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## CONVENTION OF INSTRUCTORS OF THE DEAF AND DUMB.

Under the authority of the Ontario Government, an invitation was extended to the Instructors of Deaf and Dumb on this continent, to hold their 8th annual convention at the Belleville Institution, on the 15th, 16th, and 17th, instant. Accordingly Delegates from the State of Alabama, Arkansas, California, District of Columbia, Connecticut, Iowa, Illinois, Indiana, Maryland, Massachusetts, Missouri, Mississippi, Minnesota, Nebraska, New York, North Carolina, Ohio, Virginia, and Wisconsin, with Delegates from Nova Scotia and Ontario, met at Belleville on the 15th inst. About 200 persons were present. Dr. Landon, of the Asylum at London, Ontario, was named temporary Chairman, and Mr. Coleman, of the Belleville Institution, temporary Secretary. Finally the following list of officers were appointed:—President—Rev. W. Turner, Ph. D., Connecticut; for Vice-Presidents—Rev. Thomas McIntyre, M.A., Indiana; Isaac T. Peet, LL.D., New York; Edward M. Gallaudet, Ph.D., LL.D., Washington; Philip G. Gillett, LL.D., Illinois; Wm. D. Kerr, M.A., Missouri; J. Scott Hutton, M.A., Nova Scotia; Joseph H. Johnson, M.D., Alabama. For Secretaries, Edward A. Fay, Washington; John Nichols, North Carolina; J. B. McGann, Ontario.

The President, on taking the chair said, that he had thought when coming here, that a service of forty-two and a half years in the Institution of the Deaf and Dumb, might have excused him from taking an active part in the proceedings of this Con-

vention. He could not, however, refuse to do anything he could in the good work, and therefore he accepted the position. In the course of a few further remarks, he claimed for the Instructors of the Deaf and Dumb in America, that they had done their duty well, and that their work was noble and honourable, and exhorted them to go on in it. The President himself has been fifty-three years engaged in the work of teaching deaf mutes.

The proceedings of the Convention were formally opened with prayer by Rev. Mr. Burke.

Dr. Peet (New York) proceeded to read a paper on language lesson, on the principle of object teaching which he explained, was a summary of a book he was about to publish. The method of instruction contained in this book was stated to consist, to a considerable extent, in giving the pupil a direction in writing, and then requiring him to perform it, and to state in writing what he did. In employing this system the teacher must have before him twelve objects, whose names are arranged with a view to embracing the whole alphabet, so that when the pupil has learned to write them he has also learned to write all the letters in use, the distinction to be observed between the definite and the indefinite article, the proper use of prepositions, the words and characters representing numerals up to one hundred, adjectives of colour, and a considerable number of verbs. The sentence forms were confined to the illustration of the government of the objective case. Time was exemplified by the present, imperative and the past indicative. The following, among other advantages, were claimed to be derived by the pupil from the use of this system:—He learns to read and write at the same time. He is made to comprehend perfectly what he reads and writes, and in that way early forms the habit of composition. He unconsciously acquires at the outset, and for all time, by a system which teaches by practice, without rules, the most important rules of grammar. The teacher was led to see the importance of bringing his pupil in all instruction into more direct relations with the subject taught. The foreigner, with this system, can be taught the English language. By it the pupil is taught to associate names of objects directly with the objects themselves. He can make no advances so long as the ground he has gone over is only partially tilled. The system does not depend for its results on the tact, ingenuity and skill of the teacher, and thus parents have a means of starting their children on the road to language before sending them to an institution especially designed for their benefit. The education of the deaf-mute can be commenced at an earlier age than has heretofore been considered advisable, because repetition rather than reasoning is involved.

Mr. Schelling (Wisconsin) read a paper entitled "In the School-room." He dwelt on the importance of sign language being exclusively employed in the school-room, except in cases in which it is only possible in some other way to make plain to the mind of the pupil something which it is desired to convey to him. One of the first things the teacher should aim at was to enable his pupil to ask questions and to understand what was asked for. The teacher of deaf-mutes should never aim at giving his pupils a great multitude of words, or at displaying their skill in writing long and complicated sentences, or parade a great tact in the grammatical analysis of such sentences, or make pupils write sentences involving difficult idioms or grammatical constructions. The teacher should from first to last aim to make language expressive of correct ideas which are within