

the grasp of the child or with which he is perfectly familiar, and these ideas should be clothed in the simple and clear language of the child, that is, in very short and distinct sentences. The teacher should stop to teach the entire alphabet before he began to teach the sentences. It was now generally known that a child learned the alphabet sooner by seeing the letters in words than by seeing them separately. It should be remembered also that thinking is done in sentences and not in words. The essay contained a great many hints of great value to teachers of deaf and dumb, but not of very general interest.

At this stage the Board of Education of the town was introduced, and on their behalf, Prof. Bell, of Albert College, read an address of welcome to the Convention.

The President in reply said: We are greatly obliged to the Committee on Education of this city, for their kind welcome of us to this place, and desire to assure them that we have been greatly gratified at finding so beautiful a place as this, and particularly so eligible a location and such convenient and elegant buildings as we find here prepared for this unfortunate class of our fellow-beings—the deaf and dumb. We find here an institution which, considering the time it has been in operation, is far in advance of those which were established in the United States some fifty years ago or a little more, and we are gratified to find in it a school of over 200 children who have been gathered together within four years, and so competent a Principal and Board of Instructors, some of whom we have known for many years, and in whom we have the fullest confidence. We are all labouring in the same benevolent field of literary and Christian work. You are gathering your sheaves in the broad field covered with the ripe grain, having the full harvest; we are gathering up the scattered sheaves that lie around neglected in this large country—here one, there another. We find this class of persons generally gathered into well ordered and well regulated institutions, receiving the blessings of a common school education, and I may also say, a collegiate education. But what is better than all, these unfortunate children have been taught that they have a soul within them destined to immortality, that there is a God in Heaven above them, whose providential care is over all, and to whom all are responsible, and to whose blessed abode the good are expecting to go. They knew nothing of all these great themes, of these inspiring hopes, of these glorious realities, but now, by the instrumentality of this institution, and other similar institutions in this broad country, they do to a very great extent. I wish I could say they were all gathered in, but to a very great extent they are, and these blessings of education and these blessings of religion are shed upon them, and the light of truth shines into their minds, and they are inspired by the same hopes of a glorious immortality that we are; and if we are of the faithful in our respective fields we may expect to gather a harvest not only here but a more glorious harvest in the better land, where the ears of the deaf shall be opened, where the lips of the dumb shall sing, and speak forth the high praises of our common God. You will accept, therefore, our thanks for your kind greetings and especially for the invitation to assemble here in Convention at your beautiful place and in your beautiful institution. (Applause.)

A discussion on the paper read in the morning by Dr. Peet, then took place.

Mr. Greenberger (New York) did not see how Dr. Peet's methods of object teaching would be practicable in every case. If for instance, he wrote down the word "cow" and wished to explain to the pupils what he meant, would he bring a cow into the school-room? (Laughter.) With reference to some of the illustrations of his method which Dr. Peet gave, the speaker remarked that in the sentence "John touched the saw," the collocation of the word did not correspond with the sequence of the idea in the pupil's mind. The ideas would follow each other in the pupil's mind in this order, "John the saw touched."

Dr. Peet said that his system did not preclude the use of pictures when it was impracticable to have the objects themselves in the school-room. With reference to the other observation of Mr. Greenberger he said that the pupil was supposed to have learned the names of the several objects before an attempt to teach him the verb was made, and to do the latter was all that then remained to be done.

Mr. Hutton (Nova Scotia) remarked that Dr. Peet's system as explained by him in his paper was a novel one, but it had stood the test of experience. In teaching a pupil language he (Mr. Hutton) would begin by giving him a complete sentence on simple subjects, repeating it daily, and would contemporaneously teach him other subjects. He would seek to get rid of the mere trammels of grammar and allow the pupil to use his words in an order corresponding with the collocation of his ideas.

Prof. Cook (New York) thought the system of Dr. Peet a good one, but he regretted that it did not begin with complete sentences

and not with mere vocabularies. He thought that when anything struck a teacher as a good idea in teaching it should be tried in one class in one institution and then adopted in all the classes, or rejected, according as it was found to have good results or not. He considered it desirable that they should experiment with every single thing in the way of teaching. The majority of congenital mutes who now received instruction in their institutions could read and understand an account of a railway accident for instance; but if they read a report of a speech they could not understand it. He concluded by moving a resolution in favour of each institution trying with one class any new method of instruction which might suggest itself as feasible, and reporting fully on it at the next meeting.

Mr. Wilkinson (California) said that his experience had taught him that it made little difference whether the instruction of a deaf-mute commenced with words or with sentences. He thought that by the use of objects and writing he could, in the course of an hour, teach a Chinaman several things in our language, although previously the man had not known a word of it. For instance, he would write down the sentence, "John touched the box," and not only would he soon be able to show the man what "John" and "box" meant, but he would after a few trials, get him to understand that that particular form which we called "touched" represented a particular action. No one who professed to have much intelligence now thought it necessary to teach any child the alphabet, but taught him to read by means of words. He expressed himself as having great confidence in the sign language, and denied that their young women and young men could not read and understand the newspapers. In proof of this he mentioned a number of deaf-mutes whom he had instructed. The trouble with a deaf-mute was that he did not come into contact with words often enough.

Mr. McGann also held that being able to think in a language was of the highest importance. He thought the sign language should be but sparingly used, and that deaf-mutes should be principally taught by objects.

One of the large class-rooms of the Institution, Dr. May, of the Education Department of Ontario, has, in the space of a few hours, transformed into an extensive museum. The articles therein are from the museum of the Educational Department, Toronto, and embrace a great variety of philosophical apparatus, birds, models for instruction in anatomy, stuffed birds, etc. Mayor P. S. Tucker, President of the Board of Trustees of the Deaf and Dumb Institute of North Carolina, to-day gave an order for a full set of anatomical models similar to those on exhibition, which he intends to present to the Institute in his State.

In the evening a social entertainment in honour of the members of the Convention was given in the Town Hall, by the Mayor and Corporation of Belleville and County Council. Mayor Henderson took the chair, and, after a few words of welcome, called on the Hon. Billa Flint to address the assemblage. In the course of his remarks, Mr. Flint stated that the institution at this town was opened in October, 1870, and although it had thus only been open now three months less than four years, it stood seventh among the whole forty-five in America with regard to the number of pupils. He paid a high tribute to the abilities of Dr. Palmer, the Principal of the Ontario Institute, and concluded a neat address by extending to the delegates a hearty welcome to "the City of the Bay," and to the homes and hearts of its people.

The President of the Convention responded in happy terms, giving, in the course of his reply, some interesting reminiscences of a holiday visit which he paid to Canada about 35 years ago, just after the Rebellion.

A number of sentiments, which would have been called toasts if there had been wine to drink them in, were then proposed and responded to. They comprised the usual loyal and patriotic toasts, the President of the United States, the Legislatures of Canada and Ontario, the Educational Institutions of the United States and Canada, the Ladies of the Benevolent Institutions of Canada, the Warden and Council of Hastings, the Mayor and Council of Belleville, and one or two others. The several sentiments were accompanied by suitable airs performed by an orchestra, or by songs. Among other remarks,

Dr. Hodgins, Deputy Superintendent of Education for the Province of Ontario, on being called upon, said:—

Mr. Mayor and Mr. Warden—Ladies and Gentlemen,—At this late hour of the night (11 o'clock), I should not have ventured to occupy the attention of this large assemblage, were it not that I was most anxious to convey to the distinguished American Delegates to this Convention, the heartfelt greetings of the Education Department of the Province of Ontario, with which I have the honour to be connected. And I can truly say that the sentiments of cordiality and welcome, embodied in the beautiful address presented to the Convention this day by the Board of Education in this town, are also the sentiments and feelings to our American