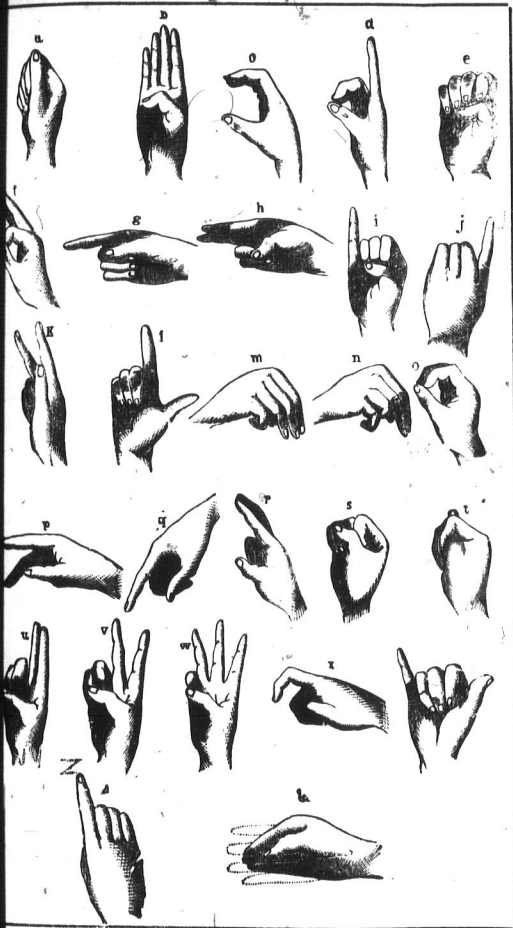




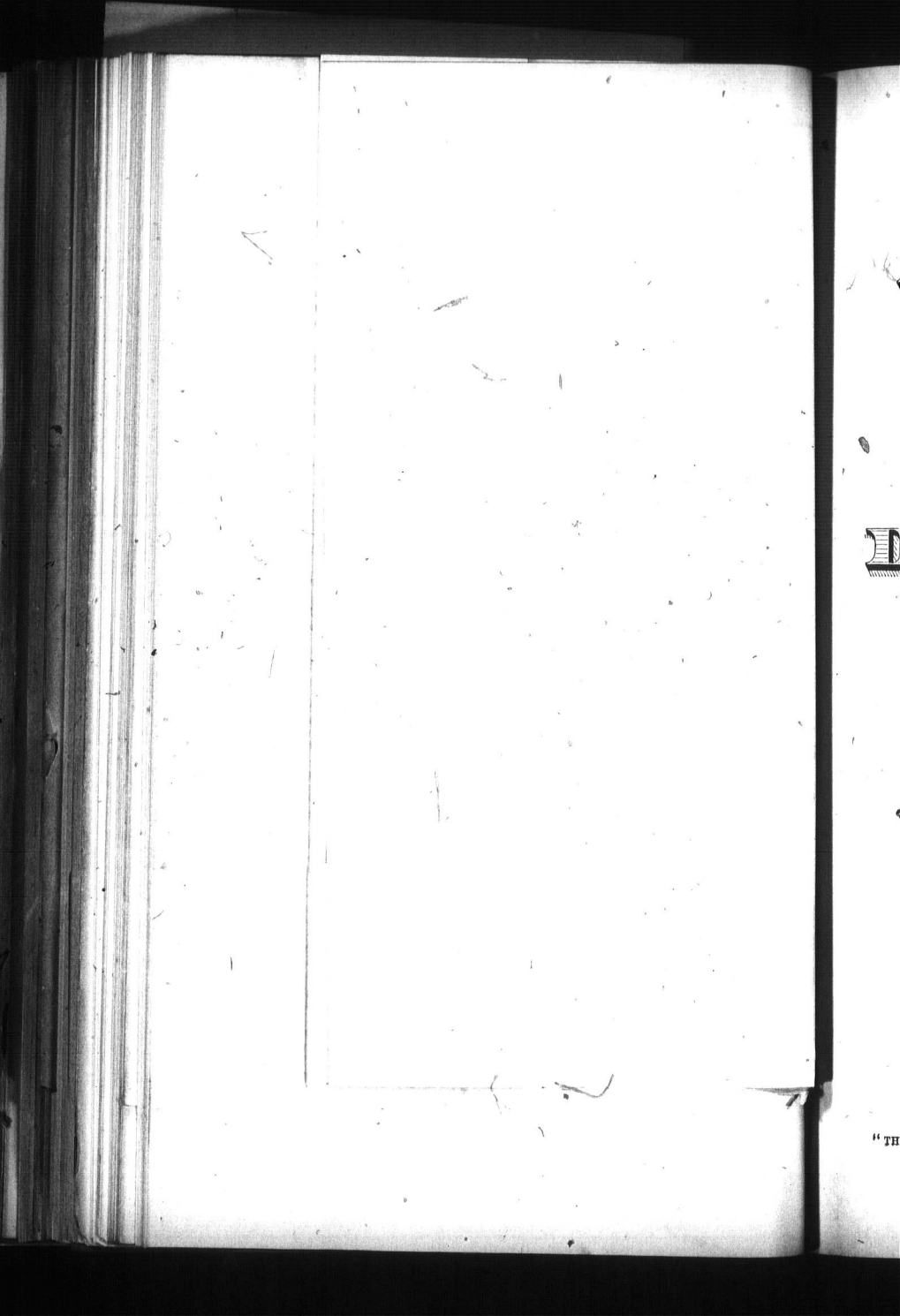
OSTIA ILLI. INTERIORS. SOLI. CURSUS. VITA. A. M. 1850.





MANUAL ALPHABET FOR THE DEAF AND DUMB.

CHAS. BELL, INVENTOR OF THE ALPHABET FOR THE DEAF AND DUMB.



D

"TH

NINTH  
ANNUAL REPORT  
OF THE  
ONTARIO INSTITUTION  
FOR THE  
DEAF AND DUMB

AT  
BELLEVILLE, ONT.

FOR THE  
*Fiscal Year Ending 30th of September, 1879.*



BELLEVILLE:  
"THE DAILY ONTARIO" STEAM PRINTING AND BOOKBINDING ESTABLISHMENT,  
1880.

# List of Officers.

---

## Government Inspector :

J. W. LANGMUIR.

---

## Officers of the Institution :

R. MATHISON, SUPERINTENDENT.  
A. LIVINGSTON, BURSAR.  
W. HOPE, M. D., PHYSICIAN.

---

D. R. COLEMAN, M. A., - SUPERVISING TEACHER.

J. T. WATSON,	MRS. J. J. TERRILL.
P. DENYS.	MISS MARY E. C. JOHNSON.
S. T. GREENE, B. A.	MISS ANNIE SYMES.
R. J. WALLBRIDGE.	MRS. C. WALKER, Teacher of Drawing.
D. J. MCKILLOP.	MISS ANNIE M. PERRY, Instructress
D. W. McDERMID.	in Ornamental and Fancy Work.
WM. KAY, Monitor Teacher.	MISS M. LORENZEN, Monitor Teacher.

J. H. BROWN, - TEACHER OF ARTICULATION.

---

MRS. M. A. KEEGAN, Matron.      MRS. J. CLIMIE, Housekeeper.  
D. S. CANNIFF, Clerk and Storekeeper.  
J. MIDDLEMASS, Engineer.  
GEORGE BEGG, Supervisor of Boys.  
M. O'DONOGHUE, Master Carpenter.  
JOHN FLOWERS, Master Shoemaker.  
MICHAEL O'MEARA, Farmer.  
THOS. WILLS, Gardener.

INS

Ins

Du  
instr  
277 i  
Th  
openi  
ing st

From C  
"  
"  
"  
"  
"

Fou  
from  
under

Algoma  
Brant  
Bruce,  
Carleton  
Elgin,  
Essex,  
Fronten  
Grey,  
Haldim  
Halton,  
Hasting  
Huron,

# REPORT

## OF THE INSPECTOR OF PRISONS & PUBLIC CHARITIES

UPON THE

### Institution for the Education of the Deaf & Dumb,

BELLEVILLE.

During the year ending 30th September last, 269 pupils received instruction in the Institution for the Deaf and Dumb, as against 277 in the previous corresponding period.

The number of pupils in attendance each official year since the opening of the Institution in October, 1870, is given in the following statement:—

From October 20th,	1870, to	September 30th,	1871,	Males.	Females.	Total.
September 30th,	1871,	"	"	64	36	100
"	"	"	"	97	52	149
"	"	"	"	130	63	193
"	"	"	"	145	76	221
"	"	"	"	155	83	238
"	"	"	"	160	96	256
"	"	"	"	167	104	271
"	"	"	"	166	111	277
"	"	"	"	164	105	269

Four hundred and forty-eight pupils have entered the Institution from the date of its opening, as shown in the table given hereunder:—

	Male.	Fem.	Total.		Male.	Fem.	Total.
Algoma District,	1		1	Kent,	10	2	12
Brant	11	5	16	Lambton,	9	3	12
Bruce	4	4	8	Lanark,	3	2	5
Carleton,	11	5	16	Leeds,	4	2	6
Elgin,	2	4	6	Grenvill,	3	3	6
Essex,	1	4	5	Lennox,	3	2	5
Frontenac,	6	4	10	Addington,	1	1	2
Grey,	15	8	23	Lincoln,	3	3	6
Haldimand,	4		4	Middlesex,	19	9	28
Halton,	4		4	Norfolk,	7	4	11
Hastings,	12	9	21	Northumberland,	5	10	15
Huron,	13	14	27	Durham,	10	5	15

	Male.	Fem.	Total.
Ontario, . . . . .	10	3	13
Oxford, . . . . .	6	2	8
Peel, . . . . .	3	1	4
Perth, . . . . .	16	8	24
Peterboro', . . . . .	9	2	11
Prince Edward, . . . . .	2	2	2
Russell, . . . . .	2	2	4
Kenfrew, . . . . .	4	3	7
Simcoe, . . . . .	11	5	16
Stormont, . . . . .	1	2	3
Dundas, . . . . .	1	1	2

	Male.	Fem.	Total.
Glengarry, . . . . .	2		2
Victoria, . . . . .		1	1
Waterloo, . . . . .	8	6	14
Welland, . . . . .	3	2	5
Wellington, . . . . .	9	10	19
Wentworth, . . . . .	14	3	17
York, . . . . .	16	15	31
Parry Sound District, . . . . .	1		1
Muskoka District, . . . . .	1		1
New Brunswick, . . . . .	2		2
Total, . . . . .	277	171	448

The following is a synopsis of the minutes recorded by me at the various visits I made to the Institution, during the official year.

The first inspection was made on the 18th February, when an examination of the Register showed that during the current session 221 pupils had been enrolled (of whom 132 were males and 89 females). There were, however, only 217 in residence, three having returned to their homes, from various causes, and one having left the Province. Twenty-two of the pupils then entered on the roll, had been admitted for the first time during the session, and the Principal informed me that he had received applications for the admission of thirty-six more, but they had not been sent forward. That such a considerable number of deaf mutes, should be for various reasons kept at home, furnished additional proof of the necessity for a personal visitation of deaf mutes being made by an officer of the Institution, as only in this way could the benefits of the Institution be made known to parents who were either ignorant of them or unwilling to take advantage of them. The Principal was, therefore, requested to submit to me, before the close of the term, the names of the deaf mutes upon record who had not entered the Institution, in order that authority might be granted to an officer to visit them during the vacation.

All the pupils in residence were seen. Their appearance was very satisfactory, and the health of the Institution was good. A few of the inmates were suffering from temporary and trifling ailments, which kept them from the classes.

There were in existence at this time ten literary classes, taught by the same number of teachers, and a monitorial class taught by two well advanced pupils. A drawing class was also conducted by a non-resident teacher for two hours twice a week.

Mr. J. H. Brown, who had been qualifying himself under the direction of the Government at the Bell School in Boston, to become an instructor in the science of Visible Speech, having obtained a certificate of competency from the Manager of that school, was instructed to at once enter upon his duties. The Principal, in conjunction with Mr. Brown, was requested to select a number of pupils most capable of receiving benefit from such instruction, and to organize classes and arrange generally for the efficient carrying

out of  
depa  
V.  
Prin  
very  
TH  
pupi  
were  
could  
TH  
consi  
on th  
Th  
bake  
much  
Th  
boys  
whic  
becar  
Th  
be d  
imme  
Th  
artic  
as a l  
the a  
keepi  
of the  
halls  
the P  
The  
must  
The  
move  
site,  
fire o  
The  
finan  
I a  
throu  
found  
order,  
the In  
in a f  
The  
be ju  
being

out of the work, taking care that the ordinary routine of the literary department was interfered with as little as possible.

Very good discipline seemed to prevail in the classes, and the Principal informed me that the teachers were performing their duties very satisfactorily.

The shoe and carpenter shops were affording instruction to 30 pupils, 15 being in each shop, but I found that many improvements were required in the management of these departments before they could be pronounced effective.

The condition of the Institution was in the main satisfactory, considering the unusual wear and tear it is subjected to, particularly on the boys' side.

The new laundry was in excellent working order, and the new bakery had been fully occupied and its arrangements were giving much satisfaction.

The recent appointment of a hearing and speaking supervisor of boys had considerably improved the disciplinary arrangements, which would, no doubt, be still more apparent, when that official became more conversant with his work and duty.

There were many structural alterations and repairs requiring to be done, and instructions were given for the following to be immediately entered upon by the carpenter and his staff, viz :--

The fitting up of one of the teacher's bed-rooms for the use of the articulation class. The fitting up of a room on the ground floor as a bed-room for a resident teacher, in place of the room taken for the articulation class. The fitting up of a room on the girls' side for keeping the drawing class appliances. The re-flooring with hardwood of the main entrance hall up to the dining-room door and transept halls and the girls' sitting-room. The making of outside blinds for the Principal's residence.

The carpenter was informed that the desks required in future must also be made in his shop.

The Principal was authorized to ascertain what it would cost to move the gymnasium to a point farther in the rear of the present site, as it was a source of considerable danger, in the event of fire occurring upon the premises.

The Bursar was given certain instructions in regard to the financial affairs of the Institution.

I again visited the Institution on the 10th of April, and passed through its various departments, including the class rooms. I found the dormitories and other portions of the house in very good order, and generally in a well kept and clean state. The affairs of the Institution in its various departments appeared to be progressing in a fairly satisfactory manner.

The visible speech class was well organized, and so far as could be judged by an examination of a couple of hours, a good work was being accomplished in a very systematic and effective manner.



Thirty-two pupils were receiving instruction, and some of them had already made very marked progress. The lip reading and articulation of one of the congenital mutes was worthy of special mention.

There were 219 pupils in the school, viz., 130 males and 89 females.

With the exception of five boys and two girls, all were present at dinner in the associated dining-rooms. Their general appearance was very satisfactory. Of the seven pupils who were absent, nearly all had only trifling ailments, and upon the whole the health of the Institution was good.

An examination of the records showed that only one pupil had paid for board during the session, and that a very considerable amount was in arrears for board of registered paying pupils. The Bursar was instructed to make up and forward to me, a statement, in detail, of all arrears, in order that the whole matter might be laid before the Lieutenant-Governor in Council, for instructions as to the action to be taken in the matter.

The requisition for supplies for the current quarter was examined, and the Bursar was authorized to make the purchases in the usual way and at the lowest market rates.

I visited the Institution again on the 13th and 30th September. The immediate object of my first visit was to instal Mr. Robert Mathison as temporary executive head of the Institution, such course being rendered necessary by the resignation of Dr. Palmer, who, since the opening of the Institution in October, 1870, had filled the position of Principal.

The officers, teachers, and chief *employes* were assembled and informed of the official change and of the authority conferred upon Mr. Mathison. It was also arranged that until further orders, the two senior teachers should be associated with the acting Principal in the conduct of the Literary Department.

On returning to the Institution on the 30th of September, after an absence of more than a fortnight, during which time the entire management of affairs had been under the acting Principal, I was gratified to learn that everything had been going on in a most satisfactory manner, and that a very marked improvement was apparent in the discipline and routine of the Institution.

The Government, believing that the varied knowledge and experience of public institution management possessed by Mr. Mathison, combined with his well known administrative ability, eminently fitted him for the position of executive head of this establishment, had decided to appoint him to the office rendered vacant by the resignation of Dr. Palmer, and that the official designation of Mr. Mathison's position should be "Superintendent of the Institution for the Deaf and Dumb." For some little time, and until the Superintendent acquired a knowledge of the technicalities of the system of deaf mute instruction, Mr. Coleman, the senior teacher,

was instructed, in addition to his other duties, to take the position of "Supervising Teacher." I stated that it would be his duty to visit the classes at such times as the Superintendent might direct, and fully inform himself of the system of teaching pursued in each and every class, the result of the same, as exhibited in the progress of the pupils, and of the discipline and order observed, and that he would be required to make a report in writing to the Superintendent, giving the result of his observation and examination, both in regard to each class, and to the literary department as a whole.

The Superintendent was desired to read the foregoing portions of these minutes to the officers and teachers, and to state that the Government expected them to yield promptly and cheerfully to the authority of the Superintendent, and at the same time to render him the utmost assistance in their respective positions, in the performance of the official duties devolving upon them.

The ninth session of the Institution opened on Wednesday, 10th September, and on the 30th September there were 215 pupils, viz., 126 boys and 89 girls, in residence. Thirty-six of these pupils had entered the Institution for the first time, nine had absented themselves for one and in two cases for two sessions, but had again been admitted. All the rest had been in school during the whole or a portion of the eighth session. It appeared likely that the population of the school would be increased to 240 before the end of October, and probably would reach 250 during the current session.

The teaching staff in the Literary Department comprised seven skilled professional teachers, four assistant teachers, two monitorial teachers, and one instructor in drawing. The conditions upon which the assistant teachers were probationally appointed, viz., that they should obtain second-class certificates, had not as yet been complied with, and therefore the Superintendent was directed to notify these assistant teachers that they must present themselves at the next School Board, with a view of obtaining third, and subsequently second-class certificates.

Being of opinion that the system of monitorial teaching given to beginners was neither sufficient nor thorough enough, and considering the vast importance of a good foundation being laid for the regular course of instruction, I requested the Superintendent and Supervising Teacher to give this matter mature consideration and to report to me any suggestions they might have to make with a view to adopting some better and more effective system.

The appearance of the pupils was satisfactory and the health of the Institution was generally good, although there were two cases of sickness, one of which the physician thought to be a mild type of scarlet fever and the other one of measles. The patients were completely isolated, and everything was being done to keep the fever from spreading.

The condition of the Institution was very commendable, both in respect to cleanliness and neatness. The re-flooring of the front hall and girls' sitting-room with hardwood has very much improved the appearance of these places.

The Superintendent was requested to transmit to me a statement showing what halls and rooms still required flooring with hardwood, with an estimate of the quantity of material needed to do the work, and also an estimate of the cost of painting the woodwork throughout the building, so that application may be made for a parliamentary appropriation to cover the cost.

Appropriations will also be asked for one hundred and twenty bedsteads, about fifty desks, fittings for the articulation class-room, a few pictures, improving the chapel, and for new stock.

It will be recommended for the consideration of the Honourable the Commissioner of Public Works, that a coal-shed be erected with a storage capacity of six hundred tons. This is rendered necessary by the substitution of coal for wood as fuel.

The products of the farm and garden are greater than in any previous year. The yield of potatoes and other roots as well as of hay, will, it is hoped, be sufficient to supply the wants of the Institution.

The pay list of the Institution was examined, and the Bursar directed to make certain changes in the rate of salary paid to some of the staff.

#### EDUCATIONAL.

The usual annual examination of the Literary Department was made during the year. I asked the Honourable the Minister of Education to detail one of his staff for the duty, and suggested that Dr. Carlyle should be selected, as he had made the examination in the previous session, and by doing it again would be able to make a better comparison of the results of the two examinations than any one else, and, in addition, the experience gained would be of value in enabling him to do the work more expeditiously and thoroughly than one unacquainted with the mode of instructing deaf-mutes.

My recommendation being approved of, Dr. Carlyle commenced his examination on the 9th June. His report upon the result is as follows :—

“ I beg to say that I have concluded a very careful and thorough examination of all the classes of the Institution for the Deaf and Dumb in all the branches of study pursued by them, and beg to report as follows :—

“ The Principal, and the teachers, most willingly and kindly rendered me all the assistance in their power, and it affords me pleasure to be able to say that there is a very marked improvement in the attainments and deportment of the pupils, which I attribute princi-

pally to two causes—the greatly improved classification of the pupils, and the hearty, united effort of the teachers to remedy defects and carry out the wishes of the Principal. The good effect of the better classification is very apparent, especially so in those classes where it is more perfect, and I am quite convinced that more may be accomplished in this way. I most earnestly suggest that the pupils be so arranged that it will not be necessary for any teacher to have his or her class sub-divided into senior and junior divisions. Where there are so many teachers, the step from one class to a higher, at the beginning of the academic year, need not be very great, and I am quite convinced, from the attainments of the pupils, that what I suggest is quite easy of accomplishment. The good which will result from the concentration of the teachers' efforts, was quite apparent at the recent examination, for those classes which were not sub-divided invariably did the best work. Perhaps it would be necessary to sub-divide the lowest and highest classes, but here it would not matter so much, as there are two monitors for the former, and in the latter the pupils are so advanced that they are not wholly dependent on the teacher but can profitably study from books.

"The present classification, and what I have suggested, render a more carefully prepared course of study for each class absolutely necessary. At present, each teacher, to a greater or less extent, teaches what he or she may consider most suitable, and sometimes they are at a loss to know what has been learned in the lower classes or what they should teach.

"For example, I found the pupils of the fifth class had a very fair knowledge of the Geography of Canada, but when I went to the fourth, a higher class, Geography was not taught, nor any other subject in its place, while in the third and higher classes it was. It would be far more satisfactory for the teachers to know just what they are expected to do during the year or term, and the examiner also would know what each class were expected to know. It would not be difficult for the Principal then to know whether or not his teachers were doing their whole duty.

"In the preparation of this course of studies for each class, I will not, I trust, be considered as going out of my way if I express the opinion, that an acquaintance with our ordinary language, a practical knowledge of the four simple rules in arithmetic, and the ability to write plainly, is of the first importance to the Deaf and Dumb.

"I will, with confidence, ask the teachers to make a united and determined effort to improve the writing of the pupils still more, and to insist on more care and accuracy in the answering of questions by writing. Neatness, accuracy, and the proper arrangement of work on paper is as necessary for the deaf-mute as for others.

"The improvement in the deportment of the pupils was very gratifying to me. They manifested more anxiety to do well, there

was the absence of that careless indifference often exhibited on former visits, and what pleased me very much was more self-dependence and scarcely an effort to get assistance or copy from each other. In a word, the whole bearing of the pupils seemed to be improved. They wore a more cheerful, happy and intelligent aspect.

"The work of the past year has, on the whole, been a decided success, and much credit is due to the Principal and his staff of teachers for the earnest, energetic efforts that have been made to render the Institute as perfect as possible, and I am sure the success which has attended their efforts during the year which has just closed, will encourage each and all to do still more to further any effort of improvement.

"Appended to these general remarks you will find a report of each class, also reference to the drawing class and the classes in visible speech, all of which I beg to submit for your consideration.

"*Monitorial Classes.*—I find the monitors seem to be doing all that is possible, but the pupils are exceedingly dull. It would, in my opinion, be as well if a few more from other classes were put down into this one. It is a great relief to a class to get rid of these very dull ones.

"*Class 1.*—I find the first division have only a limited knowledge of the use of a few verbs. Three out of the five are dull, the other two bright and intelligent. The second division readily change singular into plural nouns. The third division know and can write down quickly and accurately the names of some familiar objects. The pupils of the second and third divisions are lively and sharp. I can readily understand that the stimulus of a regular inspection and love for the work, is necessary to keep up a teacher's interest in such a class as this.

"*Class 2.*—A quiet, orderly and attentive class. They have been under monitors for some time owing to the illness of the teacher. They did not do much. They are able to describe very simple actions partially correctly. None of them are fit for promotion.

"*Class 3.*—The pupils of this class acquitted themselves generally with credit. Their knowledge of the language is very fair and in scripture history their answering was good. They were weak in their arithmetic.

"*Class 4.* First division.—These pupils have a very ready command of language. They reflect credit on their teacher. The second division too did well, but the third did only very poorly. They are very dull, and I am not surprised at their being so far behind. It is natural that the teacher would give most of his time to the bright ones.

"*Class 5.*—The pupils of this class acquitted themselves in a praiseworthy manner, scarcely a failure in any of the subjects. The class consists of one division, and affords proof of the good effect of

careful classification and of earnest, energetic work on the part of the teacher. I was much pleased with it.

"*Class 6.*—While some of the pupils in this class are dull, and did not pass a very good examination, the majority of them acquitted themselves with much credit and manifested a fair knowledge of language. It is divided into two divisions, so that the faithful attention of the teacher, whose heart and soul seem to be in his work, had to be divided, and I attribute the partial failure in some subjects to that fact.

"*Class 7.*—I was somewhat disappointed with this class. The teacher has confined himself to language and arithmetic, so I expected the pupils would do correspondingly well in both, but they did poorly. I think they did not do as well in arithmetic as they did last year. This class requires a good deal of earnest, faithful teaching to rouse them up a little. The teacher requires them to go through a variety of motions which are very good and have a good effect on their department.

"*Class 8.*—The pupils of this class did not do as well in language as I expected. Their answers often indicated some knowledge of the subject, but they were very poorly put together. Their command of language seemed to be less than that of some of the lower classes. I believe their teacher has worked assiduously and earnestly, but they did not do her much credit. Their style of answering could be much improved and doubtless will be.

"*Class 9 and 10.*—The ninth class and the second division of the tenth class had the same examination papers when practicable. Both classes did very well. The tenth class has two divisions in it—the ninth only one. I do not think that some of the older pupils and one or two others have improved much, if at all, during the year.

"*The Drawing Class.*—The newly appointed teacher seems to have put fresh life and interest into the Drawing Class. Many of the pupils draw very well. My great love for the practical, and the great use some of the pupils might make of their drawing after they leave the Institution, prompt me to suggest that the teacher of drawing should somewhat curb the desire of the pupils to disregard the first elements of drawing and to undertake difficult and showy subjects beyond their ability. I have no doubt, from the influence the teacher seems to have over the pupils, that they will make rapid progress.

"*Classes in Visible Speech.*—I was much interested in the exercises of these classes under their teacher. His success confirms me in the opinion that much may and will be done in the future by this means of instruction. Although he has had them only a few months, I found a class of small deaf-mutes, who never heard a sound, not only able to speak distinctly many little words, such as 'lamp,' 'lamb,' but to understand their teacher when he spoke to them.

"The Principal still has his Bible class of about eighty, with whom he takes up the International Series of Sunday School Lessons.

"Religious instruction is given by one of the teachers to the Roman Catholic pupils, and they seem to be well grounded in their catechism.

"Some one of the male teachers gives lectures on suitable subjects every Sunday afternoon."

#### MAINTENANCE EXPENDITURE.

The following statement shows the cost incurred in maintaining the Institution during the year, under the various headings of the estimates. The average cost per pupil is also shewn.

#### STATEMENT OF EXPENDITURE UNDER EACH HEADING OF THE ESTIMATES.

	AGGREGATE COST.	COST PER PUPIL
Medical Department,	\$ 134 91	\$ 0 62
Food of all kinds,	9,950 20	46 04
Bedding, Clothing and Shoes,	428 28	1 99
Fuel,	6,143 25	28 57
Light,	1,248 38	5 83
Laundry, Soap and cleaning,	425 c6	1 98
Book and Apparatus,	773 13	3 59
Printing, Postage and Stationery,	430 43	2 00
Furniture and Furnishings,	539 11	2 51
Farm, Feed, Fodder and Stables,	865 58	4 02
Repairs and Alterations,	890 50	4 14
Miscellaneous,	1,196 22	5 36
Salaries and Wages,	15,614 45	72 63
Average 215 Pupils,	\$38,589 50	\$179 48

It should be stated that the coal supply for two years was paid during the official year. Deducting \$2,836.29, the amount of the coal bill for 1878, the expenditure for the official year is reduced to \$35,753.21, and the average cost per pupil to \$166.29.

#### DESCRIPTION OF THE INSTITUTION BUILDINGS, AS GIVEN BY THE ARCHITECT OF THE PUBLIC WORKS DEPARTMENT.

The site of this building is about one mile west of the City of Belleville, on the shore of the Bay of Quinte and contains 82 acres. The building was erected according to the design of James Smith, Architect, Toronto, in the domestic style of Gothic architecture, the first premium having been awarded to him after due advertisement and careful consideration. The work was commenced in 1869, and completed in 1870, when the Institution was formally opened. The main building is 208 feet in length, 50 feet in width, and four storeys in height, 12 and 13 feet each, built of red brick made in the vicinity, and cut stone dressings from Ox Point, and the roof is of slate and galvanized iron. In the rear of the main building, but connected with it by a covered passage, is the dining-room, 90 feet

in length by 30 feet in width, and 14 feet in height ; a kitchen 41 feet by 22 feet, with pantry and other apartments for domestics and store-rooms. A boiler-house with laundry and drying room over, 54 feet in length by 30 feet in width, 13 and 12 feet for each storey respectively, has been recently built north of the kitchen, and connected with same by a covered passage. On the west side of the dining-room is a play-room for girls, 28 feet by 20 feet, with a ward for sick over same, and a class-room in the east side, each extremity being connected by a covered passage to main building. The centre hall is 12 feet wide, which connects with the dining-room. In this hall is the principal stairs, on the first landing of which is a passage connecting with the large lecture-room over dining-room. The main corridors are six feet wide, connecting with the centre hall, school-rooms and dormitories in the wings, 60 feet by 37 feet. On the ground floor are the Principal's and Bursar's offices, reception room, etc. The Matron's, Teachers' and Assistants' apartments are on the first floor in the centre portion, class rooms and dormitories being in each wing. The two upper storeys are occupied as associated dormitories, 60 feet by 30 feet, 36 feet by 32 feet, and 46 feet by 16 feet respectively, on each side of the centre. The building is heated by steam, from two boilers, passing through circulating pipes and coils in the apartments and passages. The water is pumped from the bay into iron tanks containing about 10,000 gallons, from which the wash basins, baths, water-closets, etc., are supplied. The sewerage is discharged into the bay by brick drains, 22 inches in diameter. The light is supplied by the Gas Company of Belleville, the mains having been extended for the purpose. In 1877 a dormitory for boys was built on the east side of the grounds about 100 feet distance from the main building ; it is 86 feet in length, 28 feet in width, and two storeys of 11 feet each in height, with a mansard storey 9 feet in height. The dormitory is also heated by steam by means of circulating pipes and coils. The gas and water pipes were extended to the building. A separate residence for the Principal was also constructed in 1877, on the west side of the grounds. The out buildings consist of a brick workshop, 80 feet by 32 feet, and two storeys in height ; a gymnasium of wood, 70 feet by 28 feet, one storey in height ; stables, waggon-house, 90 feet by 23 feet, with hay loft, etc. The avenue extends from the Trenton Road to the building, trees having been planted on each side, and a gate-keeper's lodge was built at the entrance. The buildings afford accommodation for 250 pupils, including the dormitory, and the total expenditure for land, buildings and furniture to the end of 1878, was \$172,893.



# REPORT

—OF—

## THE SUPERINTENDENT

FOR THE

YEAR ENDING 30TH SEPTEMBER, 1879.

BELLEVILLE, Oct. 1st, 1879.

J. W. LANGMUIR, Esq.,  
*Inspector of Asylums, Prisons  
and Public Charities, Ontario.*

SIR,—I have the honour to present the Eighth Annual Report of the Ontario Institution for the Deaf and Dumb, for the year ending September 30th, 1879.

The numbers of pupils in attendance during the year were as follows :

Males,	163
Females,	106
Total,	269

They were supported as follows :—

By Parents or Friends,	16
By the Government of Ontario, as Orphans,	15
Admitted free, under amended By-laws,	238
Total,	269

The exemption from serious sickness among the pupils during the past year is a matter for congratulation, there being fewer cases of illness, and those of a milder type than for any year since the Institution was first opened. Only one pupil died, and he was suffering from the disease to which he at last succumbed before he was entered on the roll as a pupil. The present state of the health of pupils and employees with one or two trifling exceptions, is all that could be desired. When any of the pupils are ill they receive prompt medical attention and the best of careful nursing. Parents who have children here may rest assured that their little ones when ailing will be watched over with tender solicitude by those having them in charge.

## THE EDUCATIONAL DEPARTMENT.

In June last, Dr. J. Carlyle, Mathematical Master in the Normal School, Toronto, examined the classes; the result of his labours has been communicated to you, and doubtless will appear in full in your report.

In Dr. Carlyle's last report, as in a previous one, he urged the necessity of a better classification of the pupils, and the introduction of a regularly graded and systematic course of instruction. For some years past, before this session, there was little or no classification; pupils of inferior ability were receiving instruction in the same classes with others who were naturally bright, and the consequence of this mixed state of affairs made it almost impossible for an examiner to find out the character of the work done; pupils of ability were retarded by the dull ones, and the general status of the whole school was much lower than it might have been had a thorough and comprehensive course of study been followed. Each teacher taught what he or she thought was best for the pupils, in his or her class, selected text books accordingly, and the general supervision was of the most superficial character. A partial move towards a better classification of the pupils was made last year, but it was very incomplete. Dr. Carlyle, in reference thereto, says: "The good effect of a better classification is very apparent and more especially so in those classes where it is more perfect, and I am quite convinced that more can be accomplished in this way. I most earnestly suggest that the pupils be so arranged that it will not be necessary for any teacher to have his or her class subdivided into Senior and Junior Divisions." . . . "What I have suggested renders a more carefully prepared course of study for each class absolutely necessary." . . . "At present, each teacher to a greater or less extent, teaches what he or she may consider most suitable, and sometimes they are at a loss to know what has been taught in the lower classes, or what they should teach." . . . "It would be far more satisfactory for the teachers to know just what they are expected to teach." Mr. Valade-Gabel, formerly a distinguished French teacher of the Paris Institution, and the author of several text-books and valuable works relating to deaf-mute instruction, says: "A general programme stating the subjects of instruction, the method pursued, and the processes by the aid of which this method is put in practice, forms a necessary standard for every deaf-mute institution."

As you are extremely anxious that the pupils attending here shall receive all the instruction and benefit it is possible for them to obtain, and conceiving a radical classification and a course of study to be the most important matter requiring immediate attention, and necessary to effect the objects in view, I considered it my first duty to make a classification according to merit, and have a curriculum

prepared. Before deciding upon the course of study I conferred with the more advanced teachers in the Institution, and their opinions generally pointed to a better system of classification and a more definite plan of study. I caused letters to be written to the principals of a number of the best schools for the education of the deaf and dumb in the United States, with a view of ascertaining the amount of work set apart for each teacher, and the system of promotion pursued by each Institution. In many of the schools where a proper system of classification has been in vogue for years, the work done by each class is more difficult than that given to our pupils. In the Ohio, Philadelphia, Rochester, and Buffalo Institutions examinations are held annually and promotions are made upon the marks obtained. In the New York Institution the Principal says: "Speaking about classification, I prefer that each teacher should go over the same ground year after year, and transfer his or her pupils, from time to time, to other teachers, who are teaching a more advanced course. The teachers of the older pupils have only one class, comprising one division at a time. Promotion examinations are conducted, when practicable, in writing." The Principal of the Hartford Institution, one of the oldest schools for the Education of the Deaf and Dumb on this continent, says:—"We have a proper and systematic course of instruction laid out, by the aid of which our pupils make sure and rapid progress. Everything is so systematically done that the pupils know what they can do and what they cannot do. Our school is carefully graded and each teacher knows what he or she has to do."

Taking the results of the late examination as a guide, a thorough classification of all the pupils was made and classes formed consisting of one division for each teacher; and, with few exceptions, the classification as first made has been satisfactory to all parties concerned. After mature consideration of the difficulties attending the education of the deaf and dumb, and the unremitting toil necessary on the part of the teachers in order to instruct them, the curriculum and time-table herewith, for each class, were put in operation. I am pleased to be able to say, that up to this time, the benefits expected from their introduction, are all that could be wished. Mr. Coleman, supervising teacher, in addition to teaching the advanced scholars, visits each class-room in turn daily (his place, while absent from his own room, being taken by Mr. Brown), and informs himself as to the progress of the scholars, and aids the teachers, particularly the junior ones, in the prosecution of their labours. The teachers, without any exception, have entered heartily into the work assigned for their several classes, and now that we have a prescribed course of lessons for each of them, and they know what they are expected to teach, it is not too much to hope that a very marked improvement will be observable among the pupils when the next annual examinations are held.

# COURSE OF STUDY.

## SPECIAL JUNIOR CLASS.

TAUGHT BY W. KAY, (MONITOR TEACHER).

NOUNS .....	Objects in school room. Parts of dress. Names of persons. Names of articles seen every day.
NUMBER.....	Singular and plural of nouns used.
ADJECTIVES.....	Form, dimension, colour, and number.
NOTATION.....	To 50.
VERBS.....	Simple Actions described.
PENMANSHIP.....	On slates each day.

TEXT BOOK.—Peet's Language Lessons.

## CLASSES "A" AND "B."

TAUGHT BY MR. S. T. GREENE, AND MISS M. E. LORENZEN  
(MONITOR TEACHER).

MANUAL ALPHABET.	
NOUNS.....	Objects in use in the class-room; parts of the body; house furniture; most common animals; names of persons; divisions of time, as day, night, morning, evening, noon; directions, as east, west, north, south; natural phenomena, as cloud, hail, snow, rain, &c.
NUMBER.....	Singular and plural of nouns taught.
ADJECTIVES.....	Common, as good, bad, old, &c. Form, dimension, colour. Numerals, as one, two, three.
CONJUNCTION.....	"And."
PRONOUNS.....	1st, 2nd and 3rd persons singular.
VERBS.....	To express simple actions, as "I walked," "Touch the hat."
NOTATION.....	Counting to 100.
PENMANSHIP.....	Every day.

TEXT BOOK.—Peet's Language Lessons.

## CLASSES "C" AND "D."

TAUGHT BY MR. R. J. WALLBRIDGE AND MR. D. J. MCKILLOP.

	<i>Review Class "A" thoroughly.</i>
SUBSTANTIVES.....	Articles of furniture, and parts of the body of quadrupeds, birds, fish, &c. Names of articles of every-day use.
ADJECTIVES.....	Qualitative, as high, low, beautiful, &c. Cardinal and ordinal. Demonstrative, as this, that, &c. Possessive, as my, her, &c.
VERBS.....	Actions relating to objects the names of which are known to the pupils.
GRAMMAR EXERCISES.	Simple and compound actions described. Keep's primary to page 100.
SCRIPTURE LESSONS...	From beginning to creation of the world.
ARITHMETIC.....	Simple addition and subtraction.

TEXT BOOKS.—Kirkland & Scott's Arithmetic.  
Keep's Primary.  
Peet's Scripture Lessons.

## TIME TABLE.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9 to 10.	Nouns and Adjectives.	Nouns and Adjectives.	Nouns and Adjectives.	Nouns and Adjectives.	Nouns and Adjectives.
10 to 11.	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.
11 to 11:30.	Scripture Lessons.	Scripture Lessons.	Scripture Lessons.	Scripture Lessons.	Scripture Lessons.
11:30 to 12.	Penmanship	Penmanship	Penmanship	Penmanship	Penmanship

12 TO 1:30, NOON INTERMISSION.

1:30 to 2:30.	Grammar Exercises.	Grammar Exercises and Letter Writing.	Grammar Exercises.	Grammar Exercises and Letter Writing.	Any subject requiring extra drill.
2:30 to 3.	Incorporation of Verbs and Nouns.	Incorporation of Verbs and Nouns.	Incorporation of Verbs and Nouns.	Incorporation of Verbs and Nouns.	

CLASSES "E" AND "F."

TAUGHT BY MISS ANNIE SYMES AND MR. D. W. McDERMID

SUBSTANTIVES.....	The productions of this country. The different classes of artisans, the articles made by each, their use, &c., &c. Colloquial language.
ARITHMETIC.....	Addition and subtraction, multiplication tables as far as "Six-times."
GRAMMATICAL EXERCISES	Simple and compound actions described. Keep's Story Book to page 52. Keep's Primary Lessons, complete. Peet's Scripture, (Creation to History of Joseph).
COMPOSITION .....	Twice each week in Journal.
GEOGRAPHY.....	Divisions of water.
PENMANSHIP.....	Twice each week.
ADJECTIVES.....	Comparison.
VERBS.....	Present, past and future tenses.

TEXT BOOKS.—Keep's Story Book.  
Keep's Primary Lessons.  
Peet's Scripture Lessons.  
Lovell's Geography.  
McLellan's, and Kirkland & Scott's Arithmetic.  
Beatty's Copy Books.

TIME TABLE.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9 to 10	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic	Arithmetic.
10 to 11	Incorporation of Verbs and Adjectives. Actions described.	Incorporation of Verbs and Adjectives. Actions described.	Incorporation of Verbs and Adjectives. Actions described.	Incorporation of Verbs and Adjectives. Actions described.	Incorporation of Verbs and Adjectives. Actions described.
11 to 12	Scripture Lessons.	Geography.	Scripture Lessons.	Geography.	Scripture Lessons.
1.30 to 2	Penmanship	{ Keep's } { Stories. }	Penmanship	{ Keep's } { Stories. }	Any subject requiring extra drill.
2 to 2.30					
2.30 to 3	{ Keep's } { Primary. }	Writing Story just taught in the Journal as Composition.	{ Keep's } { Primary. }	Writing Story just taught in the Journal as Composition.	

## CLASS "G."

TAUGHT BY MISS M. E. JOHNSON.

ARITHMETIC.....	Addition, subtraction, multiplication and division, with practical examples. Mental addition and subtraction.
LANGUAGE.....	Simple, compound and complex actions described; changing from active to passive voices; History of Animals (Peet's) Part III.
GRAMMATICAL EXERCISES	Description of pictures. Incorporation of different kinds of words. Describing what was done on certain days,— a visit to the city, &c.
COMPOSITION.....	Twice each week upon the Object Lessons given during the afternoons of Tuesday and Thursday.
PENMANSHIP.....	Twice each week.
SCRIPTURE.....	From Joseph to Daniel.
GEOGRAPHY.....	Definitions—Divisions of land and water.

- TEXT BOOKS.—Geography (Lovell's).  
Language (Keep's).  
Scripture (Peet's).  
Arithmetic (Kirkland's & Scott and McLellan's).  
History of Animals (Peet's Part III).  
Picture Books.

## TIME TABLE.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9 to 10.	Arithmetic.	Arithmetic with mental exercises.	Arithmetic.	Arithmetic with mental exercises.	Arithmetic.
10 to 11.	Language.	Geography.	Language.	Geography.	Language.
11 to 12.	Scripture Lessons.	Grammar Exercises.	Scripture Lessons.	Grammar Exercises.	Scripture Lessons.

## 12 TO 1:30, NOON INTERMISSION.

1.30 to 2.30.	History of Animals.	Picture Lessons.	History of Animals.	Picture Lessons.	Any subject requiring extra drill.
2.30 to 3.	Penmanship	Composition on lesson given in the form of a letter in the journal.	Penmanship	Composition on lesson just given to be written in journal.	

## CLASSES "H" AND "I."

TAUGHT BY MRS. J. J. TERRILL AND MR. P. DENYS.

GEOGRAPHY.....	Definitions—divisions of land and water. Dominion of Canada.
ARITHMETIC.....	Thoroughly completed review work. Analysis. Reduction. Mental arithmetic, addition, subtraction, and multiplication.
COMPOSITION.....	On the object lessons taught on Tuesday and Thursday afternoons, or upon any subject the teacher may desire; an account of which will be written by the pupil in the journal.
GRAMMATICAL EXERCISES	Familiar expressions, pages 28 to 52 of Peet's Part III. Letter writing and picture lessons with descriptions.
SCRIPTURE LESSONS...	From Daniel to the Resurrection of Christ.
PENMANSHIP.....	Twice each week.

TEXT BOOKS.—Lovell's Geography.  
Kirkland & Scott's Arithmetic.  
McLellan's Mental Arithmetic.  
Peet's Part III.  
Peet's Scripture Lessons.

## TIME TABLE.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9 to 10.	Geography.	Geography.	Geography.	Geography.	Geography.
10 to 11.	Arithmetic.	Arithmetic with mental exercises.	Arithmetic.	Arithmetic with mental exercises.	Arithmetic.
11 to 12.	Gram-matical ex-ercises.	Gram-matical ex-ercises.	Gram-matical ex-ercises.	Gram-matical ex-ercises.	Gram-matical ex-ercises.

## 12 TO 1:30, NOON INTERMISSION.

1:30 to 2:30.	Scripture Lessons.	Picture lesson.	Scripture lessons.	Picture lesson.	Any subject requiring extra drill.
2:30 to 3.	Penmanship	Composition on picture lesson just taught.	Penmanship	Composition on picture lesson just taught.	



## CLASS "J."

TAUGHT BY MR. JAMES WATSON.

ARITHMETIC.....	Simple and compound rules. Reduction, analysis, vulgar fractions as far as addition; mental arithmetic, first four simple rules and analysis.
GRAMMATICAL EXERCISES	Exercises in narration and description. Incorporation of different words embracing different parts of speech. Latham's Reader, to page 84.
GEOGRAPHY.....	Definitions. Divisions of land and water. Canada (reviewed) and America.
HISTORY.....	Canadian, to page 50, (opening of 1st Parliament in Lower Canada, 1792.) Pee't's Part III,—Animal History reviewed and "Development of Verbs," pages 133 to 194.
PENMANSHIP.....	Twice each week.
COMPOSITION.....	Twice each week in the Journal.

TEXT BOOKS.—Geography (Lovell's Intermediate).  
Arithmetic, Kirkland & Scott's and McLellan's).  
History (Coleman's).  
Beatty's Copy Books.  
Pee't's Part III.  
Latham's Reader.

## TIME TABLE.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9 to 10.	Gram-matical ex-ercises.	Gram-matical ex-ercises, Latham's Reader.	Gram-matical ex-ercises.	Gram-matical ex-ercises, Latham's Reader.	Gram-matical ex-ercises.
10 to 11.	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.	Arithmetic.
11 to 12.	Geography.	Geography.	Geography.	Geography.	Geography.

## 12 TO 1:30, NOON INTERMISSION.

1:30 to 2:15	Canadian History.	History of Animals.	Canadian History.	History of Animals.	Any subject requiring extra drill.
2:15 to 2:35	Mental arithmetic.	Model letter writing.)	Mental arithmetic.	Com-position.)	
2:35 to 3	Penmanship		Penmanship		

## CLASS "K."

TAUGHT BY MR. D. R. COLEMAN, (SUPERVISING TEACHER).

GRAMMAR.....	Analysis and synthesis, 55 pages of Swinton's Language Lessons, taught by means of "Articulation."
ARITHMETIC.....	Compound Rules, reduction, analysis, fractions (vulgar and decimal), loss and gain, percentage proportion and interest.
HISTORY.....	Canadian—From page 50 to the end. English—From Norman Conquest to the present time.
GEOGRAPHY.....	Canada and America (reviewed), and Europe.
PHYSIOLOGY.....	"Health in the House," 120 pages.
COMMERCIAL FORMS...	Promissory notes, drafts, bills of exchange, orders, receipts, due bills, &c.
BOOK-KEEPING.....	Single Entry.
COMPOSITION.....	Twice each week.
PENMANSHIP.....	Twice each week.

TEXT BOOKS.—Arithmetic, Kirkland & Scott's and McLellan's.  
History (Canadian), Coleman's.  
History (English), Edith Thompson's.  
Geography, Lovell's Intermediate.  
Physiology, "Health in the House."  
Beatty's Copy Books.  
Swinton's Language Lessons (Miller's).

## TIME TABLE.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9 to 9:45.	Grammar and articulation.	Grammar and articulation.	Grammar and articulation.	Grammar and articulation.	Grammar and articulation.
9:45 to 11:15	Arithmetic.	Arithmetic with mental exercises.	Arithmetic.	Arithmetic with mental exercises.	Arithmetic.
11:15 to 12	English History	Canadian History.	English History.	Canadian History.	Review.

12 TO 1:30, NOON INTERMISSION.

1:30 to 2:30	Geography	Physiology.	Geography.	Physiology.	Any subject requiring extra drill.
2:30 to 3	Composition.	Commercial forms and book-keeping.	Composition.	Penmanship	Commercial forms and book-keeping.

### VISIBLE SPEECH.

Five classes, comprising in all thirty-one pupils, receive daily instruction in Visible Speech from Mr. J. H. BROWN. These pupils have been selected from the different sign classes by Mr. BROWN after an examination of their mental capacity and vocal organs.

### CABINET MAKING AND SHOE MAKING.

From 7:30 to 8:30 a. m. and 3:15 to 5:30 p. m., five days in the week, and on Saturday forenoon, boys receive instruction in these trades from M. O'DONOGHUE, master carpenter, and JOHN FLOWERS, master shoemaker.

### DRAWING.

Every Tuesday and Thursday from 3 to 5 Drawing is taught by MRS. WALKER.

### DRESS-MAKING AND SEWING.

Girls receive instruction in Sewing and Dress-making, under the charge of MRS. KEEGAN, Matron.

### ORNAMENTAL AND FANCY WORK

Is taught by Miss ANNIE M. PERRY.

In arranging the foregoing Course of Study and Time-tables, I am very largely indebted to Mr. J. H. Brown, teacher of articulation, they being almost entirely his work ; his aid has been simply invaluable to me. To Mr. Coleman, Mr. Watson and Mr. Denys, I am beholden for useful suggestions at various times.

*Visible Speech.*—During the year new classes for the instruction of those pupils likely to be benefited by the study of Visible Speech were organized in the Institution, and the practical results so far have been quite cheering. A succinct account of its origin, introduction into schools for the deaf and dumb, and the manner of imparting it, may not be uninteresting to some who peruse this report. In 1864, Professor A. Melville Bell, of Edinburgh University, while teaching the principles of speech discovered a Universal Phonetic Alphabet, and shortly afterwards he invented a set of symbols, by means of which all languages may be represented. To each organ, or part of an organ, used in articulating, was given a symbol pictorial of the part used ; the relation of these parts to each other was symbolized in the same manner, so that each symbol employed represented a definite position of some organ used while producing an elementary sound ; the co-relation of the sound and symbol render the latter self-interpreting to those who have been taught such symbolism, and thus converted a universal alphabet into a real visible speech. In 1866 an experimental school was opened at Chelmsford, near Boston, which in 1867 became the nucleus of the Clarke Institution at Northampton. In 1877, articulation was added to the curriculum of studies for the Boston University, and in 1871, the first day school on the continent for the education of the deaf by means of articulation was opened in the city of Boston. This method of instructing the deaf became more popular each year ; and at the present time is used in some forty institutions in America. Pupils suitable for receiving instruction are taken from the various classes, after a careful examination of their vocal organs and mental capacity. Having selected bright pupils whose vocal organs are not impaired by disease or otherwise, they are formed into classes ready for instruction. Naturally this first stage of the process, the manner in which these little imprisoned minds are made aware that they possess a latent faculty by which they can communicate with others around them, is the most curious stage of all. The teacher places some chalk dust on the back of his hand, then pressing his lips closely together and parting them with an explosive effect, produces the sound for "p." The pupil performs the same action and this is then symbolized by the teacher, and a character pictorial of the organs used presented to the view of the pupil. This is repeated with the lips and tongue in different positions. Each of the elements of speech has its own peculiar mechanicism radically distinct from that which is necessary for forming any other element. The next step is to show the pupil that breath can produce sound. By drawing a dia-

gram of the organs for the position of "a" as in "*fat*," a symbol is given and pronounced by the teacher, and the pupil by placing his hand on the larynx of the teacher, is enabled to feel the vibrations which are caused in the throat during the utterance of these vocal sounds.

Mr. J. H. Brown, the Articulation Teacher, is a Canadian, and one who has proved himself a successful teacher in our Provincial Public and High Schools. He was selected by the Government as a suitable person to acquire the Bell System of Visible Speech, and at their request pursued a course of study at the Boston University, passed a brilliant examination and obtained a first-class certificate. After visiting a number of Institutions for the Deaf and Dumb, in the United States, he commenced his duties here on the 19th of February last. At the present time thirty-three pupils are receiving instruction daily, for three-quarters of an hour, in articulation and lip-reading. These are divided into five classes. The *lowest class* has only been under instruction for two months and are now able to speak some of the consonant sounds. In the *second class*, the sounds are nearly all mastered and the pupils can speak many words very distinctly; this class has only been under instruction for six months; they are all congenitals, and can readily distinguish words when spoken slowly. Classes *three* and *four* are speaking short sentences composed of words of one or two syllables; some of the pupils in class four never made any attempt to speak until Mr. Brown came. The highest class, consisting of nine pupils, are taught analysis, and synthesis, by means of articulation. These pupils, with the exception of one, had spoken before they became deaf, but since deprived of the sense of hearing they had fallen into many faulty pronunciations; by means of visible speech this is at once corrected, and the pupils taught to read the lips of others while speaking. Good results are expected from the organization of these classes.

The pupils in the Drawing Class are progressing favorably under Mrs. Walker's direction. 25 pupils take lessons twice each week, after the regular school hours.

Miss Mary E. Lorenzen, a graduate of the Institution, who was appointed a monitor teacher this term, is succeeding admirably with her class.

Mr. S. T. Greene, one of our most experienced teachers, has, at his own request, been assigned to a class made up from among the children who have entered this term. He recognizes the necessity of building up the education of our pupils upon a good foundation.

During the evenings that the pupils are required to prepare lessons for the day following the girls are aided and watched over by Miss Annie Symes, and the boys by Mr. D. J. McKillop, both resident teachers.

### *Religious Instruction.*

The religious instruction of the pupils is strictly attended to. The Protestant children meet in the chapel every Sunday in the forenoon and afternoon, where they receive a lecture from the teacher in charge ; in the evening a Bible-class, composed of the older pupils, is conducted by Mr. D. J. McKillop.

The Roman Catholic pupils attend Mass in the morning at the chapel in the city, and in the afternoon receive special instruction from Mr. P. Denys, one of the teachers.

A number of Belleville clergy visit the Institution at stated times during the month, generally on Friday afternoons, and, through the aid of an interpreter, deliver short lectures to the pupils of their respective denominations. These gentlemen deserve thanks for their kindly attentions.

### *The Industrial Department.*

One of the aims of this institution is to initiate the boys into some industrial pursuit which will enable them to become self-supporting. Shoemaking, cabinet making and carpentering are the trades carried on here. Shoemaking seems to be peculiarly adapted to deaf-mutes, and is an excellent trade for them to learn, because it can be commenced and carried on nearly anywhere, and requires but little capital to begin business. It is true, so much machinery is now used that the country is flooded with cheap and in many cases worthless articles ; still, hand-made work is sought for, as being more durable and if more expensive is cheaper in the end. The foreman of the shoe shop, Mr. Flowers, has handed me the names of 33 boys who have learned the trade under his instructions, he assures me that nearly all of them are good, fair workmen, and some of them first-class, and most of them are now following that occupation for a livelihood. Some others who were in the shop failed to learn the business. We do not aim to make the shops a source of profit and drive the apprentices to turn out a large amount of work ; we ask for quality rather than quantity, and are satisfied if a return is obtained for the raw material used. Up to this year, I understand the shoe shop has held its own and paid its way, but its financial position at the present time is none of the best. If all that is due by parents for boots supplied to the pupils, and repairs done for them, could be collected, we might manage, with the profit we hope to make upon expected orders from the Asylums of the Province, to place the shop on a sound business basis again. Unfortunately, the people who owe are unable to pay, and the deficit may have to be made up by a grant from the general funds. While not underrating the educational part of our Institution for these boys, it seems to me the trades taught are of great moment to them, and it is of the utmost impor-

tance that they should be well instructed. The parents of the larger boys are very anxious that their sons be taught a useful vocation ; indeed in their letters they place more value upon them knowing a trade, than upon their higher education. I would urge the necessity of the boys having increased opportunities for finishing their calling during the last six months of their stay, even if the shops are carried on at a slight loss. At present, there are 36 boys in the shoe shop ; of these 9 will complete their full term this year and will not return to school.

In the cabinet and carpenters shops 15 boys are engaged. They do the general repairs required about the buildings, and make the common articles of furniture for the Institution. A few of the boys have a taste and aptitude for the work, but as we cannot expect to compete with the large manufactories whose wares are made principally by machinery, they have only a limited opportunity of learning the niceties of the trade. They nearly all, however, become proficient in the use of tools, and are prepared to enter more pretentious establishments as apprentices under instructions, after they leave here. A number of boys assist the Gardener and the Farmer before and after school hours, and I try, if possible, to get something for all to do, to keep them out of mischief.

As the number of servants in the domestic department is limited, we employ the larger girls, in their turn, in household work, and endeavour to train them to be handy about the house. Out of school hours, they assist in the laundry and kitchen, besides being engaged in tailoring, sewing, mending and fancy work. Many of them bring their material for their clothing and fancy work with them from home, and make it up here. The orphan boys' clothing is also made up by the girls. Mrs. Keegan, the matron, who takes great interest in those under her care, superintends the tailoring, sewing and mending department. That you may have an idea of the amount of work done, I append herewith a statement of articles made and repaired during the past year. Ornamental and fancy work is taught with great success by Miss Annie M. Perry ; the pupils under her instruction complete fancy articles, which they dispose of when they go home. Some of them carried off prizes for their fancy work at the late county shows. The female pupils, with few exceptions, are easily taught to sew, knit and do fancy work, and are anxious to learn.

#### *Visitation of Deaf Mutes in the Province.*

In pursuance of instructions given by you, the ex-Principal, Dr. Palmer, and Mr. A. Christie, Bursar, during the vacation visited a number of counties in the Province, for the purpose of discovering deaf-mutes who had hitherto been neglected, and also visiting former pupils who had left the Institution before the completion of their

course. Dr. Palmer travelled through the Counties of Wentworth, Lincoln, Welland, Brant, Perth, Middlesex and Huron, and found a number of deaf-mutes who would be benefited by attendance here; some of them have been admitted and others may make application soon. Mr. Christie visited the counties of Stormont, Dundas, Glengarry, Prescott and Carleton, and from his very full written report I am enabled to give you the result of his mission. I quote from his report: "In the County of Prescott, I found six children who had not been to school. I took the application of one who will be sent this first term. (Since admitted.) One of the others will also be sent soon, as Dr. Harkins, M. P. P., is interesting himself in the matter; in this instance there appeared to be a prejudice against the Institution, upon the supposition that it was a Protestant school. This idea I found prevailed in several quarters, and had to be explained away. The other five I did not see, but left the necessary papers and information with parties in the neighborhood, who promised to see what could be done towards getting them sent to school. The utter ignorance and prejudice prevailing convinced me that this was the wisest course to pursue. In the county of Glengarry I found five. One of them was about being sent to the McKay Institute at Montreal, as it was the most convenient. (This boy has since been admitted here.) I took the application of another, and his parents being very poor and ignorant, I communicated with the Municipal authorities, calling their attention to the case, and asking them to assist the parents, who are very anxious to have him sent, in defraying the necessary expenses. This I believe they will do. The other three are grown up and I did not see them, but left papers with their friends who will consider the matter, and write particulars as to age, etc. In the Township of Roxburgh, I heard of two, but found on visiting them that one, a girl, was idiotic, and the other over age, a bright young man of 24, his friends will probably make application, although I did not encourage them to do so particularly. In the Township of Cornwall I visited one of our old pupils, who was absent the past two terms; he is working at home but will be sent to school next session, more particularly to finish his trade of shoemaking; otherwise he is not capable of much improvement. In this locality I found another child eight years of age who, I think, will be sent to the school shortly. In the Township of Gloucester, I found a boy who will make a good pupil. I took his application and he will be sent forward next term. I also heard of cases in the Townships of N. Gower, March, Huntley, and also points in the County of Renfrew. As it was impossible to visit them all, I wrote in each case, either to the parents or some one who would look after them. As a result, three applications have been received, and I have reason to believe more will follow. I also made inquiry about a deaf-mute girl near Iriquois, but found her deficient in intellect and not suited to our Institution. Three days



were occupied in visiting Peterboro' and points on the Midland Railway. One case near Peterboro' of which we heard, I found to be idiotic. At Midland City, I discovered two deaf-mutes, both good subjects, one will be sent at the opening of next term, if not then, a little later. I also heard of a girl about twelve years of age, living some distance inland, and took steps to acquaint her friends with the advantage of our Institution. I will state in conclusion that the time at my disposal was too limited for a thorough canvass of the ground I attempted to cover, but I am persuaded that the information gained and communicated will help very materially in enabling us to bring before the notice of the people the advantages of the Institution; more especially in the outlying districts, where I think this work is more particularly called for, owing to the amount of ignorance and prejudice prevailing.

As a result of Mr. Christie's labours, six new pupils have been admitted this term, and five other possible pupils have applied for admission, but have not come here yet. I am now collecting information relatives to deaf-mutes of school age in the Province, who have not applied for admission to this Institution, with a view of informing their parents or friends of the advantages to be derived by a course of instruction here, and having them visited during the next vacation.

#### *Clothing of Indigent Pupils, and Paying Pupils.*

The great majority of the children sent here are decently and comfortably clothed by their parents or friends, but a considerable number are insufficiently clad, because of the inability of their relatives to provide them with sufficient wearing apparel, and obtain means to pay their travelling expenses to and from the Institution. Some of these children here now want necessary articles of clothing; letters to their relatives have elicited responses that they are too poor to supply all the requirements of the little ones in the way of clothing. The municipal authorities when appealed to, in most cases, will not assist the parents, and in many instances the parents will not apply for municipal aid. As there is no authority by which we can supply clothing to children thus situated, they sometimes suffer. Indigent orphans are boarded, educated and clothed at the expense of the Government, and are generally provided with a home during vacation by some benevolently inclined persons in the neighborhood from whence they come. Deaf and dumb children have been kept at home and allowed to grow up in ignorance, for want of means, on the part of their parents, to pay railway fares and clothe them properly while here. There are other children here who have but one parent living, and are considered as half orphans, and others again who have been abandoned by one or other of their parents, and who have no relatives or friends able or willing to assist

them. How to obtain the necessary articles of wearing apparel for the poor children in want, has perplexed me a great deal. You have kindly come to my aid, and allowed me to provide for the most needy of them, but there are others whose necessities must be relieved in some way or other. The county of Hastings and the city of Belleville, since the establishment of the Institution, have invariably, to their credit be it said, provided clothing for all pupils whose parents were too poor to do so. The Bursar purchases what is wanted, and the bills are paid without demur. The counties of Brant, Lambton and Perth have assisted pupils from their localities. Such liberality is the exception, not the rule. I trust you will again urge the Government to adopt your views as embodied in your Annual Report of 1876, and which recommend that the various "Counties of the Province defray the travelling expenses to and from the Institution, and provide for the proper clothing of all pupils whose parents are unable to pay for the same."

The paying pupils number 13, and the payments of most of these are in arrears. The whole sum received on their account during the year, was \$350. Considering the small amount of revenue from this source, would it not be advisable to declare the school absolutely free to all deaf mutes in the Province for tuition and board? The certificate which parents have now to obtain from the municipal authorities, declaring their inability to pay the fees, before the children can be admitted free, has a deterring influence upon those who are somewhat sensitive.

#### *Farm, Garden and Grounds.*

Our geoponical and horticultural operations have been fairly successful this year. Sufficient quantities of hay, potatoes and other roots have been raised to meet our requirements. Some of our products were exhibited at the last show of the West Hastings Agricultural and Belleville Horticultural Societies, in September, and one prize was awarded to the farmer, Mr. M. O'Meara, for roots, and twenty-four to the gardener, Mr. Thos. Wills, for vegetables and flowers. The drain on the side road, commenced last year and abandoned for lack of funds, has been completed by the labour of some of the boys and one man. It is expected that the opening of this drain will free the back part of the farra, which is considered the most valuable for agricultural purposes, from the surplus water which has heretofore interfered with its proper cultivation. A new mowing machine and other implements are necessary for the proper working of the farm. An exchange of some of the horses would be an advantage, and the addition of three or four milch cows to the number now kept, would give us more milk, which is greatly needed, for the younger children. The front grounds are improving year by year. The new trees planted seem to be thriving, and may survive the fate of those

first set out. Considerable work will have to be done on the grounds yet, in order to make them near what they ought to be ; there is much room for improvement before they reach the point of being decidedly attractive.

*Miscellaneous.*

The usual summer pic-nic, and the socials held during the winter months, were much enjoyed by the pupils ; and the indoor games, lately introduced, have afforded them considerable amusement and recreation.

A larger feed pipe from the pumping house at the bay to the Institution, is desirable, so that a greater volume of water may be obtained, should an occasion arise requiring more than can be had at present.

During the vacation the carpenter, and his assistant, laid new maple floors in the building where most needed ; they also cut down and rebuilt the front fence, facing the main road, and made other necessary repairs. I will send you an estimate of the amount of lumber required to complete the re-flooring throughout, as requested.

A coal shed, root house, and the extension of the present wharf into deeper water, are among our most pressing wants at present. The coal delivered this year is covered by a temporary frame structure ; the roots raised on, the farm are housed in the lower part of the rear extension, where they are liable to rot from overheating ; and the coal used has now to be teamed at an extra cost from the city, whereas it might be delivered upon our own wharf, and save one handling.

I hope you will provide the funds to repaint the wood-work throughout the whole building, inside and out, as it wants it badly. The paper in the main halls is torn and ragged in many places, and the chapel could be vastly improved by being decorated. I would respectfully suggest that the paints be purchased by the Institution, and the work done by a painter employed by the month. Some of the older pupils would gladly assist him to obtain a knowledge of painting. In this way, we can secure better work at a cheaper price, than if let out by contract.

Several changes have occurred among the officials since the last annual report. Dr. W. J. Palmer, who had been Principal since the opening of the Institution in 1870, resigned on the 13th September last, and I was appointed to succeed him as Superintendent on the same date. Mrs. M. Spaight, Housekeeper for nearly four years, was, at the last term, promoted to the Institution for the Education of the Blind, at Brantford ; her place is now filled by Mrs. J. Climie, who, so far, has proved herself well adapted for the position. Mr. P. F. Canniff, the farmer, was transferred to take charge of the farm in connection with the Asylum for the Insane

at London, and Mr. M. O'Meara, the farmer there, removed here. Mr. G. Begg was appointed Supervisor of the boys in place of Mr. A. W. Mason, resigned. The following newspapers have been kindly donated to the Institute Reading Room, by the publishers, during the past year. On behalf of the pupils and resident officers, I have pleasure in thanking the donors for their liberality; the newspapers are always read and thoroughly appreciated :—

*Frank Leslie's Illustrated Newspaper*, New York.  
*The Weekly Advertiser*, London, Ont.  
*The Weekly Herald*, Stratford, Ont.  
*The Times*, Port Hope, Ont.  
*The Guide*, Port Hope, Ont.  
*The Ensign*, Brighton, Ont.  
*The Courier*, Trenton, Ont.  
*The Expositor*, Brantford, Ont.  
*The Advertiser*, Petrolia, Ont.  
*The Banner*, Dundas, Ont.  
*The Sentinel-Review*, Woodstock, Ont.  
*The Tribune*, Toronto, Ont.  
*The Evangelical Churchman*, Toronto, Ont.  
*The Mutes' Journal*, Omaha, Neb.  
*The Mutes' Chronicle*, Columbus, Ohio.  
*The Deaf Mute Mirror*, Flint, Mich.  
*The Goodson Gazette*, Staunton, Va.  
*The Kentucky Deaf Mute*, Danville, Ky.  
*The Index*, Colorado Springs.  
*The Star*, Olatha, Ky.  
*The Companion*, Fairbault, Minn.  
*The Deaf Mute Advance*, Jacksonville, Ill.  
*The Deaf Mutes' Journal*, New York City.  
*The Tablet*, Romney, West Va.  
*The Deaf Mute Record*, Fulton, Mo.  
*The Texas Mute Ranger*, Austin, Texas.  
*The Educator*, New York, N. Y.

Our thanks are due to the following named Railway Companies for allowing the pupils to pass to and from the Institution at one fare :—The Grand Trunk, the Great Western, the Northern, the Toronto, Grey & Bruce, Brockville & Ottawa, St. Lawrence & Ottawa, Midland, and Nipissing. To the Managers of the Grand Trunk and Great Western Railway Companies we are under special obligations, for liberal concessions in other ways.

I submit herewith the Statistical Tables asked for, viz :—

- A.—Shewing the nationality of parents of pupils.  
 B.—Shewing the religion of parents of pupils.

C.—Shewing the occupation of parents of pupils.

D.—Shewing the ages of pupils.

E.—Shewing the number of pupils, and counties from which they came.

The Bursar, Mr. A. Christie, has given me every assistance in his power.

The teachers, officers, and employees generally, have, since I came here, performed their several duties in the most commendable manner, and to my satisfaction. I trust our future relations may be as pleasant as they have been heretofore.

The present term has commenced favourably, and we look forward hopefully to the future, relying upon the continued smiles and favor of our Heavenly Father upon our labours.

I have the honour to be, Sir,

Your obedient servant,

R. MATHISON,  
*Superintendent.*

A. NATIONALITIES.

Canada, . . . . .	71	Brought forward, . . . . .	239
Ireland, . . . . .	59	United States, . . . . .	9
England, . . . . .	54	Indian, . . . . .	2
Scotland, . . . . .	37	Unknown, . . . . .	18
Germany, . . . . .	20	France, . . . . .	1
Carried Forward, . . . . .	239	Total, . . . . .	269

B. RELIGION.

Methodist, . . . . .	68	Brought forward, . . . . .	249
Presbyterian, . . . . .	66	Plymouth Brethern, . . . . .	1
Church of England, . . . . .	40	Mennonites, . . . . .	4
Roman Catholics, . . . . .	38	Disciples, . . . . .	3
Baptists, . . . . .	20	New Jerusalem, . . . . .	2
Lutherans, . . . . .	10	Evangelican, . . . . .	1
Bible Christians, . . . . .	4	Unknown, . . . . .	9
Congregationalists, . . . . .	3	Total . . . . .	269
Carried forward, . . . . .	249		

C. OCCUPATION.

Accountants, . . . . .	2	Brought forward, . . . . .	36
Agent, . . . . .	1	Captain of Schooner, . . . . .	1
Baggage-man, . . . . .	1	Chair-maker, . . . . .	1
Barrister, . . . . .	1	Cooper, . . . . .	1
Boiler-maker, . . . . .	1	Curriers, . . . . .	3
Blacksmith, . . . . .	5	Drayman, . . . . .	1
Brakesman, . . . . .	1	Dress-makers, . . . . .	2
Book-keeper, . . . . .	1	Engineers, . . . . .	2
Bricklayers, . . . . .	2	Farmers, . . . . .	107
Cabinet-maker, . . . . .	1	Fisherman, . . . . .	1
Cab-driver, . . . . .	1	Governor of Gaol, . . . . .	1
Carriage-makers, . . . . .	4	Harness-maker, . . . . .	1
Car-inspector, . . . . .	1	Iron-founder, . . . . .	1
Carpenters, . . . . .	12	Insurance agent, . . . . .	1
Carder, . . . . .	1	Keeper of Park, . . . . .	1
Clerk, . . . . .	1	Laborers, . . . . .	52
Carried forward, . . . . .	36	Carried forward, . . . . .	212

## OCCUPATION—(Continued).

Brought forward,	212	Brought forward,	233
Livery proprietors,	2	Seamstress,	1
Machinist,	1	Servants,	3
Marble cutters,	2	Shoemakers,	4
Masons,	2	Tailors,	3
Malster,	1	Tavern-keepers,	4
Merchants,	3	Tanher,	1
Minister,	1	Teamesters,	2
Millers,	2	Teachers,	2
Painters,	5	Watchman,	1
Printer,	1	Weaver,	1
Plasterer,	1	Unknown,	13
Carried forward,	233	Total,	269

## D. AGES.

YEARS.	PUPILS.	YEARS.	PUPILS.
6	1	Brought forward,	197
7	4	19	21
8	13	20	13
9	10	21	11
10	20	22	7
11	24	23	3
12	20	24	5
13	18	25	3
14	16	26	1
15	19	27	1
16	18	28	2
17	17	33	1
18	17	Unknown	4
Carried forward,	197	Total	269

## E. COUNTIES FROM WHICH THEY CAME.

Brant,	10	Carried forward,	131
Bothwell,	1	Norfolk,	7
Bruce,	7	Northumberland,	11
Carleton,	7	Ontario,	7
Durham,	5	Oxford,	4
Elgin,	5	Parry Sound,	1
Essex,	2	Peel,	1
Frontenac,	6	Perth,	17
Grey,	18	Peterboro',	4
Haldimand,	1	Prescott and Russell,	3
Halton,	3	Prince Edward,	1
Hastings,	9	Renfrew,	3
Huron,	14	Simcoe,	7
Kent,	12	Stormont, Dundas and Glengary,	6
Lambton,	6	Waterloo,	11
Lanark,	2	Welland,	3
Leeds and Grenville,	5	Wellington,	15
Lennox and Addington,	4	Wentworth,	12
Lincoln,	4	Westmoreland, N. B.,	1
Midsex,	13	York,	22
Muskoka,	1	Victoria,	2
Carried forward,	131	Total,	269

## PHYSICIAN'S REPORT.

BELLEVILLE, Oct, 20th, 1879.

J. W. LANGMUIR, Esq.,  
*Inspector of Prisons, etc., Ontario.*

SIR,—I have the honour of submitting the usual annual Medical Report for the year ending September 30th, 1879. The number

of pupils in attendance during the year was 269, and if we add to this the officers and employees, together with their families, we have the aggregate number of 368 placed under my professional care. Of this number 74 live outside the Institution.

All the pupils who applied for admission were admitted, with the exception of one, who was found to be of defective intellect.

There was only one death during the year, that of John Livingstone, who entered the Institution in 1871. Previous to entering the Institution, he had been under treatment in the Toronto General Hospital for disease of the spine. He remained in the Institution for three years, but in consequence of ill-health, was absent for the two (2) or three (3) years following. Shortly after entering the Institution this session, his health began to fail, and in the course of a few months, general dropsy set in, and he died May 17th, 1879. The immediate cause of his death was *Necrosis of the Vertebrae*. He was a young fellow of bright intellect, and made very rapid progress in his studies, and was of a very amiable disposition. His death was much regretted by all connected with the Institution. Of the 368 which the By-Law places under my care, 127 were entered on the Register as having received more or less medical treatment. Among the most serious diseases were the following.

Bronchitis, . . . . .	10	Pneumonia, . . . . .	4
Croup, . . . . .	2	Rheumatism, . . . . .	2
Diphtheria, . . . . .	4	Scarlet Fever, . . . . .	4
Erysipelas, . . . . .	2	Tonsillitis, . . . . .	2
Influenza, . . . . .	9	Typhoid Fever, . . . . .	10
Measles, . . . . .	2		1

The rest were composed of the usual diseases peculiar to the ages of the pupils. Besides these, thirty were vaccinated; and a number of others, who suffered from slight indisposition, were considered of too trifling a nature to be entered on the Register. Taking it altogether, there has been less sickness, and that a milder type, this session, than any year since the Institution was established, and I attribute this mainly to the improvements made in the heating and ventilating of the Institution. In regard to the food, I have only to repeat what I have stated in my former reports, that it is fully equal to that used by private families in easy circumstances, and that I have not heard a complaint in regard to it, from any of the pupils. In regard to the clothing of the pupils, a great improvement has taken place, on that of former years. In conclusion, it gives me pleasure to state that I received the cordial co-operation of the officers of the Institution in the care of the pupils during sickness.

I have the honour to be,

Sir,

Your obedient servant,

W. HOPE, M. D.,  
Physician.

# LIST OF PUPILS

In the Ontario Institution for the Education of the Deaf and Dumb

FOR YEAR ENDING SEPTEMBER 30TH, 1879, WITH POST OFFICE ADDRESSES.

## BOTHWELL.

Campbell, Margaret, Duart.

## BRANT.

Brockbank, Henry B., St. George.  
 Douglas, George, Onondaga.  
 Douglas, Janet, do  
 Forsyth, Louise, St. George.  
 Foulds, Sarah A., Brantford.  
 Rose, William J., do  
 Sours, David, Northfield.  
 Sours, Nancy C., Centre.  
 Sutton, Robert, Brantford.

## BRUCE.

Gilchrist, Annie, Eskdale.  
 Kruger, Anna, Elmwood.  
 McKenzie, Roderick, Glamis.  
 McWhinney, Rebecca, Maple Hill.  
 Porter, Mary, Paisley.  
 Porter, William, do  
 Stephan, Anthony, Riversdale.

## CARLETON.

Bayne, David, Ottawa.  
 Byers, Sarah, do  
 Gray, Marion, Osgoode.  
 Murphey, Michael, South March.  
 McEwen, Joseph S., Hawthorn.  
 McLaren, George, Osgoode.  
 Scissons, Robert, South March.  
 Wilson, Isaac W., Ottawa.

## DURHAM.

Ginn, Ellen, Cadmus.  
 Lancaster, Sarah A., Port Granby.  
 Mason, Elizabeth E., Burton.  
 Young, George C., South Monaghan.  
 Young, Joseph M., do

## ELGIN.

Buck, James H., Mount Salem.  
 McCollum, Georgina, Straffordville.  
 McCollum, Henrietta, do  
 McCollum, Violetta, do

## ESSEX.

Gray, Martha A. D., Kingsville.

## FRONTENAC.

Benjamin, Fred C., Westbrook.

Busch, Sidney J., Elginburg.  
 Conklin, Elijah, Kingston.  
 Dennison, John, do  
 Gallagher, John J., do  
 Martin, Ida J., Hartington.

## GREY.

Adams, Edward, Owen Sound.  
 Brenzel, Henry, Hanover.  
 Butchart, Grace, Cruickshank.  
 Calder, Neil, Yeovil.  
 Corbett, William, Owen Sound.  
 Freeman, William, Dromore.  
 Jarvis, Martha, Wiarton.  
 Johnson, Catharine, Owen Sound.  
 Morrison, Duncan, Collingwood.  
 McCulloch, David, Clavering.  
 McHardy, Margaret, Keady.  
 McLean, Hugh D., Durham.  
 Purvis, John, Allan Park.  
 Queen, Ellen, Priceville.  
 Bedford, William, Lamash.

## HALDIMAND.

Pugsley, Samuel, Nanticoke.

## HALTON.

Cunningham, Hannah A., Oakville.  
 Cunningham, Nellie, do  
 Willoughby, Rose, Georgetown.

## HASTINGS.

Alexander, Andrew C., Belleville.  
 Allen, Frank P., Marlbank.  
 Barnhardt, Hannah, Belleville.  
 Cronkwright, Nancy R., Thomasburg.  
 Dowling, Susan, Trenton.  
 Downey, James C., Maynooth.  
 Durand, Richard, Belleville.  
 Kimmerly, George, Mill Point.  
 Lloyd, Joshua, Plainfield.  
 McLean, Jeanie, L'Amable.  
 Patterson, Margaret, Belleville.  
 Read, Alexander, Read.  
 Robbins, Elias O., Bridgewater.  
 Thomas, Ollie, Belleville.  
 Wannamaker, Lucinda, Eldorado.  
 White, William, Belleville.

## HURON.

Alexander, David M., Lumley.  
 Baines, Stephen, Belgrave.  
 Campbell, Donald, Goderich.  
 Johnson, Thomas, Belgrave.  
 Ketterer, Wilhelmina, Seaforth.  
 Krause, Henrietta B., Crediton.  
 McColloch, Mary E., Brussels.  
 McLean, Angus, Rodgeriville.  
 McMordie, Mary A., Kippen.



Pettypiece, Annie E.,	Marnock.
do	do
Pettypiece, Mary,	Londesborough.
Whienham, Charlotte,	Brucefield.
White, John,	

## KENT.

Allen, Edward,	North Buxton.
Flater, Anna,	Buckhorn.
Flater, Laura,	do
Gorman, Daniel,	Chatham.
Liddy, William,	do
McIntosh, Angus A.,	do
McKay, Alexander,	do

## LAMBTON.

Hadden, James,	Moore.
Lorenzen, Mary E.,	Sarnia.
Moran, Patrick,	Wyoming.
Steel, Edith,	Point Edward.
Steel, Mabel,	do

## LANARK.

Grogan, Catherine,	Pakenham.
Larkins, Walter,	Blakeney.

## LEEDS &amp; GRENVILLE.

Davies, Howard M.,	Phillipsville.
Hazelton, Thomas,	Delta.
McLaren, Archibald J.,	Prescott.
Soper, George,	Frankville.
Todd, Thomas	Whitehurst.

## LENNOX &amp; ADDINGTON.

Campbell, Mary A.,	Flinton.
Johnson, William M.,	Napanee.
Laferty, Frank	do
Van Luven, Anson P.,	Morven.

## LINCOLN.

Clark, Robert,	Niagara.
Hazelton, Mary,	St. Catharines.
McGlashen, Thomas,	do
Wallace, William,	Merrinton.

## MIDDLESEX.

Bryce, Lilly A.,	Byron.
Dark, David A. B.,	London East.
Dyke, Beatrice M.,	Strathroy.
Fleming, Minnie,	London.
Fleming, John,	Newbury.
Greene, Thomas M.,	London.
Leitch, Mary,	Knapdale.
Mackay, Ruby A.,	Napier.
Mason, Ada M.,	Hyde Park.
McKillop, Isabella,	Duart.
McLellan, Elizabeth,	Park Hill.
Pincombe, John,	Amiens.
Pincombe, Richard,	do
Pincombe, William,	do

## MUSKOKA DISTRICT.

Francis, Alice,	Huntsville.
Lowry, Thomas R.	Parry Sound.

## NORFOLK.

Campbell, Stewart,	Simcoe.
Chamberlain, George,	Port Rowan.
Grace, Mary E.,	Waterford.
Hamilton, Martha,	Forestville.
Hamilton, Rebecca,	do
Madden, Michael,	La Salette.
McIsaac, John A.,	Delhi.

## NORTHUMBERLAND.

Brooks, Ephraim J.,	Brighton.
Drum, Annie,	Grafton.
Hinman, Nellie,	Dundonald.
McArdle, Isaiah,	Bewdley.
Runnels, Emma J.,	Warkworth.
Sanderson, Richard,	
White, Alexander,	Bewdley.
White, Joseph,	do
White, Juliet,	do
White, Kate,	do
White, Margaret,	do
Wright, William J.,	Newcombe's Mills.

## ONTARIO.

Baker, Letitia,	Valleytowne.
Cannard, William,	Oshawa.
Jacobs, John D.,	Port Perry.
King, John,	Oshawa.
McDonald, George,	Uptergrove.
Smith, Albert E.,	Port Perry.
Smith, Charles,	do
Swift, Eva E.,	Oshawa.
Vicars, Robert H.,	Cannington.

## OXFORD.

Harmer, Charles,	Bright.
Stauffer, John F.,	Plattsville.
Whealy, Henry,	Newark.

## PARRY SOUND DISTRICT.

Peake, John J.,	Fetherston.
-----------------	-------------

## PEEL.

Dean, Joseph,	Sandhill.
---------------	-----------

## PERTH.

Basler, George,	Carthage.
Buchanan, James,	Donegall.
Douglas, John B.,	Listowell.
Duncan, James,	Stratford.
Gould, Justus,	do
Hoffman, Hannah,	do
Holliss, Arthur E.,	St. Marys.

Jordan, Thomas,  
Kay, William,  
Langkam, John,  
Reid, Sarah,  
Roberts, Hannah,  
Stegmuir, Christopher,  
Stegmuir, David,  
Steppler, Mary,

Dublin.  
Stratford.  
Tavistock.  
St. Marys.  
Mitchell.  
Stratford.  
do  
Sebringville.

**PETERBOROUGH.**

Emery, William J.,  
Ilman, Alfred C.,  
Leahy, Dennis,  
McDonell, Alexander,  
Simon, Edgerton,

Peterborough.  
Haliburton  
South Dorot.  
do  
Hiawatha.

**PRESCOTT & RUSSELL.**

Labelle, Alexander,  
Ross, Adaliza,  
Stewart, Andrew,

Clarence Creek.  
Bearbrook.  
Bell's Corners.

**PRINCE EDWARD.**

Clapp, John H.,

Picton.

**RENFREW.**

Kidd, William,  
Russell, Janet,  
Stewart, James,

Locksley.  
Renfrew.  
Sand Point.

**SIMCOE.**

Avarell, Samuel,  
Egan, Nellie M.,  
Lawrence, Betty A.,  
Porter, Andrew R.,  
Taylor, John T.,  
Willis, Richard,

Newton Robinson  
Midland.  
Banda.  
do  
Singhampton.  
Orillia.

**STORMONT, DUNDAS & GLENGARY.**

Hanes, Christia A.,  
Jodoin, Noah,  
Vallance, Christina,  
Vallance, Isabella,  
Vallance, Robert,  
Wood, Percival,

Chesterville.  
Alexandria.  
Woodlands.  
do  
do  
Chesterville.

**VICTORIA.**

Drum, Matilda,

Kinmount.

**WATERLOO.**

Bull, Mary,  
Gottleib, Emil M.,  
Gottleib, Henry E.,  
Heckler, Clara D.,  
Miller, William,  
Nahrgang, Isalah,  
Nahrgang, Lucinda,

Berlin.  
do  
do  
St. Clements.  
Elmira.  
New Hamburg.  
do

Nahrgang, Oliver,  
Plate, Adalina,  
Ringle, Elizabeth,  
Rutz, Peter,  
Stemn, Catharine,

New Hamburg.  
Bridgeport.  
St. Jacobs.  
Burnside.  
Baden.

**WELLAND.**

Braven, James A.,  
McMurray, Elizabeth A.,  
Palmer, Ezra,

Welland.  
Clifton.  
Fort Erie.

**WELLINGTON.**

Beals, Henry W.,  
Beals, Lorenzo,  
Brown, Catharine H.,  
Brown Esther,  
Brown, Malinda,  
Brown, Thomas,  
Flanagan, William,  
Halliday, Emily J.,  
Kahler, Louis,  
Murphy Ellen,  
Pettiford, Charles  
Rea, Margaret,  
Stewart, John B.,

Luther.  
do  
Mount Forest.  
Erin.  
Mimosa.  
Erin.  
Christina.  
Harriston.  
Palmerston.  
Guelph.  
do  
Mimosa.  
Damascus.

**WENTWORTH.**

Brown, Bamber,  
Burne, John,  
Feast, Alfred,  
Feast, Margaret E.,  
Kent, Ruth,  
Laing, Catharine,  
Mosher, John H.,  
O'Brien, Thomas,  
O'Neil, James,  
Reid, James,  
Ryan, Charles,  
Shuler, Joseph R.,  
Stenebaugh, William W.,  
Sutherland, Ariel R.,  
Taylor, William H.,  
Walker, John C.,  
Walker, Sidney R.,

Ancaster.  
Hamilton.  
do  
do  
West Flamboro'.  
Hamilton.  
do  
do  
Dundas.  
Lynden.  
Lynden.  
do  
Hamilton.  
do  
do

**YORK.**

Amos, Arthur,  
Ball, Elizabeth A.,  
Beamish, Elizabeth  
Elliott, Charles,  
Elliott, Eva,  
Elliott, Laura,  
Flight, Nellie,  
Flynn, John,  
Gates, Jonathan, A.,  
Gunn, Henrietta,  
Ince, Henry R.,  
King, Edith,  
Livingston, John.,  
Muir, Alice A.,  
Rhodes, John,  
Riddle, Frederick,  
Terrill, John,  
Williams, Margaret,

Toronto.  
do  
do  
do  
do  
do  
do  
do  
do  
Cedar Grove.  
Toronto.  
Ravenshoe.  
Toronto.  
do  
do  
Markham.  
New Market.  
Stouffville.

W. J. Bateman,

Fredericton, N. B.

## AMENDED BY-LAWS

OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, BELLEVILLE,

REGULATING THE ADMISSION AND DISCHARGE OF PUPILS.

In conformity with the provisions of an Act respecting Institutions for the Education of the Deaf and Dumb, and the Blind, in the Province of Ontario, 36 Vict. cap., the Inspector of Asylums, Prisons, &c., enacts as follows:—Sections 1, 4, 5, 6, 7, 8, 9, 10 and 13 of Cap. 2 of the existing By-laws are hereby repealed and the following substituted in lieu thereof:

I. All deaf-mute youths of both sexes between the ages of seven and twenty, not being deficient in intellect, and free from contagious disease, being *NONA FIDE* residents of the Province of Ontario, shall be admitted into the Institution.

II. The period of education and instruction for any pupil shall not exceed seven years, and no pupil shall remain in the Institution after the age of twenty-one, unless under special circumstances; discretionary power in this respect to be vested in the Inspector and Principal.

III. The regular annual School Session shall commence on the second Wednesday in September each year, and shall continue until the third Wednesday in June, and applications for admission will be made in good time to ensure the pupils reception at the commencement of the Session. After the first year, no applications for admission will be received after the first Wednesday in September, except in special and extraordinary cases.

IV. Education, as well as instruction in such mechanical employments as may be taught in the Institution, and the use of such books, stationery, maps, school and workshop appliances as may be necessary, together with bed and bedding, to be FREE to such deaf-mutes as are specified in section 1 of this By-law.

V. Parents, guardians or friends who are able to pay for the board of the pupils will be charged fifty dollars per session for the same, half of which amount shall be paid in advance, and the other half before the close of the session.

VI. The cost of board will be charged for the full annual school term, between the second Wednesday in September and the third Wednesday in June, and no deduction will be made from the charge in consequence of absence, or any other cause whatever, except sickness.

VII. Parents, guardians or friends who are unable to pay for the board of pupils, shall apply to the clerk of the township, city, town or incorporated village in which they reside, and the clerk of the municipality shall make application to the Principal for the admission of such pupils into the Institution; and the Principal, with the assent of the Inspector, upon receiving the certificate of the Reeve or Mayor of such Municipality, and such other evidence as may be considered sufficient, setting forth that the parents or guardians of such deaf-mute are unable to pay for his or her board, may award admission to such deaf-mute.

VIII. Parents, guardians or friends who are able to pay for the board of pupils, will make direct application to the Principal for admission into the Institution.

IX. Indigent orphans to be boarded, clothed and educated at the expense of the Government, on the application for admission from the municipal corporation in which the orphan resides, with the certificate of the Warden, Reeve or Mayor, and that of the County Judge attached.

X. Pupils from the other Provinces of the Dominion may be received into the Institution, and entitled to all its benefits, at the rate of \$125 per annum, payable semi-annually in advance, for board, lodging and education.

XI. It is required that the pupils sent to the Institution shall be decently and comfortably clothed, and furnished with, a sufficient change and variety of apparel to ensure cleanliness and comfort. The name of the boy or girl to be written on each article with permanent marking ink.

XII. The vacation will commence on the third Wednesday in June, and end on the second Wednesday in September, during which time every pupil must be removed to his or her home or place of abode.

XIII. All travelling expenses of pupils to and from the Institution, whether at vacation or in consequence of serious sickness, must be defrayed by the parents, guardian, friend or municipality sending such pupil.

XIV. It is further required, that in case of serious sickness, death, misconduct or deficiency in intellect, the pupil shall at once be removed from the Institution.

XV. In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. What is the name of the individual? If he has a middle name it should be given in full.
2. When was he born? Give the year, month and day of the month.
3. Was he born deaf? And if so, was there any cause which is supposed to have operated before birth? If not, at what age did he lose his hearing? And by what disease or accident.
4. Is the deafness total or partial? If the latter, what is the degree of hearing? Can he distinguish any spoken words? Or hear the human voice at all? Or what sounds can he hear?
5. Have any attempts been made to remove the deafness, and what are the results of such efforts?
6. Is there any ability to articulate or read on the lips?
7. Have any attempts been made to communicate instruction? And is he acquainted with any trade or art, or with the mode of forming letters with a pen?
8. Is he labouring under any bodily infirmity, such as palsy, nervous trembling, malformation of the limbs, defective vision? Or does he show any signs of mental imbecility or idiocy?
9. Has the deaf-mute had the small-pox, or been vaccinated? Has he or she had the scarlet fever, measles, mumps or whooping cough?
10. Are there any cases of deafness in the same family, or among the collateral branches of kindred, and how and when produced?
11. What are the names, occupation and residence, county and township, and nearest post-office of the parents? Give the Christian names of both father and mother.
12. Are either of the parents dead? If so, has a second connection been formed by marriage? Were they cousins?
13. Was there any relationship or consanguinity between the parties previous to marriage?
14. What are the number and names of their children?
15. What is the nationality of parents?
16. What church do parents attend?
17. What is the occupation of parents?

Parents will also state the nearest Railway and Telegraph Station.

## MISCELLANEOUS.

---

The time for admitting pupils is the second Wednesday of September, in each year. Punctuality in this respect is important, as the progress of a class cannot be retarded by pupils coming later.

The pupils should be well clothed; that is, he or she should have both summer and winter clothing enough to last one year, and furnished with a list of the various articles, each of which should be marked. A small sum of money not less than two DOLLARS should also be deposited with the Bursar of the Institution for the personal expenses of the pupil not otherwise provided for.

There is but one vacation in the year. It begins the THIRD WEDNESDAY OF JUNE and closes the SECOND WEDNESDAY OF SEPTEMBER. It is expected that the pupils will spend the vacation at home. This arrangement is as desirable for the benefit of the pupils, who need the recreation and change of scene, as for the convenience of the Institution, thus affording opportunity for the necessary painting, cleansing, &c. The present facilities for travel enable most of the pupils to reach home on the evening of the day they leave Belleville. On the day of the commencement of the vacation an officer of the Institution will accompany such pupils as are to travel on the MAIN LINES OF RAILWAY, taking care of them and their baggage to the point previously agreed upon with their friends.

Packages of clothing or boxes sent by express should be addressed to the PUPIL, in care of the "Institution for the Deaf and Dumb, Belleville," and a postal card forwarded to the Bursar, saying from whom the package was sent. An acknowledgement of its receipt will then be addressed to the sender. *The express charges should in all cases be prepaid.* In all letters having reference to pupils, both the christian and surnames should be mentioned, no matter how

frequent the communications may be ; also, the correct *post office* address for reply, should be contained in each letter.


The wires of the Montreal Telegraph Company are in direct communication with the Institution.

Pupils are required to write home once a month, and may write as much oftener as they please. Stationery and postage stamps must be furnished by parents or friends. Letters are written for those pupils who cannot write for themselves.

Letters of enquiry to the Superintendent, or Bursar, should contain stamps to pre-pay return postage.

Pupils' friends are welcome to visit them at any time.

The Grand Trunk Railway Company, with commendable liberality, have arranged to issue *return tickets* over their line for *one-third the regular* fare, to parents or friends of pupils visiting the Institution, who *have paid full fare to Belleville*. To obtain this privilege, a certificate, signed by the Superintendent of the Institution, must be presented at the office of the Company at Belleville.

 All letters containing money should be registered.

DETAILED STATEMENT OF EXPENDITURES OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB, BELLEVILLE, FOR THE YEAR ENDING 30TH SEPTEMBER, 1879

	\$ cts.	\$ cts.
MEDICAL DEPARTMENT :		
Medicines, . . . . .	133 36	
Medical Comforts and Appliances, . . . . .	1 55	
	<hr/>	134 91
HOUSEHOLD EXPENSES (FOOD):		
Butcher's Meat, . . . . .	3,666 94	
Fowls, . . . . .	190 75	
Fish, . . . . .	266 32	
	<hr/>	4,124 01
Flour, bread and biscuits, . . . . .		2,041 93
Butter, . . . . .		<hr/> 1,384 27
GENERAL GROCERIES, VIZ.:		
Barley, rice, peas and meal, . . . . .	83 13	
Tea, . . . . .	381 15	
Coffee, . . . . .	88 00	
Cheese, . . . . .	41 45	
Eggs, . . . . .	95 94	
Fruit, (dried), . . . . .	78 28	
Salt, pepper, mustard, vinegar and pickles, . . . . .	107 43	
Syrup and Sugar, . . . . .	889 14	
Unenumerated, . . . . .	88 31	
	<hr/>	1,852 81
Fruit and Vegetables, . . . . .		497 18
BEDDING AND CLOTHING :		
Bedding, . . . . .	11 50	
Clothing for Orphans, . . . . .	328 08	
Shoes for Orphans, . . . . .	87 80	
	<hr/>	428 28
FUEL:		
Coal, . . . . .	5,468 25	
Wood, . . . . .	675 00	
	<hr/>	6,143 25
LIGHT:		
Gas, . . . . .	1,190 70	
Oil, \$14.33; Candles, \$34.80; Matches, \$8.50, . . . . .	57 68	
	<hr/>	1,248 38
LAUNDRY, SOAP AND CLEANING:		
Brushes, Brooms and Mops, . . . . .	55 85	
Bathbricks, Blacklead and Blacking, . . . . .	3 15	
Soap, . . . . .	321 97	
Laundry, . . . . .	44 09	
	<hr/>	425 06
BOOKS AND APPARATUS :		
Library, . . . . .	165 09	
School Furniture, . . . . .	608 04	
	<hr/>	773 13
PRINTING, POSTAGE, STATIONERY, & C.:		
Advertising and Printing, . . . . .	151 83	
Postage, Telegraph and Express, . . . . .	175 89	
Stationery, . . . . .	102 71	
	<hr/>	430 43
FURNITURE AND FURNISHING :		
Furniture, renewal and repairs, . . . . .	293 03	
Iron and Tinware, &c., . . . . .	149 53	
Crockery and Glassware, . . . . .	96 55	
	<hr/>	539 11
FARM :		
Stable and Carriages, . . . . .	224 23	
Feed and Fodder, . . . . .	231 19	
Farm labor, Stock, Implements, including repairs, . . . . .	410 16	
	<hr/>	865 58
REPAIRS :		
Repairs, ordinary, to buildings, &c., . . . . .	484 17	
Hardware, &c., . . . . .	302 23	
Paint and Oils, . . . . .	104 10	
	<hr/>	890 50
MISCELLANEOUS :		
Ice, . . . . .	42 95	
Officers' Travelling Expenses, . . . . .	396 79	
Freight and Duties, . . . . .	83 50	
Amusements, . . . . .	35 77	
Incidentals, . . . . .	637 30	
	<hr/>	1,196 22
Salaries and Wages, . . . . .		15,614 45
		<hr/> 38,589 50