THE VOICE AND SPIRITUAL EDUCATION

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The Voice and Spiritual Education by Hiram Corson

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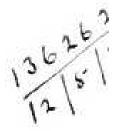
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PREFATORY NOTE

While it is the purpose of this little book to emphasize the importance of vocal culture in its relations to literary and general culture, it is not its purpose, except incidentally, to impart elocutionary instruction. Attention is called to a few features of the subject, which, if realized in any voice, would contribute much to the technical part, at least, of good reading.

Special stress is laid upon the importance of spiritual education as the end toward which all education should be directed, and as an indispensable condition of interpretative reading. Such education is demanded for responding to, and assimilating, the informing life of any product of literary genius; without it, mere vocal training avails little or nothing. By the spiritual I mean man's essential, absolute being; and I include in the term the emotional, the susceptible or impressible, the sympathetic, the instinctive, the intuitive,—in short, the whole domain of the non-intellectual, the non-discursive.

With the kind permission of the editor, I have embodied in the part of the book devoted to the voice, my article on Vocal Culture, published in 'The Atlantic Monthly' for June, 1895.

H, C,

Cascadilla Cottage, Ithaca, N.Y., 30 Jan., 1896. (3)

La voix est une révélatrice, une initiatrice, dont la puissance est aussi merveilleuse qu'inconnue.

Un des plus réels avantages de la lecture à haute voix est précisément de vous révêler dans les chefs-d'œuvre une foule de pétites nuances ignorées du peintre même qui les y a jetées. Par là, cet art pourrait devenir un puissant instrument d'éducation. C'est souvent un excellent professeur de littérature qu'un grand maître de diction.

ERMEST LEGOUVE, de l'Académie française.

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CAN reading be taught? is a question often asked, and partly for the reason, it may be, that so many readers who have gone through courses of vocal training in schools of elocution, or under private teachers, so frequently offend people of taste and culture by an extravagance of expression, by mimetic gesture, and by offensive mannerisms of various kinds. But a reasonable inference cannot be drawn from such readers that vocal training must necessarily do more harm than good.