mother and teacher could study elocution just so far as it deals with pronunciation and breathing, so that children might reap the benefits. It is by teaching the little one to speak correctly that the speech of the future is to be made musical and pure.—*Public School Journal*.

A merry heart keeps on the windy side of care.

*Much Ado About Nothing*, ii. 1.