

is secured by a sudden dash at the next easy word without regard to sense or punctuation, while all the elements of each word are hurried over with a rapidity and imperfection which makes the whole passage a mass of unmeaning sound, unless the hearer carefully follow the reader with his eye on his book. Now good reading ought to be so clear and distinct that the hearer should understand every spoken word without the book. This is an excellent test of intelligible delivery. Slow reading then is the first quality of good reading; and slow reading is secured, first, by the complete utterance of all the elements, all the sounded letters of each word; and second, by a strict observance of the principles of rhetorical pause. The suggestions already given in the first paper must be faithfully carried out to secure the full utterance of the elements. But besides this the reader should be practiced in prolonging all the sounds in words of importance. For it is not by stopping after every word that slow reading is secured, but by prolonging and completing the sound of the letters. In music we dwell upon the vowel sounds; but in reading while the vowels must always have their true sound given, the consonants and especially the liquids, *l*, *m*, *n*, *r*, and *ng* are the true agents of time or quantity; and whether we read or speak if we wish to be heard, that is understood by the greatest number of persons without unnecessary shouting or fatigue, we must give the power and the time of the voice to the consonants, we must utter them distinctly. Drawling delivery arises from a prolonging of the vowels; but energy and clearness and time are secured by a distinct utterance of the consonants. Thus in delivering the following passage slowly, the voice must dwell on the italicised letters and complete the sound of each final letter in the way already indicated.

*Ye nymphs of Solyma begin the song,
to heavenly themes sublimer strains belong.*

The next method of securing due time in reading, is carefully to observe the laws of pause. And here I must urge the commanding importance of sentential analysis. It is impossible to read with logical correctness without such analysis. The application of the laws of inflection depends altogether on the position and relation of the phrases and clauses of sentences; and the rules of rhetorical pauses are all derived from the structure of the sentence. No grammatical punctuation should be neglected. But grammatical punctuation is utterly insufficient for the higher purposes of delivery. The principle of rhetorical power is however, very simple. We must pause before every phrase and every subordinate clause of a sentence. We must pause wherever there is an inversion of the parts, or where there is an ellipsis, or where there is a repetition of the same thought, in other words before and after words and clauses in opposition. Rules of elocution, direct us to pause before prepositions and relative pronouns, and after the compound subject of a sentence; but the teacher, who would refer all difficulties to his own judgment must be independent of rules, and to him, principles are the all-sufficient guides. The principle cannot it is true, be made clear in the lower classes of the school; but even there it is possible and well to accustom the pupil to learn how groups of words represent separate forms of thought; as thus:—

“Who fed me—from her gentle breast,
And hush’d me—in her arms—to rest,
And—on my cheeks—sweet kisses prest?”

Second Book.

Here the dash indicates the rhetorical pause, and although the scholar at this stage may know nothing of prepositions or adverbial phrases, the questions where? and how? would suggest the separate forms of thought and judiciously used, become a means of thought analysis of the highest value. Then as a higher example, where