

TEACHERS' ASSOCIATIONS.

CHRONICLE OF THE MONTH.

TORONTO TEACHERS ASSOCIATION.—This Association held its semi-annual meeting on Friday and Saturday, 23rd and 24th January, in the Wellesley school. Mr. McDonald, the head master of the school, and his assistant teachers had done their best to make their visitors comfortable; and they succeeded. The windows were filled with choice house-plants, some of them in bloom, and the decorations on the blackboards and about the walls gave a very pleasant appearance to what is in itself a handsome room.

The president, Mr. Hughes, occupied the chair, and, with his accustomed tact, kept the business going so that the teachers, of whom there were upwards of 150 present as members, never had a chance of feeling the time drag.

The first subject on the programme was "Expressive Reading for Senior Classes," upon which Mr. Lewis discoursed for upwards of an hour in a manner that only one who is full of his subject can succeed in doing. He indicated that expressive reading consisted in rendering the thoughts of the author as if they were one's own, with proper elocutionary effect. He dwelt upon the human voice as a medium for the expression of thought by means of its modulations. He strongly admonished upon the sing-song style so often heard from the reading desk and the pulpit, in reading from a Book that of all others can be made edifying by expressive delivery. He shewed that in regard to utterance, the chief faults that scholars commit is indistinctness, especially in the unaccented parts, and at the end of words which have similar sounds to those succeeding them. The best remedy he pointed out for this was phonic reading; that is uttering every elementary

sound as it occurs, without reference to the thought, hence it may be done as well reading backwards as forwards. Another fault he pointed out is that of accent at the end of various kinds of sentences. A third is misplaced emphasis. A great aid to remedy the latter was grammatical analysis. For no scholar can give the emphasis aright unless he thoroughly understands the passage he is reading. He indicated various vocal exercises that would be useful for reading, and profitable for the health, saying that short breaths were better than long ones, and that breathing should take place through the nostrils by placing the end of the tongue against the roof of the mouth. He praised highly, and commended to the attention of teachers, Legouvé's work on the "Art of Reading," already reviewed in our columns, one of whose recommendations is to read a passage aloud if you wish to understand it. He illustrated what he meant by expressive reading by rendering with great elocutionary effect several passages from the Fifth reader, notably *Mark Antony's Speech* and *Parrhasius*.

There is one fault that Mr. Lewis himself is guilty of, which renders his audience uncertain whether they have got the full benefit of his address or not. He is always in a hurry—no sooner has he got well into one part of his subject than he finds he will be unable, for want of time, to say a great deal of what he intended to say upon it, and hurries on to the next, so that by the time he concludes, his hearers feel that however rich the feast put before them has been, the courses have followed each other too rapidly to be fully enjoyed.

Mr. Levi Clark, head master of Phœbe