

will, so that the child should learn as early as possible to determine to do and to do promptly what was right. Methods directed to this end must be gradually introduced into our school system, so as to turn out well-formed characters intellectually and morally.

On Friday morning the study of English occupied the attention of the Convention. The very important subject of "School-room Elocution" was treated by J. P. Stephen, Professor of Elocution in the High School. He strongly enforced the necessity for a better system of teaching reading in schools, and said that if there was any place where the teacher must be an artist it was in elocutionary work. He quoted the Rev. Mr. Rexford on the subject, and emphatically insisted on the discarding of the alphabetical method of teaching reading. The child must be taught to join together the object and the name by every means possible. Phonetic drill should be faithfully attended to, and the pupils should be trained to occupy a proper position while reading. Interest should be aroused in the subject of the lesson. The child should be encouraged to think of the meaning of the author, and to think himself on the thought of the author. This would inspire him to speak distinctly. They should also be encouraged to bring extracts to school, thus training their powers of selection. Mr. Stephen's paper discussed many other points of interest to teachers.

Miss E. MacLeod, M.A., assistant teacher of Lachute Academy, dealt with the no less important question of "Conversational English." Incorrect speaking she held responsible for many a pleasure lost and ill endured. Imperfect English raised a barrier to hero-worship, for no matter how great our reverence for some great man his misuse of his own mother tongue, and the lack of refinement which this shows, causes a sense of irritation. Our power is not so much in our thought as in our ability to bring it out. It greatly aids the intellect to give distinct and forcible utterance to thought, in correct and grammatical language. If the language is slipshod or diffuse it implies the same qualities of the mind. Miss MacLeod appealed to the teachers there to stop the spread of incorrect forms of speech. If teachers would correct errors in themselves the evil would be mitigated. Conversational English should receive as much attention as geometry or algebra. Several of the more common errors were instanced, such as the interchange of the past indicative and the past participle, and of the objective and nominative, the use of the