

educationist friends of the nearly 5,000 school corporations in this Province. On behalf, therefore, of this large constituency, representing the High and Public Schools of the Province, I tender their greetings of welcome to the members of this Convention. (Applause.)

As time is pressing, I shall only mention a few facts relating to our educational progress, which may be of interest to the American Delegates present. I speak of the facts only of which I am personally cognizant, and which have transpired during my own experience in the Education Department of the Province. In 1844, the expenditure on behalf of education in Upper Canada (now Ontario), not including the colleges and universities, was between \$300,000 and \$400,000. It now reaches the sum of upwards of \$2,500,000, exclusive of the sums expended in colleges and universities! The number of schools, too, has increased from 2,600 to nearly 4,750.

Then as to the organization of the school system itself. The law has been thoroughly discussed of late, and has been recently amended and condensed into two codes: the Public School and the High School Laws. And though by no means perfect, yet by common consent, it is felt by our public men that no further school legislation will be required for at least ten years to come.

It is not for me to enter into the vexed question of "Commercial Reciprocity" with the United States; but there are two subjects upon which we may enjoy the fullest "reciprocity" of thought, of feeling, of sentiment and heart, with our American friends, and those relate to matters connected with our common Christianity, and to "works of faith and labour of love," springing from a common philanthropy. And why is it that in matters of secular interest and of personal gain, the keenness and sharpness of the trader, the diplomacy of the statesman, and the gilded bait of prospective commercial gain, are all required to combine before both nations can find a common ground on which to lay the foundation of a system of "commercial reciprocity" between them? while in matters of a higher, nobler, and better nature, they can and do (as we have demonstrated at this Convention) enjoy the fullest and freest "reciprocity" of intellectual thought, of sentiment and heart, and of experience and labour? Because the one is human—of the earth earthy—the other is divine—the work of the blessed Master, consecrated to Him, and imbued with His spirit.

In the special matter of caring for and labouring for the deaf and dumb, it is not ours to utter that divine word *ephphatha*—so instinct with life and power as it fell from the lips of the Saviour, but it is ours to endeavour in every way in our power to ameliorate the sad condition of those who are so afflicted—to open up to them the springs of enjoyment—to break down the barriers, as far as possible, which separate them from the outer world, and to prepare them for the richer enjoyment of that better and brighter one above—of which it has been so truthfully and beautifully said, that—

"There we shall HEAR, and see and know,
All we desired or wished below;
And every power find sweet employ
In that eternal world of joy!"

At the conclusion of the speech-making, the audiences were invited down stairs into the fine covered market to partake of refreshments, which awaited them.

The evening was very pleasantly spent by all who were present.

On the second day,

Mr. O. D. Cook (New York) read a paper written by Alphonse Johnston, of New York, and entitled "The best means of teaching the idiomatic use of the English language." The paper was a splendid illustration of the results of deaf-mute instruction, being well and thoughtfully written, and marked by a great deal of originality of conception. The writer thought the subjects of study were, in educational institutions, generally too much huddled together. A mind whose attention was divided among too many objects, could not pay proper attention to any one of them. The quality of education would in general be found to be in inverse ratio to the number of studies. He contrasted favourably the European system of education with that of the United States, considering that in the latter there was too much cramming and consequent superficiality.

That he complained of had crept into the instruction of deaf and dumb in the United States, and the system had been greatly impaired in consequence. He advised them to make haste slowly, and not to flit with knowledge, or they would not be likely ever to get married to it.

Mr. Porter (Washington) next read a paper on the use of the manual alphabet. He alluded to the power of expression with which it was possible to supplement the use of the alphabet, and pointed out the importance of every letter having a distinct form, according to the Normal standard, a form such as would be easily recognized and distinguished from others. He cautioned them against incorrect, slovenly modes of forming letters—faults which he said were quite common. Steadiness of the position of the hands was necessary. He also spoke of the importance of learn-

ing to manage properly the arm from the shoulder to the wrist. The energetic use of the arm and hand as a means of emphasis was not to be overlooked. The separation between words should be marked by a brief and barely perceptible pause, but in order to avoid misconception or confusion, no pauses should take place in the words themselves. Accent was of importance, and the grouping of words according to their sense, as in oral speech, should be attended to. The upward and downward movement of the hand might, without violation of rule in regard to steadiness, be employed to represent the upward or downward inflections of the voice in oral speech. Facility in the use of either hand should be striven for. In the teaching of this alphabet, thoroughness should be insisted upon from the first. He suggested that when the pupil was learning the alphabet, he might with advantage make use of a system of finger gymnastics. The training of the left hand should not be deferred, but should be carried out from the first. The reading of the signs, which should receive due attention, was not very difficult, even when they were made with great rapidity, provided, however, that they were, at the same time, made distinctly. As far as possible, and at as early a period in the instruction of a pupil as possible, the finger language should take the precedence of every other communication in the exercises of the school-room, and if elsewhere also so much the better.

Mr. Noyes read a paper on the same subject, written by a mute, George Wing, of Minnesota. The writer said he could not find language to characterize the committing to memory of long strings of words without at the same time appreciating the ideas for which they stood. This was an evil which it was necessary for the teacher to be continually guarding the pupil against. The teacher should also take care that the pupil does not falsely associate words with ideas. It should also be the aim of the teacher from the first to give the pupil a correct idea of every object about which he uses words, and the pupil should be required to shadow those objects in writing himself. The object was the substance, the word representing the shadow, and the substance should always precede the shadow.

Mr. Wilkinson (California) then addressed the audience as to the best means of securing to congenital deaf-mutes of average capacity, an understanding and an idiomatic use of the English language. He said that in every tongue there were a spoken and a written language, differing very materially from each other. In illustrating this assertion, the speaker gave some specimens of English and Scotch dialects, and the efforts of the interpreter for the deaf-mutes to follow him through these created considerable amusement. He ridiculed the use of what is "elegant English" to the neglect of colloquial language, and recommended the teacher of deaf-mutes to make the Saxon element of our language the foremost subject of instruction; and cultivate as far as possible in all exercises given to the pupil the phraseology of colloquial speech, to encourage the pupil to the use of a simple style of writing; while teaching him the meaning of Latin and Greek derivatives to encourage him to avoid their use; to teach pupils familiarity with verbal contractions, and to avoid unnecessary verbiage in answering questions.

Mr. E. G. Valentine (Ind.) read a paper entitled "Instructors and their Work." He said there might be an easy way of doing the work of deaf-mute instruction, but he thought no instructor had ever yet discovered it. If the instructor did his duty faithfully, he would be at work every hour and every minute he was in his school-room. Hence the instructor should have a good physical constitution. The duty of the instructor consisted chiefly in imparting a knowledge of language, and hence the instructor should have fine mental abilities, and be himself well acquainted with the intricacies of the tongue he teaches, conversant with the works of the best writers in that tongue, &c. The true instructor was always sensible of the impossibility of his doing his work as thoroughly as it should be done. Every instructor should have a good moral character, and it was desirable that he should have religious convictions, should be energetic and patient, diligent and faithful, correct in his habits, and able in all things and at all times to control himself. He should also be of a social nature, and have a love for children and a sympathy for misfortune. The writer considered the French system of instruction the only one by which deaf-mutes could be thoroughly taught, and he thought that the sign language should be used sparingly, and that in the English order. He spoke of the importance of good government being maintained by the instructor, and said that the teacher should be careful to show the pupil how to study—that he must not expect to learn if he does not fix his attention on the study before him, and prevent his mind wandering about the room. With reference to language, the writer had come to the conclusion that its acquirement was a mere mechanical process, and therefore the teacher should not require the pupil to devote too much time to that study, for some deaf and dumb pupils might receive instruction in it for seven years, and then not be able to use it well. The study of language should be varied with