

ADDRESS (greatly abridged) by MRS. JENNIE MULDREW,
Principal of the Alberta College for Ladies, and formerly
connected with Macdonald College, at the Montreal School
of Elocution, May 30th, 1912.

I FEEL that it would be too bad, if I let this opportunity pass without giving expression to my appreciation of the valuable work of our good Guide, Philosopher and Friend, Prof. Stephen, who by his work has reached our minds, giving us the wider outlook and the fairer hope. Browning says: "God uses us to help each other so, lending our minds out."

Now a glance at our ordinary school programme shows the utter futility of the present plan to meet the needs of life, and surely education if it gives anything should give some preparation for life.

This result is not from bad teaching or unfaithful teachers, for anyone who is familiar with public school teachers can testify to their earnest work.

What a valuable thing it would be if all our young girls and boys to-day could have the benefit of such training as this presented by Prof. Stephen! You know when a boy goes into an office to apply for a position he is not engaged on the amount of Latin or Algebra he knows, but the thing that commends itself to an employer is a good bearing, a fine voice, well modulated, distinct enunciation, and the power to say intelligently and intelligibly what he wishes to say. In that rather interesting book "The Letters of a Self-made Merchant to his Son" there are a few clever things. I remember one of them. The father was advising his son in regard to his personal appearance at work and he said something like this, "People may say to you 'clothes do not make the man,' no, but still they make all you see of him during office hours except his hands and face."

If dress is important, still more so is address, which includes a great variety of things summed up generally in what we mean by voice and manner, two things that grow under training in Elocution.

The time now spent on teaching children things of almost no value, if used in this one direction would give invaluable training along these lines. I would have every child taught to read and read well. Place great emphasis on this one branch of a child's education and then *direct* his reading. Teach him not only to read but to *love* it, for this is more than the mere teaching of a branch of learning, and then turn him loose into all kinds of educational reading. In a remarkably short time he would have more knowledge of History, Geography, and many other branches taught to-day as separate subjects than he could acquire in any other manner.

In conclusion, I would like to say I really consider that this one branch in its value **as a creator of mental power**, if taught as it has been taught in these classes, has in itself much of the potential requirements of a liberal education.