

I believe from that of any with which I am familiar on this continent.

*First.*—Our school system in Ontario differs from any in your country in this important feature:—The Executive Head of the Education Department is a permanent and non-political officer. The distinguished gentleman who presides over the Department at present, Rev. Dr. Ryerson, has filled his present position, with great acceptability to the people and service to the country, for thirty years.

*Second.*—The second peculiarity is that, on the same days and during the same hours of these days, a uniform examination is held simultaneously in every County and City in the Province, at which every person aspiring to the office of Teacher for the Public Schools is required to be present and to pass satisfactorily before he can receive a legal certificate of qualification. The examination questions are prepared by a central authority and sent out under seal, which can only be broken when the candidates are assembled for examination. Upon the result of these examinations, according to a common value assigned to each question by the central body, certificates issue from the Local Boards to 2nd and 3rd Class Teachers; while all who aspire to the highest position of First Class Teachers have their papers sent up to Toronto to be there adjudicated upon by the central authority. A uniform standard of excellence for the Teacher is thus maintained throughout the Province, while personal preferences and local favoritism for candidates have little or no place in such a system. As a further safeguard against it, the whole of the written answers of every candidate for a certificate of whatever grade are sent to the central office at Toronto, to be examined if necessary, should any doubt arise as to the strictness and impartiality of the examination, or should any appeal be made against the decision of any Local Board of Examiners in any particular case.

In the same way uniform examinations are held simultaneously all over the Province for the admission of pupils from the Public into the High Schools or Collegiate Institutions.

*Third.*—The third feature of divergence from the American systems of education is one which will no doubt touch the sympathies of those present. It is the beneficent provision which has been made by the Legislature of the Province for the support and comfort of worn-out and superannuated School Teachers. Every Teacher of sixty years of age who has subscribed to the fund has a right to retire from the profession and to receive a sum of not less than six dollars per annum for each year of service in the Province as such teacher. Those under sixty may, under certain conditions, retire on the same terms.

*Fourth.*—The fourth and last feature to which I shall call your attention is that relating to the compulsory education of children. As the Legislature has finally determined that every Public School in the Province shall be free to every child of the neighbourhood, so, as a necessary complement to such a system of free schools, it has declared that every child is by law and of right entitled to at least four months' teaching or schooling; and that every parent denying his child that right shall either be fined before a magistrate, or submit to a rate of one dollar a month for every month of such denial or neglect. The law makes it compulsory on the Local School Trustees to enforce this law, either by means of a fine or rate bill on the neglecting parents.

I may mention another feature of our School System which is somewhat peculiar. I refer to the facilities which the Department has provided (of which you have had a specimen in the attractive museum in the adjoining room), by which the Schools are supplied from a central depository with maps, charts, apparatus, library and prize books, and other appliances for the Schools and School-rooms.

In reply to a question by a Delegate, Dr. Hodgins explained that all Teachers before receiving a license to teach were required to present to the Examiners a certificate of "good moral character," signed by a clergyman or other responsible party. He also explained, in reply to another question, what were the provisions of the law in regard to religious instruction in the Schools, and the promoting of education in the remote and outlying Districts or Territories of the Province.

On motion of Rev. Dr. Gallaudet, of New York, the thanks of the Convention were tendered to Dr. Hodgins for his address.

Dr. E. M. Gallaudet (Washington) then addressed the Convention on deaf-mutism. He said they might use the term deaf-mutism with reference to the different phases of the disability—mental, moral, and social. Deaf-mutism arose out of a child's lack of language of any sort, even signs. This lack was what they as instructors proposed to supply. The deaf-mute himself and his friends supplied it to some extent, and the deaf-mute's mind then began to develop, but owing to the crudeness of the language he used before going into an institution for instruction, his mental progress was very slow. After a few remarks on moral deaf-mutism, the speaker

went on to treat of social deaf-mutism. If a deaf-mute were mentally improved, so that he could read and thus become qualified to confer with others whose minds are developed, he would seek his associates among hearing and speaking persons, and would not be clannish with other deaf-mutes. Deaf-mutes would be more welcome in the world of hearing and speaking people than they imagined, if they would only make some effort to associate with the latter. He thought the marriage of a deaf person with another deaf person, rather than with a person who can hear, should be discouraged, and he disapproved of newspapers specially designed for deaf-mutes. He urged the importance of greater precision on the part of teachers with regard to what they taught their pupils, and a greater care that when the latter left school they were self-dependent.

Mr. Wing presented a paper on the physiological peculiarities of deafness, which was read for him by Dr. Peet. In connection with the paper, Mr. Wing exhibited a particular kind of ear trumpet, which was represented as an unusually excellent one.

Mr. Hutton (Nova Scotia) read a paper with reference to the means employed by the late Duncan Anderson, to teach those deaf-mutes with suitable organs to articulate. Anderson dissected and constructed models of the organs of speech, so as to show their reciprocal action in the combination of vowels and consonants. He then contrived a system of notation, whereby these combinations were indicated to the eye in such a manner as to enable the teacher to practice the pupil in articulation, or the intelligent pupil to acquire the art by his own persevering study. Anderson obtained tongues made of plaster of Paris, and then coloured them red in different positions to represent each letter. Then, if he wished, for example, to explain how the letter "L" was pronounced, he took up a long, thin tongue and put it under the left hand, supposing the latter to represent the upper part of the mouth, and then let the pupil know that was the proper way to pronounce the letter "L." Similarly if he desired to indicate the proper way of pronouncing the letter "M," he took up and showed to the pupil a broad tongue. He also used a skull in addition to the tongues. Some letters would perhaps require an explanation in a different way; for example, to enable the pupils to understand how the letter "R" is spoken, the teacher might place his hand on the pupil's throat, and the latter would easily learn how to pronounce it. Anderson also made use of a system of notations for the purpose of indicating quantity and quality of tone.

Mr. Bell presented, for the consideration of the Convention, Dalgton's method of intercommunication between the blind and the deaf and dumb—a method which he suggested might be employed by deaf-mutes in conversing with each other in the dark. A knowledge of this method is conveyed by means of a glove with the several letters of the alphabet, printed on it in different places, and when a person wishes by it to communicate with another he spells out what he wishes to say, touching the places on the latter's hand, corresponding with those on the glove on which the necessary letters are printed. For instance, some of the letters are on the ends of the fingers, each of the joints bear others, &c. Mr. Bell said that he had found, from giving the method a trial, that it had special advantages in the direction he indicated.

On motion, W. J. Palmer, Ph.D., Messrs. B. McCann, and D. R. Coleman, of the Belleville Institute, were appointed a committee to whom should be entrusted the minutes and papers of the Convention for publication.

Mr. Talbot (Iowa) read a paper on the limit of the number that should be taught in one class. He said that a wise economy of time and force required that the largest possible number should be taught in one class, but this did not mean as large a number as were commonly taught in speaking classes. Twenty deaf and dumb pupils in one class, kept an active teacher fully occupied. The number in a class might depend greatly on the uniformity of the capacity of the pupils and on the teacher's activity.

Mr. Hammond (Indiana) followed with a paper on geography. He considered this an excellent study for the deaf and dumb, as it tended to the development of faculties which it was very important should be cultivated in persons thus afflicted—those of memory and observation. The writer gave some good hints with regard to teaching geography to deaf-mutes.

Mr. Bangs read a paper by Mr. Brown, of Michigan, on text books. The hints given in the paper were excellent, but of course they were only of special interest and importance to teachers of the deaf and dumb.

A discussion then took place on the foregoing papers, in the course of which the Rev. Dr. Turner, President of the Convention, spoke very favourably of the old-fashioned natural sign-language, giving instances of persons having been educated by means of it, and it alone, and having become eminent scholars. Among them was the writer of the last excellent paper, an essay which he thought would do credit to any one. He asked those who were opposing the na-