

the Professor, and who assists him in teaching the system, was sent out of the hall, and then a request was made that words in any language should be spoken, or sounds of any sort uttered. Words in Greek, German, Indian, Latin, and Irish were given, and some of the most extraordinary sounds ever heard were made. Mr. Bell analyzed them as well as he could, and represented them on a black-board by the characters of visible speech. The young lady was then called in, and repeated all the words, and imitated all the sounds with striking exactness. Some of the sounds given were of such a nature that it was cruel to ask the young lady who was taking part in the experiment, or any other lady, to imitate them, and the only one which she did not repeat very well, was one which a delegate said he thought it was impossible for any lady in the room to imitate exactly, a remark which brought from Mr. Bell the remark, emphatically spoken, that he did not think that any gentleman in the hall could imitate it either. These experiments were provocative of a great deal of mirth. Mr. Bell stated that it had been found by tests made in England, that deaf mutes could, without difficulty, be taught the meaning of the characters of the system, and that this had been further proved by its use in several institutions in the United States, into which it had been introduced. A diagram which he had with him showed how easily this could be done, the characters being placed on a sectional drawing of the human head, beside the organs which they are respectively intended to represent. Mr. Bell showed, in the course of his demonstration of the system, how he could by certain very expressive gestures and positions of his hands and fingers, give a deaf and dumb pupil directions with regard to the pitch, quantity, and inflexion of sounds. The explanation of the system was listened to, and the experiments were watched, with the greatest interest.

Mr. Schelling was called on for his views with regard to articulation, and stated that he considered it a waste of time to teach it to congenital mute persons.

Mr. Hubbard told of a little girl of his own, who had become deaf before she had learned her own language, but whom he had taught to do so. She was afterwards taken to Germany, and there a German lady, who did not know any English, taught her to speak the former language by the same method. He also read a letter written to him by a little English girl who had been born deaf and dumb, but who, having been for two years receiving instruction in articulation, now informed him that she was speaking a good deal.

The Convention adjourned at half-past six o'clock.

In the evening, Dr. May, of the Educational Department, Toronto, gave an exhibition of philosophical experiments, accompanied by a lecture, to a large audience, consisting of the members of the Convention, and a considerable number of persons from the town. The lecturer had with him a great amount of apparatus, with the aid of which he gave an entertainment which was both instructive and interesting.

Prof. Snider (Illinois) proceeded to read a paper on school economy. He said that his subject might be considered under two heads. First, economy of time; second, economy of force. He spoke of the importance of economy in the time of the pupil, that being the deaf and dumb pupils' only stock-in-trade—knowledge, judgment, and wisdom being wanting. It was not difficult to get such pupils to make good use of their time, for in most cases the deaf and dumb child himself saw by the time he was twelve years of age the disadvantage he was under as compared with children who had the faculty of speech. The greatest difficulty was to keep the pupils interested in the work. One way of doing this, which he recommended, was to make the pupil feel as much at home at school as possible. He pointed out that in order to keep the pupil interested, it was important not to exhaust his force. The teacher's time should not be wasted either, for time lost to the teacher was lost to the pupils as well. On this point the writer gave a number of hints of value to those engaged in the instruction of the deaf and dumb. Similar hints with regard to the economy of the teacher's force were also given.

Mr. Williams (Connecticut) read a paper on the question, "How shall we induce deaf and dumb pupils to read?" He disapproved of teaching such pupils mere lists of words for a long time, and recommended that as soon as they had learned a few nouns they should be taught some verbs, and then be at once required to combine the words they had acquired into sentences; he also recommended giving the pupil, as soon as possible, short and easy stories to read, and large and increasing difficult, but always interesting ones, as the pupils advanced.

Dr. P. G. Gillett (Illinois) read a paper entitled, "The location, site, buildings, materials and appliances of an institution for the deaf and dumb." He said perfect results of labour can only be obtained with proper appliances. No man could be proficient in many professions; it being true that the "Jack of all trades is master of none." Adequate means should be sought after in manag-

ing deaf-mute institutions. Particular attention should be paid to location, as an undesirable one often defeated the very objects for which the institution was founded. He recommended that institutions should be built in the capital of the Province or State, as such afforded much better advantage than did a country town. The acceptance of a bonus from any corporation for establishing an institution in any place was vigorously denounced as being somewhat in the character of trafficking in human misfortune. For an ordinary institution eighty acres would be required. Whatever other advantages a location possessed, its healthfulness should be the greatest inducement. An abundant perennial supply of water should be easily obtained—perfect sewerage should be an essential element in the desirableness of an institution. Beauty in construction of buildings, and a display of the landscape gardener's skill was especially urged, as the deaf and dumb received very great impressions from what they saw. He advocated the establishing of printing offices, bookbinderies, and workshops; also, conservatories for the cultivation of flowers and fruit. The present system of dormitories was also objected to. The paper was of great practical value, and well received by the delegates.

In the course of the discussion Mr. T. H. Gallaudet advocated the establishment of numerous small schools for the instruction of deaf-mutes, in lieu of the large institutions which now exist.

USE OF NATURAL SIGNS.—A discussion on a motion in amendment to the motion made on Thursday, in favour of a class in each institution, being as an experiment instructed without the use of any but natural signs, then took place. The question as to whether natural signs or the spelling of words by means of artificial signs made with the fingers should be given the preference seems to be one of much interest among the instructors of congenital deaf-mutes, and was discussed with a certain degree of warmth. One gentleman, who was an advocate of natural signs, suggested that it was a question for them to consider, whether they were not rendering themselves liable to be prosecuted for cruelty to animals if they required a number of deaf and dumb children to sit staring at them all day, while they spelled out every word with their fingers. Another gentleman, himself a deaf and dumb-mute, approved of natural signs, which he considered the language of the deaf-mute. Another deaf and dumb gentleman, Mr. Green, of the Ontario Institution, approved of a trial of the sign-language being made, in order that the question might be settled; but he admitted that the use of signs often led to errors by pupils in the use of the alphabet. Another deaf-mute, who said that like himself, his grandfather, his grandmother, his father and his mother were born deaf and dumb, but that his own child was not, expressed himself in favour of the employment of signs.

A paper upon the "Home education of deaf-mutes," written by Mr. D. H. Carroll (Minnesota), was read by Mr. Noyes. The writer asserted that there was a lamentable ignorance among deaf-mutes, not an account of any infirmity of intellect, but because their mental improvement was neglected by those who were responsible for it. He recommended employment of agents by the Government to search for deaf-mutes, and when one was found that the agent should remain in the child's family for a few days and commence its instruction, and show its friends how to continue its training. In this way they could be prepared for the college established for the benefit of that class, and the advantages they would derive at these institutions would be an inducement to the parents of other deaf-mutes to send their children for instruction.

At the request of the Business Committee,

Dr. J. G. Hodgins, Deputy Superintendent of Education for Ontario, was called on by the President to address the Convention, he said—

Mr. President,—I have already in another place conveyed to you, sir, and to the ladies and gentlemen of this Convention the cordial greetings of the Education Department with which I have been for many years connected. There are, however, a few things on which I should like to occupy your attention for a short time. I have listened with much pleasure to many papers on subjects of a common interest which have come before the Convention. And although I might not concur in all of the sentiments expressed, or in some of the conclusions arrived at in these papers, yet I feel that the fact of so many distinguished gentlemen having been gathered together from various parts of the United States to exchange opinions, and to discuss questions of vital importance connected with the education of the deaf and dumb, is not devoid of special significance in behalf of that unfortunate class; nor can those discussions fail to be of the greatest interest to the common cause of education.

It is not my purpose to occupy the valuable time of the Convention, but it has occurred to me that very many of the Delegates present would like to learn something of our system of public instruction in this Province. I shall, therefore, refer to some of its chief features, but to those only in which our system of education differs somewhat