

of the teachers would have to give up teaching the alphabet on the old system and commence on the new plan. In reply to Mr. Scarlett, the Chairman said he did not believe that the adoption of the report bound teachers on their return to their schools to inaugurate the new system. The fact was that most of the teachers would not be qualified to do this. They had felt bound to acquaint themselves with all the improvements in education, and to that end they had despatched the deputation to Oswego and now entertained their report. Rev. Mr. Blair moved that the Association, in expressing their approval of this and other sections of the report, merely express their general approval, and do not commit themselves to the adoption of the suggestion made. Some remarks having been made, Mr. Blair withdrew his motion for the present, till the report had been gone through with by the Association, on the understanding that he would move it then. The fifth clause was then carried.

6. Your Committee think that a first book compiled on this plan is needed, and that it would not only aid the teacher, but greatly benefit the learner. Cards containing the same series of lessons might be issued to accompany this book. A second book, simpler than the one now in use, might also be published and adapted to object teaching.

7. Lessons learned one day ought to be reproduced by the children the next, not merely by reciting them, but by writing or printing the words on their slates; and more time and attention ought to be given by the teacher, than is usually done, to make the children thorough in every lesson.

8. There is generally great carelessness in our primary schools in regard to the teaching of small and unemphatic words, such as A, the, my, &c., usually pronounced with the long vowel sounds. The teacher alone is responsible for this, and may easily get the pupils to avoid it by teaching them to combine these words with the ones that immediately follow; or, by making them take in these cases two words together, thus—*theman*, instead of *the man*; *aboy* instead of a boy, &c. Carried.

9. Your Committee are of opinion that children should be taught from the very first to print the letters and words of their lessons on their slates, and that after they have acquired some facility in this department, they should be taught script or ordinary writing. On this clause being put, Mr. Passmore again objected to any proceeding on the part of the Association to take up the scheme as proposed. The system of object-teaching was an old one. It did not originate with the Oswegonians—but the fact was that every teacher from Ireland was acquainted with it; and a better mode of object-teaching than that set forth in Sullivan's Geography in use in the Irish schools, could not be found. He challenged the United States or Canada to produce a better. The next five clauses were put and carried as follows:—

10. Arithmetic might be made more interesting to children if taught according to Pesalozzian methods, and if instead of committing to memory whole columns of tables of weights and measures, the weights and measures themselves were actually exhibited before the class and the pupils taught to form their own tables.

11. Geography is frequently taught to children from a Map of the World, in consequence of which they have no definite idea of the shape, size, or actual relation of the parts to each other. But Geography ought to begin with topography: Children should first be taught definite ideas as to length, position, points of the compass, scale of measurement, relative distance, &c., and to proceed from the known to the unknown. Instead of beginning with a Map of the World they ought to begin with one of their own city, town, or township.

12. In regard to English Grammar, while children are taught in the simplest manner a knowledge of the parts of speech, they might at the same time write simple statements of their own in regard to familiar objects and become practically acquainted with such rules as—"Every statement begins with a capital letter and ends with a period or full stop."

13. Several subjects not on our programme might be added, such as lessons on form in which all the definitions and some of the simpler properties of both plane and solid Geometry might be developed by the children themselves; lessons on the human body from an actual skeleton or a good drawing of one: lessons in inventive drawing, in which children combine, in every possible way, any number of straight lines from two upwards; and also lessons on colour.

14. Finally, your Committee would recommend that far greater attention be paid to object-teaching, and that teachers become familiar with some elementary work on the subject, such for instance as Sheldon's "Primary Instruction."

Mr. Alexander subsequently moved the adoption of the report, and also a vote of thanks to the committee for the ability displayed in getting it up. Rev. Mr. Blair then rose to move the amendment of which he had spoken, That this Association, in expressing their

general approval of the committee's report, and while recognizing its merits, desire it to be understood that they do not commit themselves to the practical adoption of all the views expressed. The chairman ruled the amendment out of order. Rev. Mr. Blair appealed against the decision of the chair. The appeal against the chair was not sustained on a division; and a motion made by Mr. Alexander, and seconded by Mr. Young, was carried, that the report be adopted, and a vote of thanks was passed to the committee for their very valuable services in getting it up.

CHILD NEGLECT.

On the second day, Rev. Mr. Porter addressed the Association, taking for his theme, "child-neglect." Having alluded to the efforts made by parents, by benevolent persons, and by legislation, to promote the well-being of children, he went on to say that notwithstanding all this, it is a melancholy fact that there is much of child-neglect among us. He then proceeded to show briefly where the responsibility of this neglect appears to lie. That there is much of child-neglect in this civilized and Christian community is indeed painfully and abundantly obvious. The evidences of it are before us every day in the multitudes of squalid little ones whom we meet with on our public streets, for whom no one seems to care; in the groups of idle and mischievous lads who haunt the lanes and vacant lots of our city, and, as a natural consequence, in that sad yet terrible succession of juvenile offenders, the majority of whom probably escape detection and punishment; but of whom I am informed by our excellent Police Magistrate, not fewer than 505 under 16 years of age, were brought before him between the 19th March and 13th of November, that is to say within eight months of 1866. At whose door then lies the guilt, and on whom rests the responsibility of this? First and chiefly it rests on the parents and guardians of such children. Having alluded to their duty to send children early and steadily to school, he went on to show, in the second place, that the responsibility of much of the child-neglect that prevails rested on the several sections of the Christian Church. While cheerfully acknowledging a considerable amount of religious zeal and benevolence put forth on behalf of Sunday Schools, whether held in connection with particular churches, or conducted as "mission" or as "union" schools—he reminded his hearers that during the other days of the week there were multitudes of children either not comprehended within the range of Sunday School influences, or who were without instruction and without restraint. For these he could not but think that united Christian effort might yet do something, though by no means all that was necessary. To show what could be done, Mr. Porter instanced "The Education Aid Society" of Manchester, which had been in operation some two years, and the object of which had been well described as "the extension of the benefits of education downwards through the successive strata of society, till even the lowest is reached; till indeed the foulest sin of which a community can be guilty—that of child-neglect—shall be wholly removed." In its mode of action this Society differs from other philanthropic movements; for instead of directly establishing new agencies, the committee accepted the agencies already existing and aided them. Children were sought out by domiciliary visits, parents conversed with on the duty of sending children to school, and are offered aid according to their circumstances, towards paying their school fees, which in that city are required. Through the agency of the society the number of children sent to school the second year was nearly double. The committee began their labours by a systematic canvass of the town, which is now being carried out. Nothing of this kind, so far as he (Mr. Porter) knew had been attempted in Toronto. Having noticed the fact that our Common Schools were open to all children in a state of cleanliness and decency, he observed that there were probably not few children here and elsewhere where parents found it difficult to furnish them with the comfortable clothing or books required for school. Christian philanthropy of an unsectarian character, especially if properly organized, might, he showed, do much to bring about a better state of things. He was of opinion, in the third place, that the responsibility of much of the prevailing child-neglect might be ascribed to insufficient legislation. It is not a little remarkable that the conclusion arrived at by the thoughtful and earnest philanthropists of Manchester point in this very direction. Such is the result of more than two years of labour on the part of a band of peculiarly enlightened and active educational volunteers. Their conclusions are as follows:—

1. That no private or voluntary effort can reach the depths of this evil in the social constitution.

2. Further legislation is urgently needed to provide for, and, as far as possible, secure the primary education of every child in the community.

3. There must be a mild gentle kind of compulsion or pressure to bring the children to school.