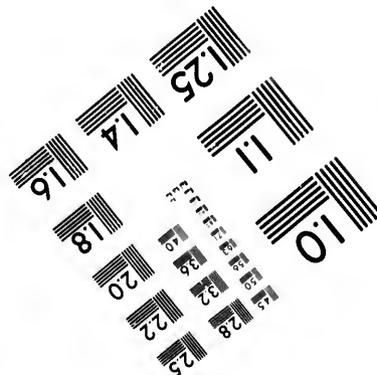
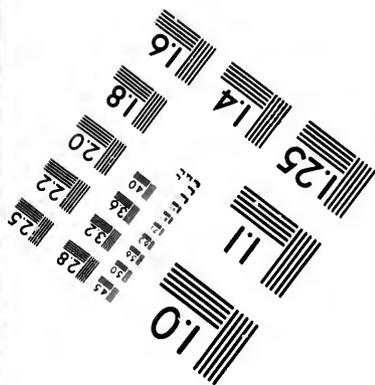
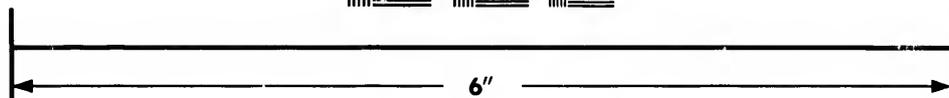
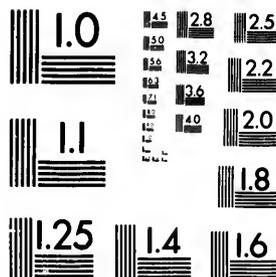


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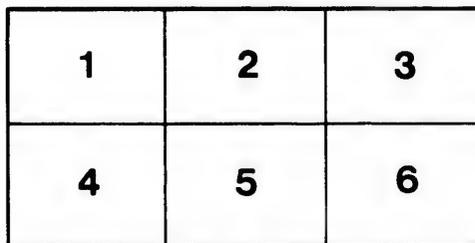
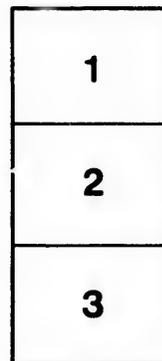
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TO

REV. DR. RYERSON'S REPORT

ON INSTITUTIONS FOR THE

DEAF AND DUMB,

IN

EUROPE AND IN THE UNITED STATES OF AMERICA,

WITH AN APPENDIX, CONTAINING

THE ACCOUNTS OF THE TREASURER

OF THE

HAMILTON DEAF AND DUMB INSTITUTION,

FOR THE YEAR ENDING 31st DECEMBER, 1868.

By J. B. MCGANN, SUPERINTENDENT.

Hamilton:

PRINTED AT THE SPECTATOR STEAM PRESS, PRINCE'S SQUARE.

1869.

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TENTH ANNUAL REPORT
OF
THE HAMILTON INSTITUTION
FOR
The Instruction of the Deaf and Dumb,
FOR THE YEAR ENDING 31st DEC., 1868.

To the Honourable M. C. Cameron, M. P. P.,
Secretary of the Province of Ontario.

SIR,—

The subjects to be discussed in this Report are of such an important character—involving, as they do, the future well-being of the Deaf and Dumb, not only of the present generation, but of succeeding ones—that I deem it advisable to address you instead of the Wardens of Co. Councils, as heretofore.

Having, for a series of years, had practical knowledge in the mental, moral, and religious training of the above-named class of our fellow-creatures, I presume to submit for the consideration of the Government, some remarks on the method, and process of instruction recommended by Dr. Ryerson to be adopted in the Institution about to be established for the instruction of the Deaf and Dumb of this Province, with some useful suggestions bearing upon the supervision, and management of the same, so as to place it on a basis that shall keep pace with our other educational establishments of Ontario.

That the Institution which I had the honor and happiness to found and conduct has had defects, arising from causes beyond my control, I freely admit; yet, notwithstanding the serious drawbacks presented in the want of proper school appliances and funds for its support, I can say, without fear of contradiction, that we compare favorably with the Schools of Europe and the United States, long in operation. In my feeble efforts “to get along,” I have had mountains of a craggy nature to climb: often on my hands and feet: sometimes in an erect yet unbalanced posture, resulting in a tumble down head foremost into some steep and yawning precipice, in which I was completely hidden from view by intervening masses of stupendous rocks: up again, putting my feet, one by one, into a position of safety, every false step seeming to threaten me with instantaneous destruction;

but by patient perseverance, and cautious care in my *self-reliant* movements, I have, thank God, reached the summit of my fondest hopes in the pleasing fact, that the requisite funds for the erection of suitable and commodious buildings, worthy the Province, have been granted by the Legislature, to give our deaf-mutes the same educational advantages as are accorded to those blessed with the faculties of hearing and of speech.

These mountains, *and how to climb them*, have taxed my energies to the utmost, and occupied my whole thoughts by night and by day, for the best years of my life. But sir, just as I flattered myself that I might in the future be freed from embarrassments, I find that in the Report of the Chief Superintendent of Education on Institutions in the United States and Europe, as presented to the Legislative Assembly through you last session, I have to chisel my path in a zig-zag direction through the face of a perpendicular rock, through which all literary celebrities of Ontario have failed to make a passage. Believe me, then, sir, that in discussing the suggestions of Dr. Ryerson in his able Report, I feel I have a difficult task to perform,—one which peremptorily demands the full exercise of a higher order of tact and talent than that which I possess. But

“Thrice is he armed who hath his quarrel just.”

While I heartily concur in the views of Dr. Ryerson, on the nature and difficulties of the education of those born deaf, the main avenues to whose minds are hermetically closed up against instruction, I take exception in the first place, to his opinions relative to the system employed by Pereire who, writes he: “established himself at Bourdeaux as teacher of the deaf and dumb, combining the employment of *mimic signs*, *manual alphabet*, and speech, in his instructions.”

Eminent writers on the education of deaf mutes, assert that the system pursued by Pereire was never communicated to any one—“no, not *even* to his own family,” and, Dr. Seguin his Biographer writes with emphasis, that “*the deaf and dumb did not gain by this discovery, because their succeeding teachers could not even understand what it meant.*”

Pereire taught articulation “by tact, instead of the common method of acquiring it by audition,” on the principle, that all the senses are a modification of the tact or touch. He treated, educated, and perfected the tact itself, to the point that his pupils could hear the speech *vibrate through their own muscles* up to the brain as distinctly as others through the tympanum of the ear!!!”

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Pereire's secrecy in keeping the art of manipulating the muscular organs, from the world, may be accounted for in the plain fact, that his pupils were SEMI-MUTES—those who *had learned language before they lost hearing*. This will appear in the conflicting testimony of Buffon the celebrated Naturalist, and Biornstahl the eminent Swedish Linguist. The former testifies, that Fontenai* “spoke like other men,” while the latter states, that although a master of several languages “he never spoke a word.”

Dr. Johnston, of wide-world fame, having witnessed the articulative powers of Braidwood's pupils, testifies that “they not only speak, write, and understand what is written; but if he that speaks looks towards them, and modifies his organs by distinct and full utterance, they know so well what is spoken that it is an expression scarcely figurative to say they hear with their eyes.” Dugald Stewart, the “*Scottish Philosopher*,” writes:—that the results of Braidwood's efforts to give his deaf mutes the power of speech, “*ranks a little above parrots and starlings*.” The remarks of both are correct, as those whom Dr. Johnston heard were semi-mutes: while Dugald Stewart saw, and heard deaf mutes from birth.

When men of such distinguished literary ability; of such intense reflection, and laborious research in physical science, &c., as Buffon, Mayrau, Biornstahl, Johnston, Dugald Stewart, and a host of others—among whom I may mention Dr. Kitto, the learned semi-mute, were imposed upon by some vain teachers of the Deaf and Dumb, I cannot be surprised that our justly celebrated educationist of Ontario was led captive by the flashy curriculum of studies presented in the Report of the N. Y. Institution, to which I shall refer in its proper place. Should I succeed in showing to the satisfaction of the Government that Dr. Ryerson's views of the great mental ability of those *born deaf*, and who have been educated in the States, are founded on false premises, I may apply the words of the prophet in reference to the literary celebrities above mentioned:

“Howl fir trees, for the cedar (Dr. R.) is fallen.”

The Chief Superintendent regards Mr. Braidwood as the father of deaf-mute education in Britain. He writes:—“that a nephew of Braidwood, Dr. Joseph Watson, was the first, and for thirty-seven years, the master of the London Institution,

* Fontenai was one of the pupils of Pereire, whose proficiency in articulate language was tested before the Academy of Science, Paris, in 1749, of which Buffon, Mayra, &c., &c., were members.

established in 1792. One grandson, John Braidwood, had the care of another school for the Deaf and Dumb, opened in Edinburgh; and another grandson took charge of a school opened at Birmingham in 1814." I would here ask Dr. Ryerson the motive by which he was influenced to overlook the services rendered the cause of deaf-mute education in New York, and in Virginia by the latter grandson in 1811? Dr. Peet says that Braidwood's school in N. Y. attracted the attention of Dr. Ackerly, and led to the establishment of the N. Y. school.

Here we plainly see that an Englishman, was the first to open a School in the United States for the Deaf and Dumb, in 1811. Is it not probable that the "usual terms" demanded by Dr. Watson for imparting his system to Dr. Gallaudet, in 1815, resulted from the feeling that his cousin, Braidwood, was harshly treated in New York City? Dr. Peet represents him as having "led a wandering and dissipated life." It is a prominent characteristic in the American mind that only those born on that highly favored soil possess ability of a high order.

Dr. Ryerson tells us that Dr. Gallaudet went to Europe in 1815, applied to Dr. Watson to qualify him in the art of teaching mechanical articulation, and was refused unless he complied with the "usual terms," meaning a *douceur* of £300. Dr. Gallaudet declined to agree to these terms, and left for Edinburgh, where he met with a denial at the hands of Mr. Kinniburgh. He then applied to Sicard, Principal of the Royal Institution for the Deaf and Dumb, Paris, and succeeded in obtaining instruction there, and having returned home, accompanied by Monsieur Clerc, a teacher in the Institution, he opened a School at Hartford in 1815.

The "selfish policy" of Dr. Watson, in the refusal to communicate the secrets of his art to Dr. Gallaudet, having excited in the mind of the educated Deaf and Dumb in the States, a deep and bitter hatred of everything British, I feel called upon to state that the Principal of the Hartford School, did, in 1854, demand from a Canadian, who applied for instruction to enable him to open a School in this Province, "such terms as should be mutually satisfactory." Hence we see that both Principals of the London and of the Hartford Schools erred ^{on} the side of philanthropy. Would, that this anglo-phobia spirit were dethroned from its chair of state in the hearts of our deaf mute brethren in the States.

Dr. Ryerson refers in glowing terms, to the reception given to the Prince of Wales when he visited the New York Institution,

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in 1860. He did so with the view of strengthening his proposal to import a Principal from that, or any other similar institution in the States. He gives, in full, the address of the British Teachers, presented to Dr. Peet on his retirement from the active duties of his profession, then at the advanced age of 72. The venerable, and kind Principal was well worthy this honor. I was greatly pleased to have been present at the reading of that address, and to have witnessed the cordial manner in which it was received. I was also gratified to have read of the visit of the Prince, and the spirit which it evoked among the pupils, well knowing their feelings during the Crimean War. The following extract from an oration delivered at the celebration of the Gallaudet monument by a deaf mute, exhibits in a striking manner the anglo-phobia which then existed among the Deaf and Dumb: "The gigantic equestrian statue of the Duke of Wellington, over the Western Gate of St. James' Park, London, though *inappropriately*, in my opinion, cast in *bronze*, and elevated thereupon during his lifetime, is a *monument*, perpetuating the great victory of Waterloo, which History, with stern impartiality attributes to the opportune reinforcement of the Prussians, and not to the *military skill of the nigh vanquished Iron Duke.*" To do justice to the Teachers, I must say that they have not, as I think, inculcated this hatred in the minds of their pupils.

I heartily concur in the Doctor's opinion that "the successful instruction of the Deaf and Dumb takes rank, as an intellectual achievement, with the highest efforts of the human mind, and that American teachers possess these great mental qualities." The very highest qualification of one engaged in the profession, lies in the power to bring down the capacity of the mind to the level of prattling children—to be, as Valade Gabel says, "an older child among infants." This peculiar mental quality is found among those who are self-taught. It is happily illustrated in the wonderful success of Mr. Duncan Anderson, Principal of the Glasgow School, who, in his lifetime, worked as a carpenter. Hear what Dr. Peet, who visited his school and examined his pupils, says of his great success: "We saw a few pupils who, though their course of instruction was completed, had not yet left the Institution. They had been under instruction from seven to eight years. We proposed to them several abstract names to incorporate into *original sentences* of their own composition, which they did in language, which both in thought and expression would have been creditable to young persons in the possession of all their senses. With Geography they evinced

a thorough acquaintance, and from all we saw, joined to the compositions in his Annual Reports, we regard Mr. Anderson as one of the best practical instructors of Deaf Mutes we had the good fortune to meet with abroad." He might have truly added, or in the United States.

Previous to the departure of Dr. Ryerson for Europe, I earnestly urged him to visit the *justly-famed* Glasgow Institution, which had turned out educated deaf-mutes, before whom the brilliant stars of the Schools in America would pale, and twinkle in the far distance. But on what grounds he declined, I am utterly at a loss to know.* The deaf-mute barrister practising his profession at Belleville testified in Glasgow two years ago that "he had visited several Schools in the States, and he met none to bear any comparison with the Glasgow School." Mr. Anderson crossed the Atlantic to see with his eyes the results of the American system, and returned back saying "he had nothing to learn there."

The European teachers were astonished at the wonderful proficiency displayed by two of Dr. Peet's pupils, Messrs. Howel and Gamage, the former a *SEMI-MUTE*, the latter the most accomplished pantomimic of the age. Mr. Howel could express himself to me in articulate language with a facility equal to any Professor in the N. Y. Institution; and in this connection, I would specially draw the attention of Dr. Ryerson to the fact that "of the thirteen pupils in the High Class of the N. Y. Institution, *no less than ten are semi-mutes* of 8, 9, and 10 years' standing, and three only born deaf."† The curriculum of studies of this Class consisted of the following branches, viz: 1, Algebra; 2, Natural Philosophy, under which head have been taught the essential and incidental properties of matter, the science of mechanics, the laws of motion, centrifugal force and compound motion; 3, Hydrostatics; 4, Pneumatics; 5, Meteorology; 6, Acoustics; 7, Electricity; 8, Rhetoric; 9, Grammatical Analysis; 10, Moral Science, and Lectures on Chemistry. Mark well, Euclid is not, nor has ever been, nor ever will be, found in the studies of either the New York School or the College for deaf-mutes at Washington.

Why? The fact is plain to every intelligent mind, that deaf-mutes are incapable of tracing the relation between cause and effect, simply because they *cannot read intelligently* the propo-

* Dr. Ryerson did not receive instructions from the Government to prosecute enquiries in the Schools of the States.

† Mr. Sanborn, Secretary of the Board of State Charities, Boston, Mass., who had examined several Schools in the States, is my authority. He certified in writing that my School was as good as any School in the United States.

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sitions or problems of Euclid. The examiner of this class, Mr. Steuben of New York, writes thus on some of these scientific subjects: "The action of the common pump was explained in such a manner as to show that the mind saw the conditions, and worked the pump in imagination. The steam-engine was illustrated and defined; and it was manifest that the pupil worked the piston, and condensed the steam in his own thought and feeling."

And yet in the face of this testimony, that on some subjects the pupils exhibited their knowledge by signs, and not in written language, and committed to memory and reproduced answers on others, the Chief Superintendent is sure the system of Sicard, imported from France by Dr. Gallaudet, "laid the foundation of the *most practical, comprehensive, and complete system of deaf-mute education which the world had ever witnessed.*" Compare this character of the system pursued in the United States, with that of the Principal to be imported, and we have perfection on the one hand, and angelic purity on the other.

The character of the Principal runs thus:—"The strong common sense, and sound judgment; the truly christian heart and highly cultivated intellect; the good address and ready tact; the unwearied industry and patient kindness; the sincere piety and perennial love of the young and helpless; the physical strength and mental vigour required in a Principal of such an Institution, renders the selection as really difficult as it is supremely important!!" If departed spirits were permitted to re-visit this world: nay, more, if the Angel Gabriel assumed human nature—with reverential awe be it said—put off his robes of glory, came down upon earth, and took up his abode in the States for the short space of a month, he only could fulfil the required conditions above recited.

To return to the "*most practical, comprehensive, and complete system of deaf-mute education which the world had ever witnessed,*" as founded upon Sicard's system, and introduced by Laurent Clerc, his celebrated pupil, into the United States. Dr. Peet compares the application of Sicard's signs to "the *rebuses* formed of fantastic hieroglyphical figures," and that the greatest defect of these methodical signs, as used in the School of Sicard was the tendency to use the same sign for all the different meanings of a word. Hence the more significant, and appropriate the sign for one meaning, the greater the confusion of ideas when applied to a different meaning. Bebian (Sicard's successor) whose system is now pursued in the New York Institution, relates that "one day, seeing one of Sicard's assistant

dictate to his class the phrase roasted chesnuts, (forming part of a vocabulary) he caused roasted chesnuts to be brought into the class, and demanded their name. All the pupils replied that they did not know; and were much surprised when told that they had just written the name. The difficulty was, that the teacher had signed for the word roasted, as he would express *roasted veal*. He put the chesnuts *on the spit*."

"Sicard," writes Dr. Peet, "was not the sun that dissipates the morning clouds; but the lightning that breaks through them to dazzle and lead astray."

This system of methodical signs was thirty years ago thrown overboard, and the colloquial sign dialect of the Deaf and Dumb, designed by Bebian, substituted.

The following extracts from my work on the Education of the Deaf and Dumb, will show the defects of the colloquial sign dialect now practiced:

A Special Committee of the Legislature of Massachusetts feeling desirous to know the value attached to signs, requested Mr. Amos Smith, a learned graduate of the Hartford School, to give a literal translation of those used in the Lord's Prayer. The translation is as follows: "Our father, Heaven, God, name thy hallowed kingdom come, angels obey, law like, done now, day, bread, clothes, food, continually forgive, lead us temptation not, but deliver devil, for thy kingdom, thy power, thy glory, forever. Amen."

Professor Bartlett, a teacher of thirty years' standing, in both the New York and Hartford Schools, translates the same as follows: "God, Father, our Heaven, name thine hallowed, kingdom thine come, will thine obeyed, people earth as angels heaven, day this food and things needful thou, we command thy transgress, forgive thou others us offending, we forgive like manner, us temptation permit thou not, but bondage Satan, deliver thou: for kingdom thine, power thine, glory thine, now and evermore. Amen."

The Committee proceeded to the Hartford School with the view of further testing the value of sign-language, and acquiring a knowledge of the idioms connected with it. They examined the head class of the school, consisting of nine pupils, varying from five to six years under instruction, when a test exercise was given out, *viva voce*, by the chairman (Hon. Mr. Fay,) and interpreted to the pupils by their teacher in the sign language, which they (the pupils) translated into English on the blackboard.

The following is the exercise. It contains 51 words:

"Mr. Day said a few days ago in Boston: I noticed lately that the Kentucky Legislature voted to remove their capital (from Frankfort) to some other place, hereafter to be designated; in other words, that it shall be put on wheels until, in their mode of doing things, the location shall be raffled for."

The following translation by each of the pupils was copied from the blackboard by Mr. Redpath:—

No. 1.—*Written by John O'Hara, in 11 minutes and 45 seconds. 6½ years at school; lost hearing at one year old.*

"A few days ago, Mr Day told some gentleman in Boston that he read in the

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newspapers that the Legislature of Kentucky agreed to remove their State House. So they put it on a cart, and went carrying it to some place where they would establish it. But they changed on playing dice. Finally, the other gained the victory, so they might establish the State House in the place which they found." (72 words.)

No. 2.—Written by Daniel W. Carey, in 11 minutes and 15 seconds. $6\frac{1}{2}$ years at school; born deaf,

"A few days ago, Mr. Day told some of his friends that he had read in a newspaper that the Legislature of Kentucky moved their State House on the place where they wanted to place it. They raffled with the dice that they might establish it as they decided." (48 words.)

No. 3.—Written by Ira H. Derby, in 10 minutes and 45 seconds. $5\frac{1}{2}$ years at school.

"A gentleman by the name of Day lived in Boston. He read a newspaper about the Governor of Kentucky, and Mr. Day talked to some gentleman of the Governor of Kentucky. Some gentleman of Kentucky were talking about the State House, and their State House was carried to some other place by a wagon." (54 words.)

No. 4.—Written by Patrick Sullivan, in 10 minutes and 15 seconds. $6\frac{1}{2}$ years at school; lost hearing at 4 years of age.

"Some weeks ago, in Boston, Mr. Day told the Legislature about the new Governor of Kentucky. The Governor had been selected for a State House of the State of Kentucky. The State House was put in a wagon and was removed to that place. The man raffled something, and the State House was established in that place." (57 words.)

No. 5.—Written by Eugene W. Wood, in about 10 minutes. Lost hearing at the age of 9; 6 years at school; 19 years of age.

"A few days ago, while Mr. Day was in Boston, he read a newspaper and told gentlemen that the Legislature of Kentucky voted to remove the State House to another place. They could not tell where it was better to remove it. So they raffled and then placed it where they were informed." (54 words.)

No. 6.—Written by W. L. Hill, in 9 minutes, 45 seconds. Entered school at 14 years and a half; lost hearing at 12 years; (articulates perfectly); $1\frac{1}{2}$ years at school.

"Some days ago a gentleman by the name of Day told some of his friends that he had read in a paper that the State House of Kentucky was to be removed from its present site. But not agreeing with each other where it should be transferred, it was decided to shake for the situation." (55 words.)

The indistinct perception, shown by the pupils in translating the sign language into ours, as above illustrated, is a convincing proof, that the American system is not as the learned Dr. thinks, the "most perfect that the world ever witnessed," but is on the contrary imperfect, incomplete, and incomprehensible, reflecting no credit on the "highest achievement of the human mind," nor on his judgment who lauds the system up to the very sky.

Mr. Keep, one of the Professors of the Hartford School, has written and published a text book for the deaf and dumb, which in every particular, is the very counterpart of the system pursued in my school.

Dr Ryerson quotes the opinion of the President of the National Deaf-mute College Washington, that "success can only be obtained by instructors who have secured the acquisition and mental discipline afforded in a collegiate course of training." Well, well, that casts into the shade the opinions of the Master minds of ages past and present. Mr. Morris, teacher of the highest class in the New York School, has been the most efficient teacher in that Institution; is a *Magisterium Artum*. (A. M.) by virtue of his knowledge of Ancient History, and like myself, and other teachers of Deaf-mutes in England, Ireland, and Scotland, was a self-taught man, and a common Schoolmaster. Heinicke the founder of the German system was also a self-made Schoolmaster.

If this collegiate training were required in the Institutions in the States, why is it that the Principal of the New York Institution, follows the plan long since adopted in Britain, that of training young boys for the office of teachers? Any man of moderate literary attainments can easily obtain degrees in the Colleges of the States, from which a large crop of these blackberries have, from time to time, been imported into Canada, and of which Dr. Ryerson is the recipient of a D. D.

The sign language of Bebian, "who rose like the sun, partially dispelling the murky clouds which lowered on the imposing metaphysical processes, circuitous and cumbrous artificial instruments of Sicard, proved to have been natural, simple and efficacious."(?) His signs are developed in equal range and perspicuity with the deaf-mutes' progress in English. From this it is quite plain that the unfortunate pupil must study two languages at the same time; the sign language under that form in which ideas are conceived in the mind, and the English language after the form in which we express our thoughts and feelings. In the former the subject is placed before its qualifying word, the object before the action, and more frequently both subject and object, object and subject, before the verb, while the want of inflection in our mother tongue leads the pupil into confusion. Apart from this, the sign language of Bebian, the same as that pursued in the American Schools, is completely destitute of pronouns, prepositions, conjunctions, and the moods, and tenses of verbs. Its idiom differs from any known language, that of the barbarous jargon of the uncivilized savages of New Zealand excepted. Now I would ask Dr. Ryerson a simple question: Has this language a definite syntax, or has it a syntax at all? If it has a definite syntax, it is "comprehensive and complete," though not "perfect;" if it has no syntax, then it is *incomprehensible, incomplete and imperfect*. I would ask

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you Mr. Cameron, as an astute lawyer, who skilfully finds out loop-holes in the wording of indictments, to testify to the soundness of my views in opposition to those of Dr. Ryerson, when I say that a language without a syntax is like a barrister's brief without plaintiff or defendant being named,—it is incomprehensible, incomplete and imperfect in every particular. In short, it is like a Mexican dollar—it has neither head nor tail.

Degerando, the celebrated French Philosopher, knowing by experimental knowledge that the use of sign language, under any system, leads to a confusion of ideas, brought out a system of attaching the ideas of the deaf and dumb to the formation of words, just as we would know a tree, a house, or a church, by its outlines. His system proved a failure.

Dr. Itard, who spent forty years of his life in the Royal Institution of Paris for the Deaf and Dumb, to which he left at his death, in 1838, a perpetual income of 8,000 francs, to institute a class of deaf-mutes, in whose instruction the sign language was prohibited, thus expresses himself on this subject :

“ This remarkable fact has for me all the character of a demonstrated truth, that nearly all our deaf mutes, at the end of the six years allowed for their instruction find it beyond their ability to read with a perfect understanding the greater part of the works of our language. It results from this, that wanting the ability to draw at pleasure on this great store-house of the productions of the intellect and heart, the deaf mute, dismissed from the Institution, must remain all his life at the same degree of instruction at which his teachers have left him ; and, in consequence, that the most useful study for him will be that which shall lead him to read *understandingly*, and without fatigue, all the most important works of our language. Such should be the result of the class of complemental instruction. But that this end may be attained a rigorous condition of its organization *ought to be the exclusion of the language of pantomime, and the requiring the pupils and professor to communicate with each other only by language, whether by speaking orally, or by writing.* It is of the utmost importance that the deaf mute, arrived at this final degree of instruction, should cease to think in his language naturally imperfect and elliptical, translating, as he does from it, his ideas into our language, and that he should think and express himself originally, in the language of the speaking world, whether by voice, (if taught to articulate,) or by writing. Without this condition, I repeat it, there would be one class more, but not a class of special instruction.” He added that the class should be confined to a speaking professor, assisted by a deaf mute.”

Hear also what Dr. Peet says :

“ This judgment passed by Itard on the attainments of the pupils, as the result of his forty years' of observation, beginning with the palmy days of Sicard, only shows that the Institution of Paris, renowned as it has been, is no exception in point of average success to the general rule. In fact, all teachers of the deaf and dumb in all countries, and under all systems, have been forced to acknowledge, with pain and humiliation, that after their best efforts have been bestowed, they are able to show a few exceptional cases only, of deaf mutes from birth, who have attained the ability to read books with the ease, pleasure and profit which well educated persons associate with the idea of reading. Of course, some instructors

conduct their pupils much further in language, as in general knowledge, than others can or do; still we all find, at the end of the term, the mass of our pupils far below the summit, at which we aim, and which few of them became able to scale."

The sentiments of Itard are those of myself and assistants, and we follow that method, merely using natural signs as a test of comprehension between teacher and pupil.

To raise up the New York School to the highest pinnacle of glory, the Chief Superintendent states that *several* (?) from Canada receive instruction there. It is not so. I find by reference to the Report of that Institution for 1864, just issued at the time of the Doctor's visit, that there *was only one*—Henry A. Porter, from Megantic, Canada East. Had there been several from Upper Canada, say even four, it would have been a reflection on my School, although it may not have been so intended. I think there were two there in 1865.

That the semi-mutes educated in the New York School possess an extraordinary faculty of memorizing language, I have no doubt. I condemn, however, with all my heart, the application of this memorized language to the production of results calculated to strike public attention, and thus embarrass honest and faithful teachers in the discharge of their duties.* Dr. Ryerson believes and writes with emphasis, that the *successful instruction of the Deaf and Dumb takes rank as an intellectual achievement with the highest efforts of the human mind,*" even such a mind which the venerable Chief Superintendent feels he possesses on educational subjects and projects—the education of the Deaf and Dumb excepted.

Whilst criticizing his report before me, I have stifled the feelings of just indignation which had found a lodgment in my heart; not, however, as may be supposed, because I was not recommended for the much coveted office of Principal. Believe it not. I am quite at ease on that point, as the following extract from my last Annual Report will show the full extent of my aspirations, which *no doubt* will be realized :

"But there is a drawback,† the removal of which, can only be effected by a change in the management of the establishment. To this, I have frequently directed the attention of the individual

* Mr. David Burton, Principal of the Liverpool Institution, in his last special article in Chamber's Encyclopædia, condemns those teachers of the Deaf and Dumb who exhibit the spurious proficiency of their pupils with the view of striking public attention.

† This drawback is removed.

members of your board, and I sincerely hope that you will, before the close of the school for the summer vacation, be empowered by the Government to carry my views into practical effect. My proper position is in the department of instruction, where, freed from the anxiety and care of the general supervision, collecting funds, &c., I could the better throw my whole mind into the instruction of the deaf and dumb, and thus move in my native element. Placed in such a position my fondest anticipations would be realized."

I do feel very keenly, and it rankles in my breast—the slight offered me by the Chief Superintendent, in his having never visited our Canadian Institution, recognized as it is by Government, and the County Councils of the Province. This neglect on the part of one in his position, as a member of the Board of Directors of this Institution appointed by Government, is to me and others inexplicable.

The only conclusion arrived at by those who know him well, is, that "he wishes to place another wreath on that chaplet, already too weighty for his brow," or by the introduction of a system of deaf-mute education into the Province, probably to reciprocate the honors conferred on him by the College authorities of the States, in their having conferred on him the degree of D.D.

I have read the works of many authors of rare ability, who directed their greatest literary efforts to establish truths by the aid of sophistry, and designed to rob another of that honor, gloriously, because unselfishly won, and place it to the credit of their own account; but never had I perused such a stretch of imaginative powers, clothed in such eloquent and forcible arguments, as the production of Dr. Ryerson, in his Report on the Institutions for the Deaf and Dumb, and for the Blind, in Europe and in the United States, to effect a similar object. Supremely clever as he is in carrying into practical effect his own arbitrary views on educational subjects and projects, he cannot import a Principal and throw overboard the services which we have rendered in the mitigation of human affliction for nearly eleven years. Astonishing, that the Statue of Lyon McKenzie, in the Normal School buildings, was not given the power of utterance to proclaim aloud the great injustice he has done us! I am placed in a defensive position, and if I have written too strongly, I only express what I feel. Why overlook the tact and talent of my two assistant teachers, than whom their superiors are not to be found in the Province in every principle that adorns the character of the gentleman and the christian, one of whom was considered

by the Principal of the New York Institution "*an ornament to the profession.*" Both are capital instructors and educators of the Deaf and Dumb.

Mr. Terrill's visit to Deaf and Dumb Schools in the States, and mine to England and Ireland last summer, lead us to believe that our Institution is inferior to none which we visited.

SUGGESTIONS RESPECTFULLY SUBMITTED FOR THE SUPERVISION
AND MANAGEMENT OF OUR PROVINCIAL INSTITUTION.

PRINCIPAL'S DUTIES.

In the United States, the duties of Principal embrace the general supervision of the whole establishment, in all its various details, namely:--training of teachers, examining the classes, teaching the head class, directing Steward, Matron, Servants, payment of salaries, wages, correspondence, with a long train of &c's. The result of these multifarious duties is obvious to the considerate mind.

In Great Britain, the duty of the Principal is solely confined to the educational department. He is responsible for the training of teachers, and the progress of all the pupils, and nothing more; hence it follows that he is placed in a position to give his whole time and attention to the efficient performance of that special duty.

BOARD OF DIRECTORS.

I have no faith in public Boards, on the grounds that in Canada neither clergymen, nor gentlemen can spare the necessary time to exercise that supervision over, and attention to the duties, which may devolve on them in the various departments of a public Institution. Besides this, I must say, as far as I am capable of judging, Boards of Directors do not carry out those principles of economy observed in their own transactions.

Economy in a Public Institution is ever promotive of sound moral principles, and sheds its healthy influence among the inmates and domestics.

To place the Institution under the Board of Public Instruction, would prove a great mistake indeed, for this reason, that there are two many Divines there, all of whom have the care of Churches.

TAXATION.

If a general tax be struck for the maintenance of the Institution, similar to that made for the Lunatic Asylum, it will be equitable,

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just and satisfactory. \$4 from each School Section of the Province, would also meet the expenses of an establishment capable of meeting our requirements. If on the other hand, the County Councils be compelled, by Legislative enactments to vote \$100 (not \$150 as proposed by Dr. Ryerson,) for each deaf-mute from their respective Counties, it will, undoubtedly prove a great stumbling block in the way of securing the attendance of the Deaf and Dumb at School. Their neighbours will throw in the face of the parents of this unfortunate class, the taunting remark, "we are taxed for your dummies." Canadians would prefer to keep their "Children of Silence" quite illiterate, rather than be subject to unkind remarks of this nature. This I know from experience. Apart from this, the members of County Councils generally obtain the much coveted office of Reeve, by showing how economical he will manage the public funds, and this promise he must fulfil or lose his Reeveship.

If every County Council in Ontario were as anxious to mitigate human misery and affliction, as York, Wellington, Simcoe, Huron, and Norfolk have been, then by all means let County Councils supply the funds, say \$100 for each pupil, supplemented by a Government grant.

Should Dr. Ryerson's proposition be entertained that each Municipality pay \$150, for each pupil per annum, I should pity the Municipalities in the Eastern part of the Province, and the Counties of Middlesex and Grey, where there is a very large number of Deaf and Dumb to educate. Lambton, Kent, Oxford and other rich Counties, would benefit by Dr. Ryerson's mode, there being only five or six Deaf and Dumb in the latter Counties

AGRICULTURAL PURSUITS FOR BOYS, AND THE TRADES OF PANT, VEST, AND DRESS-MAKING FOR GIRLS.

The average time of man's labor is 9000 days; which at \$1 per day gives \$9000 for the benefit of the Province.

A knowledge of scientific agriculture practically obtained is a *desideratum* of the Province.

The 50 acres of land on which the buildings are to be erected, will be found of inestimable value in the way of giving the boys a knowledge of scientific agriculture and horticulture, as well as, in reducing to a considerable extent, the expenses of the boarding department. To purchase fuel, provisions and groceries, at the right time—fuel in the sleighing season—provisions in the fall, and groceries at auction sales, at wholesale prices, will

effect a saving of nearly 20 per cent. To keep, feed and kill cattle, sheep and hogs, is another source of profit not to be despised. I reiterate here my opinion that the EDUCATION of the Deaf and Dumb in economical management, ranks higher than their instruction in Pneumatics, Hydrostatics, Philosophy, Ornithology, &c., &c. A large number of the girls should be taught domestic economy in all its branches; those living in towns and villages, pant, vest, and dress making. In conclusion, I would say, let us aim to make the unfortunate Deaf and Dumb good, useful, and self-sustaining members of society; and whatever may be the extent of their vocabulary, be it however limited, our chief aim should be to develop their reflective faculties by attaching to each and every word, phrase, and sentence, clearly defined ideas.

To teach deaf-mutes to comprehend "*Acoustics*," Hydrostatics, Pneumatics, &c., &c., is as impracticable as to teach the Chief Superintendent to lean on the opinion, or be guided by the experience, of others whose knowledge of the subject under discussion has been practically obtained.

All of which is respectfully submitted.

J. B. MCGANN.

Superintendent.

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To

S. D. Malcolm, Esq.,	Warden of Brant.
J. Brocelbank,	“ “ Bruce.
John Holmes,	“ “ Carleton.
S. J. Lane,	“ “ Grey.
A. Campbell,	“ “ Halton.
Robt. Gibbons,	“ “ Huron.
A. McDonald,	“ “ Haldimand.
Robert Rae,	“ “ Lambton.
J. C. Rykert, M. P. P.,	“ “ Lincoln.
Daniel Matthews, Esq.,	“ “ Northwick.
John Fisher,	“ “ Northumberland and Durham
J. B. Bickle,	“ “ Ontario.
Thomas Stoney,	“ “ Perth.
John Kean	“ “ Simcoe.
Joseph Staples,	“ “ Victoria.
Chas Hendry,	“ “ Waterloo.
John Smith,	“ “ Wellington.
R. R. Waddell,	“ “ Wentworth.
W. A. Wallis,	“ “ York.
James E. Smith,	“ Mayor of Toronto.
H. Clark,	“ “ Hamilton.
Sam'l Whaley,	“ Reeve of Mornington.

GENTLEMEN,—

In submitting for your consideration the Treasurer's Report for the year ending the 31st December, 1868, I am happy to state that notwithstanding the high figure at which provisions, &c., have been purchased during the year just closed, added to the outlay for furniture, bedding, and crockery, &c., our financial condition is not unsatisfactory.

You will, doubtless, be happy to learn that the finances of the Institution has warranted me to expend for my own use and benefit \$1,052 71, by which I was enabled to take a most pleasant and beneficial trip to Europe with the view of increasing my knowledge of Physical Science and other subjects connected with my professional avocation.

Should it please the Almighty, for whose Providential dispensation I feel so largely and deeply indebted for past mercies, to spare me in health to submit to you my next Annual Report, I shall be happy to give a full account of the rise and progress of Deaf-mute education in England, Ireland and Scotland, to the Vital Statistics of which I have devoted the whole of my time while abroad.

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Superintendent.

SUBSCRIPTIONS AND DONATIONS.

By reference to the account of the Treasurer, you may see that I was obliged to borrow \$400 in the Bank of Commerce to meet some pressing liabilities. The necessity of this, to me, painful duty, arose from the withdrawal of donations by some County Councils, on the plea that the Institution is, or soon will be, in the hands of the Government. It is not so, nor will it be, till the new buildings are erected and ready for the reception of the pupils. The withdrawal of some few of my pupils whose parents, from inability to pay for their Board, keep them at home till the Provincial institution be in operation, has presented difficulties of no ordinary kind to my assistant teachers in the way of effecting a beneficial classification of those entrusted to their tuition.

Having, for a period of nearly eleven years, had the care and oversight of nearly 200 deaf-mutes, all of whom have, in their exemplary conduct, given evidence of careful training, I should hope that now, at the *eleventh hour*, you will not withdraw that support which you so cheerfully accorded me in the past.

I am happy to bear testimony to the punctual manner in which the County Treasurers meet my demands. Both County Treasurers and Clerks have shown me marked kindness and courtesy, for which I feel truly thankful.

AMOUNTS EXPENDED FROM 1864 TO END OF 1868.

Year.	Amount expended.	Average number of Boarders maintained—day pupils not enumerated.
1864	\$3,044	40
1865	6,878	60
1866	7,146	56
1867	5,395	52
1868	7,272	50

Average annual expenditure, \$5,947. Average number of pupils present, 51. Cost per pupil per annum, including salaries, wages, and purchase of furniture laid in during these five years.

[THE following letter, unexpectedly received, is the *unaided* composition of a semi-mute, who lost hearing at the age of age of seven years, and who was only two years under instruction in this Institution. I would, in this connection state that we have not, in our examination tour throughout the Province, exhibited the proficiency of semi-mutes. It is just to observe that the writer referred to had learned to read words of one and two syllables before he lost hearing. The itinerant quack to whom R. Slater refers, is a humbug.]

GALT, Jan. 11th, 1868.

DEAR MISS MCGANN:

I now commence to write a letter that ought to have been written long ago. I enjoyed myself very highly at the Provincial Exhibition. You must excuse me for not calling before I left—I was so interested with the Show that I could not leave until it was time for home. I only had one day at Christmas, or I would have gone to Hamilton. It was a very quiet day with me, because I stayed at home. It has been a very long time since I received a letter from David Hambly. I have had no skating this winter yet. Unless we have a change the sleighing will be over, and wheeled vehicles will be brought out again. I am attending a Russian doctor from Hamilton; he said he cured a deaf mute in Hamilton. I think I am getting a little better. He said it would take him about nine months to cure me. Perhaps you will know him.

I have no more to say at present, but remain, as ever,

Yours truly,

R. SLATER.

Write soon.

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Ezard,
Frank,
Finzer,
Freind,
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Hoy, B.
Howe,
Kay, W.
Kelly, C.
Lindsay
Low, F.
Morrow
McLare
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Richard
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Harris,
Hambly
Hewson
Lee, M.
Milligan
Murphy
O'Fea,
Pratt, J.
Randal
Rapulje
Rutherf
Sloan,
Story, S.
Yorrell

MALE PUPILS IN ATTENDANCE FOR 1868.

NAMES.	POST TOWN.	COUNTY.
Beemer, James	Simcoe	Norfolk.
Black, James	Nassagaweya	Halton.
Bowen, Arthur	Penville	Simcoe.
Braven, Alpha	Welland	Welland.
Campbell, A.	Williams	Middlesex.
Cassidy, Creighton	Creekbank	Wellington.
Cowen, John	Dorchester	Middlesex.
Cummings, William	Fitzroy Harbour	
Darue, John	Sarnia	Lambton.
Ellis, John		Simcoe.
Emmet, Samuel	Brantford	Brant.
Ezard, Mark	Concord	York.
Frank, Solomon	Strathroy	Middlesex.
Frazier, Hugh	Bullock's Corners	Wentworth.
Freind, Charles	Chippewa	Welland.
Hadden, John	Moore	Lambton.
Hammel, John	Arkwright	Bruce.
Hoy, Robert	Avanton	Perth.
Howe, Charles	Toronto	York.
Kay, William	Stratford	Perth.
Kelly, George	Nassagaweya	Halton.
Lindsay, William	Gananoque	Leeds.
Low, Robert Charles	Nanticoke	Haldimand.
Morow, John	Wroxeter	Perth.
McLaren, Alexander	Osgood	Carleton.
McKay, W. R.	Kingston	Frontenac.
Pringle, David	Senforth	Huron.
Richardson, William	Hamilton	Wentworth.
Rutherford, J.	Rockton	Do.
Schnell, John	Zurich	Huron.
Schnell, Henry	do.	Do.
Sault, William	Shakespeare	Perth.
Sutton, Robert	Brantford	Brant.
Wheeler, Frederick	St. Catharines	Lincoln.

FEMALES.

NAMES.	POST TOWN.	COUNTY.
Birney, Elizabeth	Elora	Wellington.
Brooks, Elizabeth	Port Hope	York.
Brown, Maggie	West Corners	Durham.
Byers, Sarah	Nobleton	Perth.
Common, Annie	Galt	Waterloo.
Fairley, Isabella	Guelpth	Wellington.
Fairley, Mary	Do.	Do.
Fletcher, Sarah	Hamilton	Wentworth.
Furlong, Mary	Do.	Do.
Gay, Maria	Guelpth	Wellington.
Graham, Isabella	Fergus	Do.
Gray, Isabella	Osgood	Carleton.
Harris, Ellen	London	Middlesex.
Hambly, Bella	Nobleton	York.
Hewson, Ellen	Port Hope	Durham.
Lee, Margaret	Mono Mills	Peel.
Milligan, Jane	Orillia	Simcoe.
Murphy, Mary	Brantford	Brant.
O'Pea, Mary	Goderich	Huron.
Pratt, Emma	Orangeville	Wellington.
Randall, Ellen	Dunville	Haldimand.
Rapaljea, Letitia	Simcoe	Norfolk.
Rutherford, Margaret	Rockton	Wentworth.
Slonn, Eliza	Milton	Halton.
Story, Sarah	Aurora	York.
Yorrell, Kate	Hamilton	Wentworth.

APPENDIX.

By referring to my Annual Report for 1867, it will be seen that the amount paid on account of "Superintendent and Teachers' salaries," was \$1.383 only, for that year; leaving a large balance to be provided for under that head, as shown in the amount paid out for 1868. Salaries and wages in an institution for the deaf and dumb, when the number of inmates is fifty or sixty, are as high as if one hundred were present.

The great difficulty presented in securing the services of a competent matron—one who could converse intelligently with the pupils, and communicate between them and our very excellent and kind medical attendant, Dr. Ryall, whom both teachers and pupils highly esteem—left me no other course to pursue than that of earnestly soliciting my daughter, Mrs. Watson, to give up the comforts of a private home, and bear the responsibilities of those onerous duties which none in the Province could perform, Mrs. Terrill excepted. Aided by Mr. Watson, who, in addition to his duties as Teacher, managed the Boarding Department, and kept the accounts of the Institution, I have "got along first-rate." The services of Mr. and Mrs. Watson—gratuitously rendered—have not only effected a considerable saving for the benefit of the Institution, but relieved me of much anxious care. I can only say that I feel truly grateful for these services, so zealously and so efficiently performed.

Mr. Terrill and Miss McGann have also, in the instruction of their respective classes, afforded me the highest satisfaction.

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