

## ABSTRACT OF A PAPER

ON

## EXPRESSIVE READING

AND THE

## CULTIVATION OF THE SPEAKING VOICE.

By RICHARD LEWIS,

*Teacher of Elocution, Toronto.*

The question I shall endeavour to answer in the limits of this paper is—"How shall we teach good reading?" The popular view of the term "good reading" is correct, as far as it goes. By that term is understood, intelligible utterance and refined as well as correct pronunciation. Where these ends have been attained, the instructor has accomplished one of the most important functions of his office, and has done valuable service to the language and literature of his country. It is a duty that especially belongs to the Common School teacher; for whatever higher duties may be supposed to pertain to higher offices, the correction of vulgar and defective pronunciation, and systematic culture in refined and manly utterance of speech must begin, and to a great extent be completed, in the common school by the common school teacher.

But good reading demands higher qualities than correct vocalization and articulation. Good reading is in every respect synonymous with good speaking. The thoughts recorded in visible language have not been subjected to any new law which require them to be uttered in a different style from the oral delivery of unwritten thought, and no one reads well who simply pronounces words with unexceptionable correctness. "The reader must be to his hearers, in every sense a *speaker* and not a reader." The calmest and most philosophical subject must be read with the inflexion, the modulation and earnestness of the speaking voice; and when the subject rises into eloquence, when it is an appeal to the hearts of men, or a representation of human passion, there must be the fire and the reality of life in our delivery. In no other way can we, by reading, convey to the hearer a true conception of the dignity and grandeur of great orations, or the beauty and truthfulness of the creations of dramatic genius. If I judge cor