

dependent, and though he may have no work to-day may find it in plenty to-morrow. He is at all times ready to do it when required. For those who tell us they are "willing to do anything," but in reality know how to do nothing that they or others stand in need of, the prospect is not bright,

The rolls of our institutions show that the largest number of deaf-mutes are the children of parents living outside of the towns and cities. They are reared on the farm, and its labours are familiar to them. I would not for a moment speak a word against agriculture, which is the greatest among all the arts, because it is the first supplying our necessities. What I would like to see is the parents at home working in conjunction with the instructors of their unfortunate children, both at home and at school. The importance of a trade may be firmly impressed on their minds even should the inclination turn to the labours of the farm. Skill in some handicraft will make them still more independent. In this life of changes and vicissitudes it is necessary to be prepared for all uprising circumstances, and the deaf-mute more than others. He should be trained to some useful handicraft as the most indispensable part of a true education. To this we may add as much literary or intellectual culture as we will; but the first in importance, let him be trained for that conflict against physical want which is the unfailling heritage of all.

In all deaf-mute institutions the hours for study and labour are so divided that both work together harmoniously, and the training in both branches at the same time makes no clash nor interferes with the duties of either. If a deaf-mute is not on the roll of one or other of our industries his hours out of school are unprofitable to him, for he is either employed at something requiring no skill, or he is a "drone in the hive," with nothing in particular to do. Should his parents never intend him for a mechanic, yet when upon a farm, and far from village or town, the knowledge of a trade and familiarity with the use of tools will often stand him in good stead, and save many a long drive or walk to the shop of some mechanic. Should he fancy himself too rich to need proficiency in some trade, and not be dependent on what he himself may earn, yet it would be wise to teach him some trade. Therefore, in order to prepare him for any contingency that we cannot foresee, let us train his hand to skilful labour and supply his brain with resources for defying want.

Mechanical pursuits call the mute more into contact and social converse with others than farm labour, and in general the more this is the result the more is he intellectually elevated. While not blind to the many evils and temptations of city life into which he may be drawn by residence there, yet the home influence, if properly used, and the years of faithful instructions he has enjoyed at school, should give him a force of character which would be proof against many of the evils he may meet, and make the advantages of a city residence more than counteract its evils.

#### THE DUTIES OF A SUPERVISOR.

By GEORGE BEGG.

The duties of a Supervisor are to look after the welfare of the pupils under his charge at all times; to see that they are orderly in their deportment and cleanly in their habits; that they keep everything clean and tidy about the buildings, and that they perform all their duties in a correct way and at the proper time. It is also his duty to do all he can to help them and retain their confidence, so that if they get into mischief or trouble they will come to him for advice and assistance, and feel assured that he is their friend. He should treat all with kindness and impartiality; and while he condemns everything he sees wrong in their conduct, he should do so in a kindly manner, and try to show them the evil of their faults by appealing to their sense of honour, and the sorrow it would give their parents to hear that they were causing trouble, or disobeying the rules of the Institute. Harshness should not be used until all other means have failed, as it rouses all their passions, and although he should subdue them by force, he is apt to lose their confidence and respect, while in future, if they get into trouble, they would endeavour to conceal it, instead of acknowledging it, and asking his advice and assistance. He should make them understand that whatever they are ordered to do must be done promptly, and that there is no possible way of shirking it.

When this rule is observed there is very seldom any trouble, even with new pupils, who were accustomed to having their own way at home. When such pupils come to the Institute and see all the others doing what they are told, they seldom think of acting otherwise.