

decide whether the defect in mental vigor is radical or only dormant owing to the neglect of the child's development. People often know so little of what a blind child can do, that they do not attempt to teach it to do anything. Where a doubt exists the practice of the Institution is to admit the applicant for a session or perhaps two sessions, while his or her capacity for receiving and profiting by instruction is fairly tested by experienced teachers. Parents and guardians who have doubts on any point, will do well to communicate with the Principal, and not allow time to be lost, as the earlier even a somewhat deficient child is put into proper training, the more hope there is of a successful result.

Attention to the early training of a blind child in its efforts to help itself at the table, or with its dress, and, very particularly in habits of clearliness and self-respect, is most necessary. It is just as easy for a mother to do her duty in these regards as the officers or attendants of the Institution, who have enough to do to attend to reasonable requirements.

The question "what is the cost of education or, what are the terms of admission?" is easily and satisfactorily answered. Board and education are entirely gratuitous if the pupil is from within the Province. All the expense is comprized in the cost of clothing and railway fares. The great boon of free education for the Blind is secured by the legislative grant already mentioned. It can be accepted without reluctance or humiliation, for it is provided from revenues to which all have contributed.

**The Course of Instruction** Pupils enter at such a variety of ages and with such different antecedents, attainments, and objects, that it is not possible to define in writing the precise course any one will pursue. One merit of the system adopted, is its flexibility and adaptability to circumstances. In matters affecting the pupils' education there are no cast iron rules. But, taking a child, say of seven or eight years, his usual course will be as follows:—His first lessons will be those of the Kindergarten class. In this class he will learn all the little handy arts taught in the public kindergarten schools, such as weaving, sewing, plaiting, and modelling familiar objects in clay. He gets his first ideas of music in the Kindergarten songs, conveying as these also do some moral lessons. His religious instruction may be said to begin here, in that simple form common to all Christians and suited to the childish intelligence. Then his physical powers are systematically developed by exercises in the well-warmed, well-ventilated and amply furnished gymnasium. He will devote a short time daily to learning arithmetic in its elementary stages, and also be taught to read. Arithmetic is rendered easy by the use of blocks or other objects, and the alphabet is mastered by the aid of embossed cards. In this way a clever child will, at the end of a session, surprise his friends by the progress, in reading small words or even sentences, he has made. While in the