

EXTRACT FROM SUPERINTENDENTS'
REPORT OF 1889-90.

"We desire, for the information of parents of pupils, as well as for those desirous of knowing what "course of studies" is usually taken by the deaf, and to what proficiency we expect them to attain before considered ready to graduate, to call their attention to the Curriculum (see page 15), the careful perusal of which will indicate the advancement, year by year, which an intelligent, industrious pupil ought to make.

We would specially direct the attention to the Curriculum of those parents who have withdrawn or who intend to withdraw their children before they have made the progress in their education which the School affords, and which is necessary, and to point out that they are doing a life-long injury to their afflicted children, to whom education is the greatest boon that can be given. Much to be pitied, as is the wholly uneducated deaf-mute, shut off from almost all intelligent intercourse with his fellow mortals, yet it is doubtful whether he feels his position as keenly as one whose mind has been opened to the consciousness that there is more knowledge, and high positions attainable, from which he is debarred, because of the limited instruction received.

The ignorant deaf-mute, even if an object of charity, may be comparatively content, from the absence of knowledge and understanding; while the semi-educated, with his awakened and crudely developed reasoning powers, has the ambitions, but is minus the ability of the highly educated, and cannot consequently be particularly happy and contented, in contrast with which the *well educated* may aspire, attain, and keep himself abreast with the world at large, and enjoy the society of his fellowmen.

There will be instances where pupils will *not* get through the course in the time specified. Irregularity in attendance, ill-health, deficiency of intellect, physical defect or chronic laziness may all be mentioned as retarding elements, and all of which have to be considered."