

REPORT
OF THE
PROCEEDINGS
OF THE
NINTH ANNUAL MEETING
OF THE
ONTARIO
TEACHERS' ASSOCIATION.

1869



Toronto:
PRINTED BY HUNTER, ROSE & CO., 86 KING ST. WEST.
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ANNUAL REPORT

OF THE

Ontario Teachers' Association,

1869.

The Board of Directors have much pleasure in presenting to the profession, the Minutes, Addresses, Reports, &c., of the Ninth Annual Convention of the "Ontario Teachers' Association." It is a matter of much satisfaction to the Board to observe the increasing interest, which teachers throughout the Province take in the success of the Association, as evinced by the number of delegates who yearly attend the Convention.

This year delegates were present from different parts of the country, representing from 400 to 500 teachers, and about 200 members attended the sessions of the Convention, every part of the Province being represented except the Ottawa district. All this is as it should be, and the Board would take this opportunity of earnestly urging on their fellow-labourers the great importance of forming branch Associations and of attending personally or sending representative men to the Annual Convention.

The matter of incorporation is still a subject of earnest thought, and it is hoped may soon be satisfactorily accomplished. The business of the Convention was agreeably closed by a pleasant excursion across Lake Ontario to Niagara Falls, the trip was such a source of enjoyment that the members present determined to have it repeated next year. And as the excursion this year proved

financially successful, this determination can be the more heartily carried into effect.

Attention is directed to the following Articles of the Constitution:—

ARTICLE 5.—Every Local Association appointing a delegate to represent it at the Annual Meeting, shall be a Branch Association; and shall, through its representative, have one vote for each member connected with this Association not present at the Annual Meeting, provided that the names of such members and such Representative, together with the annual fees for the same, be transmitted to the Secretary, on or before the last day of July in each year.

ARTICLE 6.—**ANNUAL FEE.**—The annual fee to members of Branch Associations shall be 50 cents; to others, \$1 00.

Signed on behalf of the Directors,

JAMES HODGSON.
SAMUEL McALISTER.
ARCHIBALD McMURCHY, M.A

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MINUTES

OF THE

NINTH ANNUAL MEETING

OF THE

Ontario Teachers' Association,

*Held in the Theatre of the Normal School Buildings,
Toronto, August 3rd 1869.*

The President, Rev. S. S. NELLES, D.D., took the chair at 3 o'clock, p. m., and opened the Meeting with prayer.

J. G. Hodgins, LL.B., Deputy Superintendent, then, on behalf of the Chief Superintendent, gave the Association a cordial welcome.

The Corresponding Secretary having called the roll of officers, was about to read the Minutes of the meeting, held last August, when—

A. Macallum, M. A., Principal of the Central School, Hamilton, moved, seconded by A. McMurphy, M. A., Mathematical Master of the Toronto Grammar School, "That the minutes be considered as read, and be adopted." Carried.

Communications were then read from the Rev. W. M. Punshon, M. A., and the Revs. Drs. Scadding and Ryerson.

The following subject, "Is it desirable to fix the minimum school age at six years instead of five, as at present," being introduced by Mr. J. S. King, Principal of the Waterloo Central School, gave rise to a very earnest, interesting and instructive discussion, in which Messrs. Dixon, Macallum, Miller, Scarlett, McMurphy, Hodgins, Alexander, Treadgold, Watson, Dr. Crowle and the President took part. At five o'clock—

Mr. McMurphy, seconded by Mr. Macallum, moved, "That the Convention do now adjourn until half-past seven, this evening. Carried.

SECOND SESSION—*Tuesday Evening.*—The meeting being called to order by the President, the Rev. Mr. Rose opened with prayer, after which the opening address was delivered by the President, and elicited frequent bursts of applause.

It was then moved by J. B. Dixon, Esq., M.A., Head Master of the Grammar School, Peterborough, seconded by Mr. R. Alexander, Principal of the Newmarket Central School, "That the most hearty and cordial thanks of this meeting be tendered to the Rev. Dr. Nelles, for his able and instructive address, and that it be referred to the printing committee in order to be incorporated in the minutes." Carried.

The fifth subject on the programme, "Our text books in Geography," was then introduced by Mr. McAllister, Head Master, of John Street School, Toronto, who went very minutely and impartially into the merits and defects of the "Geography Generalized," the one in common use in our schools; and was followed by Messrs. Archibald, Scarlett, Macallum, Dixon, Crawford, J. S. King and McMurchy.

It was then moved by Mr. McMurchy, seconded by Mr. J. B. Dixon, "That the Convention do now adjourn till to-morrow morning at 9 o'clock." Carried.

THIRD SESSION—*Second Day, August 4th, 1869.*—Mr. R. Alexander, 1st Vice-President, called upon Mr. Miller to open with prayer.

The Minutes of the First and Second Sessions having been read, Mr. Scarlett, seconded by Mr. Macallum, moved, "That the Minutes, be adopted." Carried.

In regard to the omission from the minutes of the last annual meeting of the Report of the Robertson Testimonial Committee, Mr. McMurchy, seconded by Mr. Miller, moved, "That no action be taken in the matter, till the Recording Secretary return from England; and then, if the letter from Dr. McCaul, the Chairman, and the Report of the Treasurer of the Robertson Testimonial Committee, be not forthcoming, that those gentlemen be requested kindly to furnish a copy of the said communications." Carried.

Mr. Alexander, seconded by Mr. Dixon, moved, "That Messrs. Macallum, Cameron and Brebner, be appointed a Finance Committee." Carried.

Mr. Lewis then read an "Essay on the best method of Cultivating the Voice, and Reading with Expression."

Moved by Mr. J. B. Dixon, seconded by Mr. Tamblin, Master of the Newcastle Grammar School, "That the cordial thanks of the Association be conveyed to Mr. Lewis for his most able and elaborate Essay; and that Mr. Lewis be requested to place it in the hands of the Printing Committee." Carried.

Professor J. W. Barker, Buffalo, President of the New York State Association, for 1868, and Delegate from that body to the Ontario Teachers' Association, was introduced and addressed the meeting.

Mr. McCabe, of Oshawa, moved, seconded by Mr. Macallum, "That the thanks of this Association be conveyed to Mr. Barker for his address, and that he be invited to take part in the business of the Convention." Carried.

Moved by Mr. J. B. Dixon, seconded by Mr. Watson, "That Mr

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Barker and his lady be elected honorary members of this Association." Carried."

The discussion of the subject (Reading) was resumed by Mr. Macallum, followed by Messrs. Dixon, Tamblyn, Treadgold, Alexander and Scarlett; after which upon motion an adjournment was carried.

FOURTH SESSION—*Second Day (Afternoon)*.—The President took the Chair at 2 o'clock.

The discussion on Reading being resumed, Messrs. Brine, Miller, Dingman, McGann, Scarlett, Platt and Watson took part, and Mr. Lewis then concluded it by a very complete and eloquent reply.

The third subject on the Programme, "The best method of Teaching History," was next introduced, by Mr. Miller.

Afterwards, Messrs. McGann, Platt, Tamblyn, Scarlett, Treadgold, Husband, Archibald and Macallum took part in the discussion upon this topic.

Moved by Mr. Miller, seconded by Mr. J. B. Dixon, "That Mr. Barker, representative of the Teachers' Association of the State of New York, be respectfully requested to give us the benefit of his experience in connection with Teachers' Institutes in that State."—Carried.

Mr. McMurchy, seconded by Mr. R. Alexander, moved,—“That Messrs. Scarlett, Campbell, Stranchon, Watson, Ormiston, Brebner and Macallum be a Committee to nominate officers for the year 1869-70, and report tomorrow at 11 o'clock.”—Carried.

Mr. Macallum, seconded by Mr. J. B. Dixon, moved,—“That this Convention, having heard with extreme regret that Wm. McCabe, Esq., LL.B., late President of this Association, is about to remove from the Province, and thereby sever his connection with this body—and being mindful of his continuous and unwearied exertions for the well-being of this Association, hereby express their warmest wishes for his prosperity in the new field of labour in which he is about to enter, and request to have a copy of this resolution, signed by the President and Secretary, forwarded to him.”—Carried.

The Convention then adjourned till half-past 7 o'clock.

EVENING SESSION—*Second day*.—Pursuant to adjournment the Convention met at 7.30, the President in the Chair.

The topic, "What means can be adopted to induce pupils to pursue a proper course of reading after leaving School?" was introduced by David Ormiston, B.A., Cobourg Grammar School.

The discussion of this subject being postponed, Mr. Barker fully explained the introduction, organization, object and working of Teachers' Institutes in the State of New York.

After which Mr. Scarlett, County Superintendent, for Northumberland, seconded by Mr. Jno. Campbell, moved—"That a vote of thanks be presented to Mr. Barker for his very lucid exposition of Teachers' Institutes, as carried on in the State of New York."—Carried.

Mr. Lewis was next introduced, and delighted the audience by his very excellent rendition of Macaulay's celebrated poem "Horatius at the Bridge."

He was followed by Mr. Barker giving in an effective manner, "The old Chair," and "The Deacon's One Horse Chaise :'" after which the Convention then adjourned till 9 o'clock the following morning.

SIXTH SESSION—Third day, (Morning).—The President took the chair, and opened the meeting with prayer.

The minutes of the third, fourth and fifth Sessions were read and adopted.

A communication was read from Dr. McCaul, inviting the members of this Association to visit the University Buildings.

A verbal report of the Committee appointed to meet with the Grammar School Association Committee, was given by the Chairman; R. Alexander, Esq., which was deemed satisfactory, and the same Committee was re-appointed, to consider any overtures which might be made by the Grammar School Association towards a union.

The report of the Audit Committee was received and adopted, and is as follows :—

The Committee appointed to Audit the Treasurer's accounts beg leave respectfully to report that they compared the various items of receipts and expenditure with the vouchers produced, and find the same correct.

The report of the Committee on prizes was received, and, after some discussion, was adopted.

The following abstract shows the receipts and expenditures for the year closing August 3rd, 1869 :—

RECEIPTS.	
Balance from last year	\$128 79
Receipts from various sources during the year.....	62 85
Interest during the year	8 25
	\$199 89
PAYMENTS.	
Secretary's salary	\$25 00
Rent, Mechanics' Institute	25 00
Printing, Stationery and Advertising.....	73 97
Expenses of Delegate to Montreal	12 40
Postage	9 77
	\$146 14
Total expenditure	\$146 14
Balance on deposit.....	48 04
Cash in Treasurer's hands.....	5 71
	\$199 89

The Committee regret to observe that the expenses of the Society during the past year exceeded its receipts by \$83.29, and strongly recommend the Directors never to incur any expenses which, the receipts for the year will not be sufficient to meet.

The Committee also regrets to observe, that the smallness of the receipts arises from the fact that a number of teachers attending the Convention fail to pay the small fee necessary to constitute them members of the Association, and express the hope that every teacher attending shall never fail to pay his fee and receive a ticket of membership.

A. MACALLUM.
JOHN BREBNER.
H. D. CAMERON.

Mr. Scarlett presented the report of the Committee on the appointment of office-bearers. The Committee recommended the following as office-bearers for the ensuing year:—

President, Dr. Nelles; 1st Vice-President, Mr. R. Alexander, 2nd Vice-President, A. McMurchy, M.A.; 3rd Vice-President, Mr. W. Watson; 4th Vice-President, J. B. Dixon, M.A.; 5th Vice-President, Mr. J. R. Miller; 6th Vice-President, Mr. D. H. Cameron; Recording Secretary, Mr. Jas. Hodgins; Corresponding Secretary, D. Ormiston B.A.; Treasurer, Mr. Samuel McAllister; Delegate to New York Teachers' Association, A. Macallum, M.A.; Councillors, Messrs. Scarlett, Archibald, McClure, Strachan and Johnston.

Mr. Macallum, seconded by Mr. Watson, moved, "That this Association re-affirms its resolution of last year, to secure an Act of Incorporation, and that in the changes which may take place under the provisions of the *New School Bill*, would respectfully, claim having secured an Act of Incorporation, the nomination of one member of the Council of Public Instruction, who shall continue in office not longer than five years." Carried.

Moved by Mr. Miller, seconded by Mr. R. Alexander, "That this Association regrets that on account of ill health Mr. Wm. Anderson, Treasurer of the Association, has been compelled to leave the profession, and the Convention being mindful of his continuous and unwearied exertions in behalf of the welfare of the Association since its earliest infancy, hereby express their warmest wishes for his prosperity and success in the new field of labour into which he has entered. And further, in appreciation of his valuable services in connection with this Association, that he be elected an Honorary Member, with the hope that we shall still have the benefit of his Councils at our meetings." Carried.

The Convention then adjourned till 2 o'clock p. m.

SEVENTH SESSION—(Afternoon), *Third Day*.—The President in the Chair.

The discussion of the proposed Common School Bill was taken up.

Moved by Mr. Miller, seconded by Mr. Brebner, "That Section

Four be amended by adding thereto 'All candidates for the office of County Superintendent, shall be required to have been engaged in teaching for at least five years.'" Carried.

The Grammar School Bill was next read and commented on, and explanations given by Mr. J. G. Hodgins.

Mr. Miller, seconded by Mr. D. Ormiston, moved, "That the sincere thanks of this Association be tendered to Mr. J. G. Hodgins, Deputy Superintendent for Ontario, for his explanations in connection with the discussion on the new School Bills now before the Legislature." Carried.

EIGHTH SESSION—(Evening).—The 1st Vice-President in the Chair.

The first subject on the Programme, "What subjects should be taught in our schools," was introduced by Mr. Miller, followed up by Messrs. Jno. Cameron, McMurchy, J. M. Brown, Brebner, Scarlett, Embree, Dixon, Watson, Macallum, King, Spencer, Campbell and Archibald.

The Reports of the following Delegates were then heard:—

Mr. E. Scarlett.....	Northumberland.
" J. R. Miller.....	Thames.
" W. G. Smith.....	Brock.
" McLellan.....	Oxford.
" Watson.....	W. York.
" Brebner.....	Lambton.
" Cameron.....	Huron.
" Spencer.....	Hamilton.
" Platt.....	Prince Edward.
" Ormiston.....	W. Northumberland.
" Dixon.....	Peterborough.

Mr. McMurchy, seconded, by Mr. Dixon, moved, "That in order to secure a proper supervision of the subjects coming before this Association, relating to the different departments of the educational work, it is advisable to appoint Committees to bring before this Association the matters relating to the inspection of schools, and the work of Grammar and Common Schools, each Committee to consist of five members, three of whom shall form a quorum.

"County Superintendents.—Messrs. Scarlett, Platt, Watson, Harrison and Tilley.

"Grammar Schools.—Messrs. Stranchon, Ormiston, Preston, Rev. Mr. McClure, and McMurchy.

"Common Schools.—Messrs. Alexander, Macallum, Brebner, Johnstone and Campbell." Carried.

Moved by Mr. Ormiston, seconded by Mr. Macallum, "That the thanks of this Association are due, and hereby tendered to the Council of Public Instruction, for the use of the Theatre in the Normal School, during the Sessions of this Convention, to the representatives of the *Globe*, *Leader*, *Telegraph*, and *Hamilton Times* newspapers

for their very excellent reports of the present meeting; and to the managers of the Great Western, Grand Trunk and Northern Railways, for their kindness in granting return tickets to our members at reduced rates." Carried.

Mr. Miller moved, seconded by Mr. Watson, "That when this Association adjourns, it stands adjourned till called together by the Board in Toronto." Carried.

The minutes of the third day having been read, it was moved by Mr. Archibald, seconded by Mr. McMurchy, that the minutes just read be adopted." Carried.

The Convention then adjourned.

DAVID ORMISTON,
Secretary.

THE PRESIDENT'S ADDRESS.

LADIES AND GENTLEMEN :

I shall occupy the time allowed me this evening in offering some observations for our encouragement and guidance as teachers.

And first of all let me say it is of importance that we think well of our calling. We cannot be too deeply impressed with the beauty, dignity and value of the Teacher's work. In every profession the great secret of success is an enthusiastic concentration of effort. Nor has any one but an Apostle, or at least the successor of an Apostle, stronger reasons than the teacher for magnifying his office. No doubt teaching has its less attractive side, and the quiet simplicity of the employment disguises from common view its real grandeur. The schoolhouse is often badly built, badly ventilated, and badly kept, the entire premises reminding one of Whittier's picture of the old puritan graveyard,

"With scanty grace from nature's hand
And none from that of art."

It seems from a paragraph which appeared lately in the newspapers that in the Townships of Ops and Mariposa (I purposely mention the names) the schoolhouses are not fit for stables, and I heard a Trustee in the School Convention of Northumberland, held a few months since, give a similar character to some schoolhouses in that County. Again, the schoolmaster is poorly paid, but though poorly paid is none the less expected to render efficient service. An American deacon once apologised to a friend of mine for his pastor's sermon on the ground that he was "only a seven hundred dollar preacher!" We commend this theory of indulgences to those other deacons who manage the temporalities of our common schools. The children of the school are sometimes untidy in their persons, coarse in their manners, and either dull at learning or quick at mischief, or perhaps both the one and the

other. The results of an evil parentage and a bad home come out in the schoolroom, and while the iniquities of the fathers are visited upon the children, the iniquities of both fathers and children are visited upon the teacher. On the most favourable supposition the teacher's life is one of hard work for body and mind, and second to none in that other element which, according to Dr. Arnold, kills sooner than work—the element of *worry*. And yet despite all these things, and more that might be said, let us be proud of our profession. The ruder the materials on which we work, and the more repulsive the surroundings, the greater our praise. In our hands alone is the wand of the enchanter by which savages are transformed into men. Mechanics, and farmers, and lawyers, and doctors, and clergymen, and editors, and legislators, all are very useful members of society, but only when they have passed under the quickening touch of the schoolmaster. In a new country especially, the great necessity is that of culture. The husbandman stands on the borders of a wilderness; before him are trees, stumps, rotten logs, rocks, briars, bogs, wild beast and vermin. He brings to bear his labour and skill, and in a short time the whole landscape is changed: the air is filled with the fragrance of new-mown hay, the harvests wave in the wind, the orchards are laden with fruit, the flocks and herds graze in the meadows, and the ships traverse the ocean bearing the produce of that husbandman's toil to feed the starving millions of other lands. Not less abundant and of a still higher order is the return from that other tillage so aptly termed by Bacon "the Georgics of the mind." And though in this agricultural land the wealth and prosperity of the people must mainly depend upon the soil, yet we remember also that,

"The riches of the Commonwealth
Are free strong minds and hearts of health,
And more to her than gold or grain
The cunning hand and cultured brain."

A good work is worth a thousandfold more when it bears the stamp of *imperishability*. It is not easy to build above the storms. The great empires of olden time have passed away; the beautiful temples have crumbled; the marble statues remain only in fragments. Modern empires and modern temples will perhaps perish in their time. But when the teacher gathers before him the children of his school and their bright eyes look up into his, he knows that though living in a world of shadows and of wrecks, there is in his presence and under his control the one substance in all the universe out of which he may rear an imperishable fabric, on which he may carve lines of beauty that shall defy the peltings of the rain, and under whose dome shall resound the music of an eternal song. The immortal mind with its apprehensions of truth; the immortal mind with its energy of will; the immortal mind with its gorgeous dreams that do but prophesy yet more gorgeous realities; the immortal mind with its pure affections and sympathies clinging like the tendrils of a vine to the Infinite Unknown; the immortal mind with its ever enlarging capacities for progress and enjoyment; this is the enduring monument of the teacher's toil and this his ample reward.

It is the glory of our age, and especially of this land, that educational advantages are widely diffused. In eminent examples of mental power we may never surpass the giants of other days, but the culture of our time has an infinitely higher praise, in that it reaches the people at large, stretching its impartial hand to those who among the most highly cultivated nations of antiquity would have groaned in ignorance and bondage. The light which once illumined only the mountain peaks now floods the plains, and finds its way into the valleys. Under this diffusion of light the noxious vapours are scattered: the ghosts troop home to church yards; witches, hobgoblins and a thousand "gloomy spectres of the brain," with a thousand physical evils are driven away. What a famous monarch once prayed for, "that every peasant might have a fowl in his pot," has become a reality, at least in America; and what is more, every peasant has or may have his newspaper and his Bible, with the Common School and Sunday School for his children. Here, at least, we have the groundwork of national weal, and the first great stride towards the millennium. Thus the range of the teacher's influence has widened to the universal brotherhood of man. Like the preacher of the gospel he has become the friend of the poor, the liberator of the slave, the solace of the weary, and the instrument of a new social order. The love of freedom was not less strong in ancient times, but the conditions of freedom—the school room and the printing press—these were wanting. Men died for liberty, yet liberty died also. They could repel external aggression, but could not resist internal dissolution. An army of schoolmasters is found to be better than an army of soldiers. We eulogise Christianity as the last, best gift of heaven; and we do well. But one of the chief peculiarities of Christianity is that it begins and advances only by means of popular instruction. The old pagan religions amused the people with shows and corrupted them by superstitions; Christianity comes to them with a revelation of truth, and by her never-ceasing appeals to the understanding and conscience compels every system of worship to make good its claims as a "reasonable service." She alone of all religions demands and creates the school master; she alone does not fear him when he appears. This appeal to the court of reason in matters of faith is not indeed without its perils—all progress is full of peril—and the drift of much of modern thought is well calculated to give perplexity and alarm, to serious minds. The age is calling with a cry of anguish for the man who shall speak "the word of reconciliation" to the warring forces of the Church and the School. The voices of a thousand would-be peace makers do but add to the clamor of the strife. Yet no one whose opinion is worth having imagines that peace shall come by the slumber or slavery of the intellect. Nay, rather let us hope that as the continued exercise of political freedom is the best security for political order, so the exercise of thought and the universal diffusion of knowledge will eventually bring only greater honour and stability to the true religion.

We shall, I think, do well to cherish a strong faith in the *improvement of educational methods*. It was said by Dr. Johnson that "education was as well understood in his day as it would ever be." With

all deference to so great a name, this must be set down as one of the many absurd sayings of famous men. There are always some who despair of progress, and who frown upon all experiments, however judicious. Some doctors will kill or cure only with the old drugs; some religionists are wedded to the old forms and hackneyed phrases,

"Hollow creed and ceremonial
From which the ancient life has fled;"

some politicians cling to the dear old abuse because it has come down from their fathers. Copernicus and his new astronomy, Columbus and his new geography, Jenner and his vaccination, Harvey and his circulation of the blood, Stephenson and his locomotive, all in their turn have had to fight their battle with this "Old King Clog," the god of the timid, the superstitious and the lazy. Nevertheless "King Jog," as Mackay calls him, generally wins the battle at last:

"King CLOG was a mighty monarch,
He sat on his lofty seat,
With his golden crown, and his ermine down,
And his courtiers at his feet.
His power seemed firm as the mountains—
Inert, but strong was he;
And he ruled the land with a heavy hand
And a placid tyranny.
And whenever a boon was asked him,
He stared with a calm amaze,
And said, 'Ye foolish people,
Ye must stand on the ancient ways.'

"And he folded his arms on his bosom,
And slept and never heard
The measured beat of the trampling feet,
And the oft repeated word
That came from the solemn conclave
Of the people, met to plan
Some better laws, to aid the cause
Of the happiness of man:
Nor the voices loud resounding,
Like waves upon the shore,
That proclaimed to the listening nations
That CLOG should rule no more.

"But JOG, the next successor,
Who understood his time,
Stepp'd on the throne,—'Father, begone;
To linger is a crime.
Go to thy bed and slumber,
And leave the world to me;
Thy mission's done; thy race is run—
I'm ruler of the free.'
So CLOG retired obdient,
And JOG, his son, was crown'd,
We hope he'll govern better;—
And so the world goes round."

Thus notwithstanding the dictum of the Great lexicographer, I hope you will take the side of King Jog rather than of King CLOG. Be-

lieve in the possibility of something better, "and better still, and better thence again, in infinite progression." Lord John Russell told the Reformers of England a few year ago that the time had come to "rest and be thankful." In educational matters the true motto is to be thankful and rest not. It will be time enough to talk of resting when we have reached something like a settled science of the mind, and an education in harmony with that science; time enough to rest when the leading educators in Europe and America have come to something like agreement as to what should be taught, how it should be taught, and when it should be taught; what place should be given to physical science and what to languages; what to ancient languages and what to modern; how far the curriculum should be uniform, and how far varied or special, or optional; what should be done with the girls; whether they should be taught like the boys or otherwise; whether with the boys or away from them; whether, with Mill and others, we are to take up in defence of woman's rights and adopt new views of education to correspond, or whether we are to resist these notions as dangerous heresies leading back to Chaos; these are but a few of the questions which remain to be answered, and which, on one side or the other, we are practically answering for good or evil every day of life. It belongs to the teachers of the land, as men of thought and experience to have well considered views on these matters, and in all suitable ways to press home their views on the public mind. And in this respect the practice of our Chief Superintendent may be commended, in that he not only travels to study the educational institutions of other lands, but visits, from time to time, the various counties of our own province to discuss with the people, face to face, the operations of our system of public instruction and to elicit especially the opinions of teachers and trustees.

Before leaving this point, I wish particularly to mention one striking proof of what yet remains to be done in even the most elementary parts of education; I refer to the art of reading. We sometimes collect statistics to show what proportion of the population can read. We mean by this, what proportion can gather something of the sense of an author for themselves; but if we speak of the proper and effective reading of an author in the hearing of others, then there must be a vast alteration of our statistics. In this sense how many men are there in Canada who can read? How many even of educated men? How many of college graduates? How many of the professors? It is a poor solace to know that it is as bad elsewhere as in Canada. Every thoughtful mind must rejoice in the recent awakening of a new interest on this subject. These popular readings are yet destined to do much for the improvement and entertainment of the people. A talent for public speaking has always been a power in the earth, but the capability of adequately rendering, I say *adequately* rendering, the words of another, is scarcely less valuable. Genius is a rare gift, but to read well is to put the world in possession of the fruits of genius: Shakespeare, Milton, Tennyson, Macaulay, and all the great masters of prose and song are made to speak to us with the living voice. The sympathy of many hearts redoubles the power of what is said, and we rise to a

higher sphere of thought and feeling, as by a kind of enchantment. Thousands pore with delight over the pages of Homer, but Homer as he thrilled the heart when sung by the Rhapsodists of old, this is a pleasure enjoyed no more. One printing press is doubtless worth ten thousand wandering minstrels, but if some one would invent a press for the manufacture of good readers, we should have, if not another revival of learning, what is not less to be desired, an enkindling of new intellectual life in the breasts of many who have heard, indeed, the names of our noble poets, but who have never yet learned to love or enjoy them. I speak especially of the poets, for of all writing, true poetry lies perhaps nearest to the common heart, and is best adapted to furnish a counterpoise to many of the dangerous tendencies of the age. A celebrated elocutionist, when asked who taught him to read, answered, "My mother;" and, as a general rule, women read better than men, as they also speak better English. The cause of this fact, and the use to be made of it, I must leave for others to show; but I commend the whole subject to the careful study of the members of this Association.

Having spoken of improvement in systems of instruction, permit me to caution you against the *trammels* of system. There is some danger of "red-tapeism" even in the school-room. The good teacher will observe closely and handle tenderly the idiosyncrasies of children. Nature gives us only individuals and no two alike. Classification is man's work, and is always a kind of mutilation of the fact. The abstractions of the system builder are often as misleading as the fancies of the poet—both the one and the other needing to be corrected by constant reference to the actualities of life. All children may have the same faculties; but these faculties are combined in innumerable ways. As soon expect precisely the same cast of countenance as precisely the same bias of mind. An oriental shepherd distinguishes his sheep by their faces; in this country a clever farmer can distinguish a black sheep from a white one, or a sheep from a lamb. Most schoolmasters can do better than that as regards the body; but the colour and shape of the immortal part often escapes them. "Best men," says Shakespeare, "are moulded out of faults." The faults of the child are often a clue to his capacities, and the germs of what might be his virtues. But how much skill is required to make the transformation! It is impossible by education to run children like bullets all in one mould, and it would be no addition to the charm of life could it be done. Symmetry of culture is well enough; but nature has her own types and laws of symmetry which we must study and not force. I invite your attention to the following passages from the last work of Mrs. Stowe:—"It was the fashion of olden times to consider children only as children pure and simple; not as having any special individual nature which required special and individual adaptation, but as being simply so many little creatures to be washed, dressed, schooled, fed and whipped, according to certain general and well understood rules. The philosophy of modern society is showing to parents and educators how delicate and how varied is their task; but in the days we speak of, nobody had thought of these shadings and variations." Again: "I was reading Mr. John

Locke's treatise on education yesterday," said Miss Mahetable, "it strikes me there are many good ideas in it." "Well, one live child puts all your treatises to rout," said my grandmother. "There ain't any two children alike; and what works with one won't work with another. Folks have just got to open their eyes, and look and see what the Lord meant when he put the child together, if they can, and not stand in his way." We learn from the biography of Prescott that he could never get up his Euclid except by committing to memory the words of the book, a form of recitation from which his professor thought it as well to excuse him. How far these peculiarities are to be humoured is indeed a nice question; but this is no reason why we should wholly ignore them. The parent will sometimes ask a teacher, "What shall I make of my boy?" After some three or years' acquaintance a master of a Grammar School, or a College professor, should have something more than a random reply to such a question. Such is the diversity of human pursuits that there is room for the widest diversity of taste and talent, and the success of life is often marred by the stupidity of those who, determining to make mathematicians out of Prescotts, deprive the world of much fine literature or other valuable products, and add nothing to the progress of mathematics. Education is a preparation for life, and the most useful lives are those which concentrate a man's powers mainly in one direction, and that according to the star under which he was born.

My last observation is that the teacher should appeal as much as possible to the higher motives. Fear, as an instrument of discipline, is not to be discarded. I would not have a teacher say to his school, "I never flog." Philosophers tell us of what they call "latent consciousness." There should be in every school a latent consciousness of the rod, and this will need occasionally to be developed, and, as it were, brought to the surface by a vigorous application, of the rod to some daring offender who may be taken as a kind of representative man. But the best teacher is one who secures good order and progress without much flogging. Let the formula be, the maximum of progress with the minimum of whipping. It is so easy to flog, especially for a big man to flog little children; it is so natural to flog; there are so many temptations to flog—so many occasions on which this method seems to be necessary—that it becomes with some teachers a kind of "royal road to knowledge," a sort of catholicon to cure all diseases, like "Radway's Ready Relief," or other nostrums of the day. That dull boy must be flogged, though possibly his dullness may be but the slow development of great powers which flogging will not hasten. That truant boy must be flogged, though a proper system of gymnastics and recreation might have prevented his playing truant. That tardy boy must be flogged, though his tardiness may have been the fault of his parents. That equivocating boy must be flogged, though his equivocation be the result of timidity, which flogging does not increase. Some teachers seem to think they best discharge their obligations, by discharging the big ruler at the heads of the children; according to others, the tree of knowledge is the birch. The old adage warns us not to flog when angry; but the fact is that the presence of anger and the absence of moral power are the chief causes of flogging. The true teacher will love and reverence children, and feel his way as

quickly and skillfully as possible to their better nature. Fear at best is only an instrument ; but the love of knowledge, self respect, respect for teacher and parent, the love of excellence, the sense of right, these are not only higher instruments but ends in themselves. To appeal to them is to evoke them, to establish them as living forces of the soul. The worst thing a teacher can do is to lose faith in children, and to let them see that he has lost faith in them. By despairing of them, we teach them to despair of themselves. Let us rather cultivate an invincible trust, and by that trust enkindle hope and aspiration. How much better to praise a child for his merits than to scold him for his faults ! It is said of that prince of educators, the great Dr. Arnold, that he never seemed to doubt a boy's veracity, and that for this reason no boy ever told him a lie. Not unfrequently the surest way to reclaim a vicious boy is to give him an errand or office of trust. Here lies the great test of the teacher's skill, in this discovery and development of the dormant capacity of children for higher and better things. The instrument that lies dumb or yields only sounds of discord in the hands of the tyro will pour out floods of melody under the touch of a master. The general on the field of battle speaks not to the soldier of his sixpence a day, or of the lash, but of honour, of country, of fame, of duty : speaks to him as a man and he becomes one. Thus the most grovelling natures are found to have within them the slumbering instincts of heroism. The greatest teachers, like the greatest Commanders, have the power to enkindle this enthusiasm. The time will come when we shall hear no more of irreclaimable children, or even of irreclaimable men. Experience has shown that man hardened by long years of vice may be reached and restored to virtue—restored not by every untutored or half-hearted meddler, but by the man of large sympathy and special aptitude for the work. As the prophet, stretching himself upon the widow's child, called back the flush of health and the power of thought, so there is a way by which life may be awakened in torpid and degraded spirits. The teacher, like the physician and the preacher, must be able to "minister to a mind diseased." Were his sole aim the training of the intellect, he would still need to remember that intellect is never alone, but sends its roots down into the heart, that underlying soil of sentiment which needs to be stirred and enriched by a wise tillage ere the better fruits of thought can be made to grow. Especially in the moral and religious sentiments will we find influence to quicken and guide, which we shall seek elsewhere in vain. Other impulses, however innocent or useful, are, after all, but fitful and partial ; it is *duty* alone that sways the soul as a sovereign, administering a wise and just authority to every part of our nature ; from her sanctuary alone come the great elements of beauty and strength which make up the true culture and render the character well rounded and complete.

" Stern Lawgiver ! yet thou dost wear
The Godhe benignant grace ;
Nor know we anything so fair
As is the smile upon thy face ;
Flowers laugh before thee on their beds,
And fragrance in thy footing treads ;
Thou dost preserve the stars from wrong ;
And the most ancient heavens, through Thee, are fresh and strong."

ABSTRACT OF A PAPER
ON
EXPRESSIVE READING
AND THE
CULTIVATION OF THE SPEAKING VOICE.

BY RICHARD LEWIS,
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The question I shall endeavour to answer in the limits of this paper is—"How shall we teach good reading?" The popular view of the term "good reading" is correct, as far as it goes. By that term is understood, intelligible utterance and refined as well as correct pronunciation. Where these ends have been attained, the instructor has accomplished one of the most important functions of his office, and has done valuable service to the language and literature of his country. It is a duty that especially belongs to the Common School teacher; for whatever higher duties may be supposed to pertain to higher offices, the correction of vulgar and defective pronunciation, and systematic culture in refined and manly utterance of speech must begin, and to a great extent be completed, in the common school by the common school teacher.

But good reading demands higher qualities than correct vocalization and articulation. Good reading is in every respect synonymous with good speaking. The thoughts recorded in visible language have not been subjected to any new law which require them to be uttered in a different style from the oral delivery of unwritten thought, and no one reads well who simply pronounces words with unexceptionable correctness. "The reader must be to his hearers, in every sense a *speaker* and not a reader." The calmest and most philosophical subject must be read with the inflexion, the modulation and earnestness of the speaking voice; and when the subject rises into eloquence, when it is an appeal to the hearts of men, or a representation of human passion, there must be the fire and the reality of life in our delivery. In no other way can we, by reading, convey to the hearer a true conception of the dignity and grandeur of great orations, or the beauty and truthfulness of the creations of dramatic genius. If I judge cor

rectly, it has been with a view to such reading that the Council of Public Instruction in this Province has sanctioned the introduction of those excellent selections of oratorical and poetical readings contained in the new book of lessons now used in our public schools. The terror that fills the soul of Belshazzar, when he beholds the fiery writing on the wall, and the sublime courage of the prophet of God when, with inspired tongue, he interprets the dread mystery; the insatiable hatred of Shylock, thirsting for the blood of Antonio, in the famous trial scene, and the heavenly grace of Portia as she enforces the attributes of mercy; the Defence of the Bridge by "the dauntless three;" Clarence depicting the awful dream that "filled the time with dismal terror"; or Mark Antony with masterly power and consummate skill turning the tide of popular fury against the murderers of Cæsar—these and other selections of equal beauty and dramatic force must be read with dramatic effect, if you would delight and cultivate the imaginative faculty in your pupils, and realize to them the truth and beauty of these creations of human genius. For this analysis of dramatic character and poetic thought, so necessary to expressive reading, cannot fail to develop a taste for the higher productions of literature, a quicker apprehension of their import, and a deeper sympathy for all that is good, and noble, and lovely in life. Especially in our common schools where, if not the highest learning is to be acquired, assuredly the highest moral good is to be accomplished, is this culture demanded. There do we have the children of the toilers whose after life will be probably spent in the drudgery and dull routine of material labour. To them the creations of poetry and fiction will bring solace and hope and strength; while their delivery with dramatic effect by the gifted readers will afford such elevated entertainment in the public hall or the domestic circle as will counteract the dangerous fascinations of the theatre and the music saloon.

The reform in our teaching must commence with our first reading lessons. The first exercises in this department are purely mechanical, and aim at securing that sonorous vocalization and distinct and finished articulation which, in a multitude of other words, would allow every single word to be instantly understood. We now begin our first reading lesson by teaching our pupils to *name* the letters of the alphabet, and when this weary task, the first painful ordeal of school experience has been accomplished, we still cling to the same method to the end of the chapter. Every mis-pronounced or difficult word must be spelled by naming each letter. I have no intention to put myself in antagonism with orthodox systems. I only suggest improvement with existing materials. Cotemporary then, with these first exercises, let the teacher practice the scholar in the various *sounds* which these letters assume in the combination of words. The arrangement of the grammarians must, in such exercises, be superseded by a more philosophical system, and I know of none better for the end in view than that suggested by Dr. Rush in his eloquent and exhaustive treatise on the "Philosophy of the Human Voice," (see table.) These sounds must be uttered, with the person erect, the lungs regularly inflated—the pupil taking a full breath between the utterance of each sound, a habit

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which is of the utmost importance to secure full and pure tone, as well as to future health. In the utterance of the tonic or vowel sounds the mouth should be rounded and opened as wide as is convenient with clearness of tone and gracefulness of action; the sound being sustained and free from huskiness and aspiration; for it is not only indispensable to purity of tone that all the breath poured out should pass into clear sound, but of the first importance to the health and strength of the vocal organs. Nor must the practice of correct vocalization cease with this exercise on the tonic elements. The elements of sounds must be preserved in the utterance of words and a reference made to them in all instances of defective pronunciation. There is a constant tendency in this country—marking the delivery of the best educated—to give an improper and defective sound to what is called the short sound of *e*, and sometimes to leave it altogether out of sight. Thus, we hear such words as redeem, behold, believer, him, it, victim; pronounced as if spelled rudeem, b'hold, buliever, hum, ut, victum, barrel, quarrel as barl quarl; and a host of other similar abuses of the vowel sounds, which are as gross a violation of the Queen's English as the alleged abuse of the *h* by an Englishman. A table of these elements should be always suspended in the school room and referred to when the defective sound is heard in the reading of the pupil.

In the same way the exercises with consonants, or sub-tonics and atonics, should be practised. In the utterance of these sounds two efforts are necessary to finished articulation. First, the organs are put into position for sounding, and an energetic and instantaneous action of separation follows, the organs in use, falling into their normal condition. It is this final action which gives distinctness and completeness to articulation. Thus, in uttering the word *stop*, the final sound of the *p*, is often indistinct, because the speaker puts the lips into position but fails in separating them instantly afterwards; and this negligence recurring frequently, and in a multitude of words destroys their intelligibility. Stammerers—and all defective articulation must be regarded as a kind of stammering—frequently fail in vocalization, because either they neglect to take sufficient breath, or throw out the breath before they speak; but more generally they fail because, after putting the proper organs into position, they do not effect the prompt and energetic action that completes articulation. In the defective utterance of words, the pupil will often distort his lips, protruding them or drawing them sideways, and as all perfect articulation is synonymous with gracefulness, the careful teacher will watch and correct such deformities of action.

The remedy lies in a constant and systematic practice on brief combinations of consonants, commencing and ending with the same letter, as, bib, pip, did, tat, gog, kuk, lul, viv, fif, mum, nun, zus, sus, &c., and a systematic daily practice in sounding the elements of syllables and words. Decision, precision, energy, completeness and a full breath are all requisite qualities to make the exercises effective. In the earlier steps difficult combinations of consonants, as apt, kick'd, bobb'd, nirrin, lillin, lolling, act, ith, thith, vivicalive, cloud-capt, eighths, &c., would form a most important exercise to correct

imperfect and stammering articulations, and in the higher classes, with all the conditions bad habits have left us, and which we must now accept, I recommend the following practice suggested in an excellent work on the cultivation of the speaking voice, by James E. Murdoch, a distinguished public reciter: "Begin at the end of a line or sentence so as to prevent the possibility of reading negligently. Then, 1st—Articulate and sound every element in every word separately and very distinctly, throughout the sentence. 2nd. Enunciate every syllable of each word in the same clearly and distinctly. 3rd. Pronounce every word in the same style. Then read the whole passage in the natural order with the strictest regard to exactness in the elements." Mr. Murdoch adds, that the habits of classes of young readers have, in a few weeks, been effectually changed from slovenliness and indistinctness to perfect precision and propriety; while to adults the exercise is recommended as most successful in correcting the erroneous habits of early and social education.

The best condition of voice will give the best effect to all reading exercises. Modulation, force and pitch of voice are as essential to good reading as to good singing. The reader whose utterance is perfect but whose voice cannot be attuned like a sweet instrument, to give expression by its modulations and purity of tone to the thoughts which it utters, may satisfy the popular view and make himself *heard*; but will utterly fail in the higher qualities by which good reading is made to interpret the sense of an author, to realize the passion embodied in words by imitative tones, and to charm the ear and to captivate the mind of the listener. The majority of human voices are poor, miserable, harsh-sounding affairs,—not because nature has made clear, sonorous tones the privilege of the few, but because in home and school training we neglect to cultivate our natural endowments. We have all the gifts of sound and musical tone born with us, did we but cultivate them. But the material utilitarianism of the age discourages the ornamental and purely beautiful in our nature. The speaking tones in trade and business and the conflicts of life, when the principle of selfishness sways the heart, are harsh, husky and discordant; but when the nobler emotions of our nature overbear the selfishness of the shop and the bitterness of partizanship, then the tones of the mother, and the friend, and the lover, are rich in tenderest music, and the zeal of the patriot and the fervency of the devotee swell into organ-like peals.

Now the culture of the speaking voice lies in the province of the teacher of reading, and the nearer the voice approaches music, without singing, the further is it from harsh and discordant sounds, and the nearer it is to the truthful expression of thought and feeling. Nothing can be more monotonous and unmusical than the first sounds which strike on the ear of childhood in the wearisome drone of a, b ab, e, b eb, o, b ob, repetitions. The voice of childhood, so clear and flexible, and musical in its tones of joy and cheerfulness and trust, is instantly checked and afterwards for years drilled into discordant sing-song monotone. Practice in expressive inflections should begin with the a'phabet. The vowel sounds constitute the organs of speech music.

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It is by their aid that modulation and expression and emphasis, and all tones of thought and passion can be sounded. Let a gamut, ascending and descending at least an octave be placed before the class, and vowels sounds be associated with its notations. Let the pupils with inflated lungs strike the lowest note with the vowel *ah*, commencing with the utmost softness, gradually augmenting the force and swelling to the centre, then diminishing to the degree of force with which the sound was commenced. Each note of the scale should thus be sounded, the sound being prolonged in each case for many seconds. Thus, the practice of the music master will be of the greatest advantage in securing purity of tone and strength of voice to the reading scholar. The teacher may take his part in this exercise with sure benefit to his own vocal powers. Adults whose vocal organs have degenerated by bad usage, would, with a few months, daily practice, be delighted to find their voices renovated, with new powers of flexibility and purity of tone added to them.

The practice of vocalization on the musical scale brings us to another, and probably the most difficult element of good reading—it is that of *inflection*. Here again, if we commence with childhood, with its beautiful powers of inflection, our task is easy. But while the day and the Sunday school combine with their wretched monotonous to destroy the gift of music in childhood, the examples of public and private reading in the family, and the school, and the church, give sanction and permanency to the corruption; and so thoroughly successful are we in our bad training, that very few even among the educated classes are able, when the modulations are moderate, to tell whether an inflexion be a rising or a falling one. Yet no reading can be good, where the modulations expressive of the character and relationship of thought and the intensity of passion, are not observed. Relationship between interrupted thought can only be indicated to the hearers by the modulation of pitch and inflexion. Emphasis is a most important power in good reading and speaking: but emphasis does not consist alone, as our lexicons tell us, of "particular stress of voice," but requires, as well as force, an alteration in pitch and a special inflection. In conversation, where man is under the control of his natural feelings, these modulations are more frequent. It is when he reads, that is, when he interprets written thought by vocal tones that he fails, and the want of vocal culture appears. It is the absence of this natural and correct modulation that makes written speeches and sermons so objectionable. The written production ought to be superior to what is called an extemporaneous production, because it has been more carefully arranged and has the advantages of deep pre-meditation, and if read on the principles of a correct and natural elocution would stand in higher favour than the speech or sermon delivered from notes, or composed during the excitement of delivery. The loftiest productions of dramatic genius have been written, and when recited by the gifted actor or accomplished reader, they carry with them an influence rarely surpassed by extemporaneous productions. But the written speech or sermon is *read* not *spoken*; that is, the voice has no sympathy with the thought, which it has when the speaker is not controlled and fettered by old and pernicious habits.

The remedy again is simple, and, as in all other instances of defective speech, it must begin with childhood, and be systematically pursued through every division of the school. The inflections of the speaking voice differ from the tones of singing. Both ascend and descend; but the singing voice proceeds by *discrete* or separate notes, while the speaking movement is *concrete*; the inflections being continuous. The reading teacher, however, has an advantage over the music teacher; for the concrete inflections are natural and the child enters the school with an organ beautifully attuned and a natural instinct by which he inflects with the utmost correctness and compass. Preserve your natural advantages then, and work with them. Let the pupils be constantly exercised on the vowel elements in rising, falling and circumflex inflections. Let the inflections vary from ditones and tritones, which are usual in common speech and merely didactic subjects, to the widest compass of their voices by which earnestness and passion are expressed. The practice commencing on vowels and syllables must be continued in words and sentences, and finally applied to the reading of profound and logical reasoning and the highest and most passionate conceptions of poetic genius. The ear and judgment of the pupil should be tutored to acuteness of perception in distinguishing not only a rising from a falling inflection, but the range of these inflections, so that, as in music, he can instantaneously strike a ditone, a tritone, a fifth or an octave. The slightest knowledge of music will suffice to make the teacher who is not a musician expert in this exercise, and its frequent practice cannot fail to develop the musical faculty. I may briefly state and explain here that the most common inflections are ditones and tritones; that in emphasis they vary from thirds to octaves; that in common conversation or reading the rising inflection predominates; that this inflection may be called the *current line of melody*; and that when the emphasis is to fall it ascends above this current line, that it may have fuller scope for intensity; and that when it rises it must begin by falling below the line of melody that it may not vanish in a scream.

In closing this department of my subject, I would suggest that whenever the season allows, the exercises in vocal gymnastics might be practised with great advantage out of doors. They cannot fail to have the best effect on health. Universally practised, our future readers and orators would have, full, vigorous and healthy lungs. Clerical sore throats—which often also affect the teacher, who has to talk a great deal more than the clergyman—would disappear, and clergymen and teachers would be distinguished for manly, vigorous and clear tones. It is not over-exertion, but wrong exertion that induces these professional complaints; for actors, who probably have to tax their voices more than any other class of men, rarely ever suffer from this disease. Daily practice on the method suggested would prevent all tendency to such ailments, and secure to all that musical purity and power of voice which are now supposed to be special gifts of nature.

I might almost close my paper here. The most essential quality in good reading is the physical power of execution, and this vocal culture secures to the student such physical culture. The intellectual departments of good reading must depend on the judgment, the taste,

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and the conceptive faculty of the reader. Briefly, however, I may state that excellence depends on principles easily understood. Thus, emphasis has reference to the prominent word and the prominent sentence. The leading idea in a sentence is a new idea which one word represents, and to that we must give prominence by emphasis. The same principle applies to sentences: the leading sentence must be sustained prominently by distinct tones and pitch; while all subordinate phrases and clauses will have subordinate tones. When subordinate clauses separate the parts of a principal sentence, the tones assumed in that sentence must be resumed at the taking up of each of those separate parts, and the logical connection thus indicated by pitch of voice. Nouns and verbs being the principle words of sentences, demand greater force than other parts of speech. Similar principles guide us in the *inflections* used in reading. Rising inflections are necessary to appeal, dependence and incompleteness, while falling inflections mark command, complete assertion, and conviction. *Rhetorical pauses* are of the utmost importance, as the grammatical punctuation, although right as far as it goes, is no guide for correct pause. The rules for rhetorical pauses are numerous, but the general principle is to pause before every adjunct and every clause, the rationale being that clauses and phrases introduce new forms of thought. In this, as in the study of every other subject, the teacher must have a good text book, and, above all, he must practice its principles by reading aloud himself. "The habit of reading aloud in private," says one of the most accomplished readers of the time, "is to be cultivated in order to acquire the power of abstracting the mind from everything else but the matter in hand; of throwing the eye forward on every pause, so as to take in the next members of the sentence, and of commanding the voice to such changes of pitch and cadence as are necessary to mark to the hearer the analysis which the reader's eye has already made."^{*}

Finally, we must assist our pupils to *understand* what they read. It is a great mistake to suppose that a correct conception of a passion or a thought will itself qualify one to be a good reader. There are thousands of educated people, literary men, philosophers and divines who do understand what they read but who cannot read correctly their own production. Mozart could not sing his own compositions. Good reading is an art by itself, and with the artistic culture the rule is indispensable, and I know of no exercise more profitable and interesting than that of assisting an intelligent class in the analysis and interpretations of argumentative or abstract thought, or the passion and plot of poetic fiction. In its intellectual discipline it offers advantages analogous with those derived from classical studies, while it opens up and encourages a taste for the treasures of our own glorious literature. The successful issue of such studies requires a knowledge of some of the best productions of that literature on the part of the teacher. It is impossible for him to explain analytically the proper rendering of Hamlet's soliloquy of "To be or not to be," and the scenes selected from the Shakspearean drama, from Richieu and other productions, unless he is familiar with the history and the plot, and whole current

^{*}Vandenhoff.

of thought and passion involved in the original works. I am disposed, however, to think that if any teacher were to plead ignorance of the delightful literature of his native language—however learned in the literature of other lands and ages—the appropriate answer would be that which the mother of the accomplished scholar Sir William Jones was in the habit of giving her son, when he put his questions to her: "Read and you will know." Read those precious creations of genius and the mist and the darkness will pass away, and the glorious light will break forth and the knowledge will come, and with the knowledge will grow the taste, and delight, and strength with which the conceptions of genius ever reward those who drink deep enough from the hallowed fountains.

Finally, it may be objected to this kind of training, that it is too ambitious and aims far higher than the purposes of especially common school education. My reply is, that it is the education of the mother tongue I advocate, and that you shall give to its culture that finish and preparation for the future of life which you bestow upon penmanship and arithmetic, for example. But this culture has a special claim. In the common school our English tongue is the only language taught, and in after life it is to be the language of the people. Whatever may be the necessities of certain professions and more fortunate classes, the universal language of the common people is the language whose highest degree of culture I claim. It is the language of home, of labour, of the mart of commerce, of the councils of the nation, and of the holy ministrations of religion. The sentiments of the tenderest affection, the appeals of the loftiest patriotism, the invocations of heart-felt prayer, the songs of praise and the lessons of wisdom and truth shall be uttered in its sonorous and expressive words. We have a noble literature, embracing all that is great in philosophy, history, eloquence and poetry of which the great body of the people are ignorant, and whose influence for their elevation has scarcely yet begun. I believe that good reading will be found to be one of the most effective means of advancing that influence. A good reader will throw light, and life, and beauty into passages that, from frequent repetition and cold, inexpressive delivery, appeared to have lost all interest, and the gifted actor has often realized the marvelous power and beauty of the conceptions of Shakspeare better than all the tribe of critics and commentators. Now, I wish to send out of our public schools, of every grade, good readers; such as may, by the intonation of the voice, the witchery of the eye and the mastery of conception delight, not the audiences of the theatre, but the family and the social circle, and instruct and elevate the congregations of the church. You know not what high office you are preparing your pupils to fill—for in the school-room as in the household—men have sometimes unawares entertained angels. It is admitted that the reading and the delivery of the ministers of religion are defective and injurious to the exercise of their high functions. The reform is not to be accomplished in theological halls, when bad habits have been deeply formed and other studies occupy the mind. The remedy must begin in the humbler sphere of the Common and Grammar Schools of the country; and systematically pursued on a scientific basis, its fruits will

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be seen in the superior delivery of our public instructors, and in the creation of a new and elevated entertainment, delightful to the imagination and of the highest value in refining the habits and improving the intellectual tastes of the people. It is the school teachers of the country who have to work out the reformation,—the correction of vulgar and defective expressions of speech. The refinement and noble uses of the mother tongue are committed to their care, and the earnest application of their labours to this important duty cannot fail to be crowned with the high recompense of success.

NUMERICAL NOTATION OF ENGLISH VOWELS OR TONICS.

ELEMENTS.

(From Bell's Principles of Speech.)

- | | |
|---------------------|-------------------------|
| 1. (-) ee-l | 8. (-) ca-rn |
| 2. (v) i-ll* | 9. (-) u-p, u-rn |
| 3. (-) a-le† | 10. (-) o-n, a-ll, |
| 4. (v) e-ll, e-re | 11. (-) o-re |
| 5. (v) a-n | 12. (-) o-ld‡ |
| 6. (-) a-sk | 13. (-) p-ull, p-oo-l |
| 7. (=) a-h | |

COMPOUND SOUNDS.

7-1, I-sle; 7-13, Ow-l; 10-1, Oi-l.

SUB-TONICS ELEMENTS.

- | | |
|---------------|------------------|
| 1. L in Loll. | 9. G in Gog. |
| 2. M " Mum. | 10. V " Viv. |
| 3. N " Nun. | 11. Z " Zuz. |
| 4. R " Row. | 12. Z " A-z-ure. |
| 5. R " roR. | 13. Y " Ye. |
| 6. Ng " siNG. | 14. W " Wow. |
| 7. B " Bab. | 15. TH " THen. |
| 8. D " Did. | 16. J " JuJ. |

ATONIC ELEMENTS—EQUIVALENT TO WHISPER SOUNDS.

- | | |
|--------------|------------------------|
| 1. P in Pop. | 5. S or C soft in Sis. |
| 2. T " Tat. | 6. H " " Ha. |
| 3. K " Kik. | 7. TH " " THin. |
| 4. F " Fif. | 8. SH " " SHush. |
| | 9. CH " " CHurch. |

The student, in the practice on this table, must acquire facility and power in *sounding* these elements clearly and distinctly, and separately from as well as combined with the syllables.

*The most frequently violated element in Canadian pronunciation.

†No. 3 is compound—vanishing slightly in ee, as A-(ee)-le.

‡No. 12 is compound—vanishing slightly in oo, except before r, as O-(oo)-ld.

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