

religious instruction. As the result of his visit he stated that 24 new schools had been organized, with 117 teachers and 847 children; 36 schools had been visited, employing 213 teachers, with an attendance of 2851 scholars; 86 sermons and addresses delivered, and \$200 worth of books distributed. The speaker then alluded to the cases of three or four inmates of the Penitentiary, as showing the result of the neglect of early religious training, and concluded by urging on the Convention to put forth greater efforts to reach the youth in the most remote parts of the land.

The Chairman announced, that the Mission Fund amounted to \$342, the contributions solely of Sunday-School children.

The Hymn, "Battling for the Lord," was sung by Prof. Seager.

The Hon. John McMurrich, Treasurer of the Association, presented his Report, which will be found at the end of this pamphlet.

BLACKBOARD TEACHING IN INFANT CLASSES.

Mr. RALPH WELLS, of New York, was then called on to explain his mode of using the blackboard in teaching his infant classes in the Sunday-Schools. He said, that long ago our public school teachers felt the power of the eye in communicating instruction. For years the blackboard has been an established institution in the public schools. Little by little it is being brought into use in the Sunday-Schools. Like everything else, its use can be made perfectly ridiculous, and then it is laid to the charge of the blackboard, and not to the persons who use it. The speaker then gave an illustration of the power of the eye in teaching, by relating an incident which happened in connection with his own infant class in New York. He wrote on the blackboard a line of verse, and requested the children to make another line to rhyme with it. This being done, with a little assistance, another line was taken, and so on several times. In the same manner he made up another couplet, which was not written on the board. Then all were rubbed off, and the children requested to repeat them. Those that were written were readily given, but the other one they had forgotten. They had *seen* the first, but not the other. Take, continued Mr. Wells, my last Sabbath-School lesson—the eighth commandment. I wrote on the top of the blackboard, "Dost thou steal?" in preference to "Thou shalt not steal," as being more pointed. Teaching is questioning things into a child, and then questioning them out again. I never make my blackboard exercise, my children make it. I merely lay out the plan; the filling it out comes from them, or they think it does, which is just about as good. I wrote upon the blackboard, under "Dost thou steal?" the words, thus:—

Common ways.		Causes.		Remedy.
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I called upon the children—a child will remember a thing that he hears from another child ten times as long as he would if it came from you; every one wants to hear what that boy says—I asked one, "What is a common way of stealing?" "Well, sir," said one little fellow, "I saw a little boy t'other day, his mother had sent him for milk, and he drank half of it, and then went to the pump and pumped it full." I believe in practical teaching. I would not like to stand up before those children and tell them, "Beware, when you get to be cashiers of a bank, not to rob the drawer." But stealing milk—that produced sundry nudges all through the class; that came home. So I put down "Milk" under "Common ways," as being very expressive. "Another way of stealing?" "Fishin' lessons; gettin' the lesson from another boy, and not learnin' it myself." So "Fishing Lessons" was put down. "Another common way?" "Please sir, stealin' time." "What time?" "Why, sir, when Mr. French sends me to do something, and I stop to look at the windows. Stealin' Mr. French's time." "Errands" was accordingly put down next. To a little girl, "What way can you tell me?" "What my teacher told me this morning, 'stealing