

tea?" "Will you have some more tea?" &c., &c., the child will be amused and instructed, and if frequently encouraged in a similar way, will soon begin to ask questions in its turn.

My grateful acknowledgments this year are due to Mrs. Washbourne, of Riccarton, for her offer to give the pupils a day's treat at her house and the Exhibition; to W. R. England, Esq., for a Christmas gift of £2 2s, to be expended for the benefit of the poorest pupils; and to Mr. and Mrs. Hedderwick, of Melbourne, for so liberally providing a magnificent Christmas tree, with presents for the whole of the school.

I enclose a copy of one of the last lessons read and discussed by the advanced class of the Institution.

The Hon. the Minister of Education, Wellington.

I have, &c.,

G. VAN ASCH.

ENCLOSURES.

1.—Official Report of Questions discussed at the International Congress on the Education of the Deaf and Dumb, held at Milan, September 6th and 11th, 1880.

ON METHODS.

1. State the advantages of the articulation method over that of signs, and *vice versa* (looking at it chiefly from the point of mental development, without ignoring its relation in a social point of view).
2. Explain in what the pure oral method consists, and show the difference between that and the combined system.
3. Define exactly the boundary between so-called "methodical" signs and those called "natural."
4. What are the most natural and effectual means by which the deaf-mute will readily acquire the use of his own language?
5. When and how should grammar be used in teaching language, whether articulation or signs are used?
6. When should manuals or books be put in the hands of pupils?
7. In what branches of instruction may they be suppressed?

The discussion of these various subjects resulted in the adoption of the following resolutions:—

1. The Congress, considering the incontestable superiority of speech over signs in restoring the deaf-mute to society, and in giving him a more perfect knowledge of language, declares that the oral method ought to be preferred to that of signs for the education and instruction of the deaf and dumb.
2. The Congress, considering that the simultaneous use of speech and signs has the disadvantage of injuring speech, lip-reading, and precision of ideas, declares that the pure oral method ought to be preferred.
3. The Congress, considering that a great number of the deaf and dumb are not receiving the benefit of instruction, and that this condition is owing to the 'impotence' (*impotenza*) of families and of institutions, recommends that Governments should take the necessary steps that all the deaf and dumb may be educated.
4. The Congress, considering that the teaching of the speaking-deaf by the pure oral method should resemble as much as possible that of those who hear and speak, declares—(1.) That the most natural and effectual means by which the speaking-deaf may acquire the knowledge of language is the "intuitive" method, viz., that which consists in setting forth, first by speech, and then by writing, the objects and the facts which are placed before the eyes of the pupils. (2.) That in the first, or *maternal*, period the deaf-mute ought to be led to the observation of grammatical forms by means of examples and of practical exercises, and that in the second period he ought to be assisted to deduce from these examples the grammatical rules, expressed with the utmost simplicity and clearness. (3.) That books, written with words and in forms of language known to the pupil, can be put into his hands at any time.
5. The Congress, considering the want of books sufficiently elementary to help the gradual and progressive development of language, recommends that the teachers of the oral system should apply themselves to the publication of special works on the subject.
6. The Congress, considering the results obtained by the numerous inquiries made concerning the deaf and dumb of every age and every condition long after they had quitted school, who, when interrogated upon various subjects, have answered correctly, with a sufficient clearness of articulation, and read the lips of their questioners with the greatest facility, declares—(1.) That the deaf and dumb taught by the pure oral method do not forget after leaving school the knowledge which they have acquired there, but develop it still further by conversation and reading, which have been made so easy for them. (2.) That in their conversation with speaking persons they make use exclusively of speech. (3.) That speech and lip-reading, so far from being lost, are developed by practice.
7. The Congress, considering that the education of the deaf and dumb by speech has peculiar requirements, considering also that the experience of teachers of deaf-mutes is almost unanimous, declares—(1.) That the most favourable age for admitting a deaf child into a school is from eight to ten years. (2.) That the school term ought to be seven years at least, but eight years would be preferable. (3.) That no teacher can effectually teach a class of more than ten children on the pure oral method.
8. The Congress, considering that the application of the pure oral method in institutions where it is not yet in active operation, should (to avoid the certainty of failure) be prudent, gradual, progressive, recommends—(1.) That the pupils newly received into the schools should form a class by themselves, where instruction should be given by speech. (2.) That these pupils should be absolutely separated from others too far advanced to be instructed by speech, and whose education will be completed by signs. (3.) That each year a new speaking class be established, until all the old pupils taught by signs have completed their education.