

spelling, advocating the banishment of all spelling books, especially the Canadian Spelling Book. He insisted upon the principle of giving out no words without their being previously understood by the pupils. In relation to this point he suggested that they should be taught to spell out of their reading books, and strongly advocated written exercises, the pupils exchanging exercises for correction. Inspector Hubbard spoke from his experience of Gage's Speller in support of Dr. Kelley's remarks. Mr. Rexford opposed any attempt to teach oral spelling until the stage of written spelling had been passed through. He also spoke strongly in favor of Gage's Speller.

The subject of *Reading* was then introduced by PROFESSOR ANDREW, of Montreal. He first drew attention to distinctness of articulation as the prime necessity, illustrating his work by two pupils he had brought with him from Montreal, viz., Master Stewart and Miss Nichols, who coming to the platform proceeded to read at sight passages selected by the chairman. Their reading was well appreciated by the audience, and, upon Professor Andrew's being asked for some hints upon teaching articulation, he advocated the phonic method. He also pointed out the difference between French and English speaking as that between chattering and barking. Miss Mathieson, of Bristol, then opened what proved to be one of the most instructive discussions of the Convention by asking Professor Andrew for a specimen of good reading—a call which found some response. Before reading, the Professor called special attention to the observance of grammatical groups. Miss McGarry, of Montreal, a well-known pupil of Professor Andrew, then spoke in support of his method, advocating pupils making the words their own as if they were speaking, and not reading. Mr. Rowell, of Montreal, asked for further hints. He advocated reading in sufficient quantity rather than spending too much time merely upon the quality of the work. Articulation he believed to be a very small point indeed. Mr. Rexford agreed with Mr. Rowell in regard to articulation. The object of learning to read is to be able to understand a writer, not necessarily to be able to read aloud. Thus, after reading, books should be closed and pupils questioned on the meaning of the passage. He believed the subject of reading needed more attention than any other in the elementary schools. Mr. Parsons, of Montreal, did not think the majority could ever become elocu-