

the university, and of the many inspiring lectures which, by the courtesy of Harvard College, are open to them without cost. Thus they add to the instruction of the school those cultivating opportunities which come to Cambridge residents from the fact that all the lecturers of highest dis-

tingtion in Europe and America come to speak for Harvard sooner or later.

It is out of our plan to speak of the advantages of Cambridge and Boston as educational centres, though this might be made extra on which much could be said.—*The School Journal*.

TEACHING CHILDREN TO TALK.

IF I were asked how much education a woman should receive, I should answer unhesitatingly: "Enough to enable her to teach her children to speak English with reasonable purity." That she could get this in a grammar school, I will not deny; that she does get it in a college course, except in rare cases, I do deny most emphatically.

I do not refer to grammatical accuracy, as I am addressing a class of readers who habitually apply the laws of grammar to their every-day speech, do not get confused with their past tenses and participles, think one negative at a time sufficient, and use adjectives and pronouns in their proper places.

If any one will listen critically to the speech of those around him, even among the wealthy and cultivated classes, he will be surprised at the rarity of cases where "you" is pronounced properly. "Don't you" is called "Don-chuh," "will you," "will yuh," and so on. "To" is called "tuh," and "for," "fur."

All that can be done in an article of this length is to call the attention of readers to a few errors which are taught to children, to create a desire to examine the laws of pronunciation, as they are the only safe guides, and to impress upon them the necessity of teaching little ones to speak correctly.

This teaching must be done at home as well as in school. No outside training can make the ordinary

child forget the language he is taught from infancy. I have heard families of grown sons and daughters, who have been fairly educated, repeating the orthoepical errors of the parents in a manner which would have been amusing if it had not been pathetic.

School training is decidedly defective in this essential. Authors indicate the proper pronunciation by means of diacritical markings from the chart up. The teacher in almost every case teaches her own peculiarities of speech. That this article may have some practical value to those who really wish to teach their children to speak correctly from imitation, the very best way, I will systematize somewhat. Merely a hint can be given under each heading, however, and those sounds referred to which are the first words of child speech.

Three things should be considered: The articulation of consonants; the enunciation of vowels; the placing of accent. Grown persons should try by some sort of vocal gymnastics to cultivate that flexibility of the organs of speech which will enable them to articulate consonant sounds. Children seem to have that flexibility naturally, and they will imitate clear-cut consonant sounds with surprising accuracy.

While in most mouths all the consonants are habitually muffled and indistinct, some are more badly treated than others. All singers and elocutionists are taught to form words in the