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SEVENTEENTH ANNUAL REPORT

OF THE

INSPECTOR OF PRISONS AND PUBLIC CHARITIES

UPON THE

ONTARIO INSTITUTION

FOR THE

Education and Instruction of the Deaf and Dumb,

BELLEVILLE,

BEING FOR THE YEAR ENDING 30<sup>TH</sup> SEPTEMBER, 1887.

Printed by Order of the Legislative Assembly.



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1888.

OFFICE OF THE  
INSPECTOR OF PRISONS AND PUBLIC CHARITIES, ONTARIO,  
PARLIAMENT BUILDINGS. TORONTO, December, 1887.

SIR,—I have the honour to transmit herewith, to be presented to His Honour, the Lieutenant-Governor, the Seventeenth Annual Report upon the Institution for the Instruction and Education of the Deaf and Dumb, Belleville, being for the year ending 30th September, 1887.

I have the honour to be, Sir,

Your most obedient servant,

R. CHRISTIE,

*Inspector.*

The Honourable

ARTHUR STURGIS HARDY, Q.C., M.P.P.,

Secretary for the Province of Ontario,

Toronto.

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SEVENTEENTH  
ANNUAL REPORT

OF THE

*Inspector of Prisons & Public Charities*

FOR THE

PROVINCE OF ONTARIO.

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PARLIAMENT BUILDINGS,  
*Toronto, October, 1887.*

*To the Honourable SIR ALEXANDER CAMPBELL, Lieutenant-Governor of the  
Province of Ontario.*

MAY IT PLEASE YOUR HONOUR:—

Herewith I beg to submit the Seventeenth Annual Report upon the Ontario Institution for the Instruction and Education of the Deaf and Dumb, Belleville, being for the year ending on the 30th September, 1887.

I have the honour to be,  
Your Honour's most obedient servant,

R. CHRISTIE,  
*Inspector.*

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# THE INSTITUTION

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## EDUCATION OF THE DEAF AND DUMB.

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It is gratifying to note that in the history of this Institution for the past year there is good evidence that substantial and very satisfactory progress has been made in the instruction of the pupils, and also that the Superintendent and staff, by close application and the knowledge acquired by experience, are attaining more perfect system in communicating education to the youths committed to their charge.

With increasing experience and like earnest devotion to the work which has been manifested by the officers and teachers in the past, there is no doubt that this Institution will continue to hold its place in the foremost rank of schools established for the education of the deaf and dumb.

Annexed are copies of inspection minutes, made by me after visits to the Institution, and also the report of the Superintendent and Physician, in which will be found matters of interest connected with its management and routine operations for the year under report.

### MINUTES OF INSPECTION.

Annexed are copies of the minutes made by me at my various inspections:—

"I made an inspection of the Institution for the Deaf and Dumb on the 26th, 27th and 28th April. There were 231 pupils in attendance; 134 boys and 97 girls. With one exception, I found them all in excellent health. The sufferer had an acute attack of inflammation of the eyes, and owing to the serious character of the ailment, which threatened the loss of the lad's sight, the Surgeon had associated with him another physician, and every attention and consideration was being given that no permanent injury might follow. The food supplies were carefully examined and the meals served, both in variety and preparations, was satisfactory, but the butcher's meat and flour were both poor and inferior in quality to the specified grades contracted for.

"The flour, especially, had proved to be quite below the standard in strength and colour, and the contractor will be required to replace the inferior with good flour.

"The Institution was found to be in the best of order internally; every apartment in the main building was clean and tidy, and the only noticeable defect in this regard was in the baker's shop, the condition of which, with a little effort, might be considerably improved upon. I had conversations with the teachers in the class-rooms regarding the progress and attainments of the pupils, and from the reports received and from observations made I came to the conclusion that the general result of the session's work would prove to be very satisfactory.

"Out of school time 30 of the boys are employed in the shoe shop for three hours each day. They were making brogans and slippers to order for the Toronto Asylum, and the quality of the work appeared to be quite equal to that turned out of any ordinary workshop. In the carpenter's shop the boys were idle, owing to the absence of the foreman on account of illness. In the girls' work-room quite a number were busily employed making garments, mending, and doing fancy work. Operations on the farm and garden had just commenced, and a number of the lads will assist the gardener and farmer till the session closes, when an extra hand will be required for two or three months to keep abreast of the work. The fences in many places require repairs, and the orchard trees cleaning and pruning, to put them in an ordinarily satisfactory state. In conjunction with the architect of the Public Works Department, the watercourse on the adjacent side road, which takes off the surplus water from the back part of the farm, was examined, so as to provide a better outlet at the gravel road. A new culvert and a continuation of the watercourse through the Institution land will be required. The Superintendent was requested to petition the County Council to construct the culvert, and the excavation for the watercourse will be done with funds provided for drainage, etc., under the direction of the Department. If the Council will put the culvert in proper shape and repair, when those alterations and repairs are completed, the flooding of the Bursar's cellar during the spring freshets will be prevented by the drain to be made from the cellar to the sewer from the main building.

"Owing to an ice shove the Institution wharf was found to be completely wrecked, and as the time for the delivery of coal is approaching, serious loss will result on account of it being destroyed. The work of reconstruction cannot, however, be undertaken during the present season, as no funds are on hand with which to accomplish it.

"The fire escapes to be constructed in each end of the building have been arranged for, and these, when finished, will add materially to the appearance and safety of the building.

"Arrangements were made with the Superintendent for going on with general internal repairs during the summer vacation.

"The addition to furniture and furnishings, as per capital account, estimates as follows:—

Furniture and furnishings .....	\$1,045 00
Repairs and alterations .....	686 00
Engineer's materials .....	210 00
Grounds and garden .....	200 00

"The amount set forth as above not to be exceeded.

"An inspection of the Institution for the Deaf and Dumb, at Belleville, was made by me on the 19th and 20th July.

"The pupils had been sent to their homes in June, with the exception of three indigents, who have no friends to care for them.

"The object of my visit was more particularly to confer with the Superintendent about the general repairs and improvements necessary during the vacation, and about other matters connected with the Institution.

"I found the repairs authorized on the girls' side in an advanced stage. The old pine flooring had been taken up and new hardwood flooring was being laid. When completed the floor in the girls' side of the building will be very neat and comfortable.

"The flooring on the boys' side is much worn and needs renewing also, but the work cannot be undertaken during the present season. The inside of the

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main building is now, however, in a very fair state of repair, and with a few renewals from time to time, will be quite good for a number of years.

"The addition to the lodge house, for which an appropriation under the Public Works Department was made, was far advanced towards completion, and when finished will make the dwelling comfortable and convenient.

"The drain arranged for from the Bursar's house, to take the water from the cellar, was nearly finished, and in all probability will effect the purpose for which it was constructed.

"The County Road Superintendent, not having notified the Superintendent of the Institution as to whether the County would put in a culvert across the main road near the Institution farm, for the purpose of carrying the surplus water from the side road through a ditch to be opened up on the Institution lands, the latter had not been proceeded with, but as soon as arrangements can be effected for the building of the culvert, the ditch will be commenced by the Department of Public Works. As the owners of the adjoining property complain that water from the Institution farm overflowed their land, the opening up of the culvert and ditch will do away with any cause of complaint. The farm and garden, considering the dry season, were in a commendable state of cultivation. The hay crop is a small one, but the roots and vegetables promise to be a fair average yield. In order that the pasture in one of the back fields may be got without damaging crops, the erection of a cheap wire fence was authorized to stretch across the lot. The watercourse running through the field to the ditch on the side road needs to be deepened and cleaned, and the Superintendent was instructed to have the work done.

"The fences about the farm are in a very dilapidated condition and some of them want replacing, which will be attended to.

"The contractor for the erection of fire escapes was at the Institution during my stay and, with Mr. Tully, the dimensions of the escapes and where they were to be placed was determined upon, and they will be erected within a few weeks.

"The old bedsteads on the boys' side were being replaced by new iron ones, which will add very much to the appearance of the dormitories.

"A general cleaning up was in progress, and before the 14th of September the building will be thoroughly cleaned and kalsomined and put in order for the opening of the session on that day.

"I had a conference with the Manager of the new Water Works Company of Belleville, the result of which will be communicated when further particulars are obtained."

"I made an inspection of this Institution on the 6th of September. On the day of my visit there were 238 pupils in attendance; 141 boys and 97 girls. I visited all the class-rooms and saw that the work of the Institution was being carried on zealously and in a systematic manner. The classification and arrangement of the pupils appeared to have been made with care and good judgment in placing them where, according to their capacity, they would have the best opportunity for prosecuting their studies.

"Their general health was good and the session had opened with every prospect of success during its continuance.

"Since the close of the previous session, several important changes have taken place in the personnel of the Official Staff. Mr. Watson, whose connection with the Institution dates back to an early period of its history, resigned his position for the purpose of accepting the Directorship of the Washington Territory School for the Deaf and Dumb and Blind, and is followed with the good-wishes of many friends. A readjustment of the work of the staff was subsequently made,



which created a vacancy in the Junior Department, to which Mr. D. M. Beaton was appointed.

"After a lengthened period of service at Belleville and other public institutions in the Province, Mrs. Spiaght, now Mrs. Taylor, tendered her resignation of the position of Matron. She carries with her the best wishes of the pupils and her numerous friends for her welfare and happiness in her new home. On her retirement, Miss J. C. Robinson was appointed to succeed her, and she is now in the active discharge of her duties.

"Another vacancy was created by the retirement of Miss White from the position which she held as teacher, and her place was filled by the appointment of Mrs. M. J. MacGillis. Special aptitude and a training are both necessary for freely communicating with the deaf and dumb, and it is essential to have a fair knowledge of the sign language, before officials and teachers can adequately discharge their duties. I am glad to say that those newly appointed are reported to be making rapid progress in acquiring the language and that they will soon attain the desired measure of proficiency.

"The Institution building has been thoroughly cleaned and put in proper order during the vacation term and presented a neat appearance. The building and improvements under the Public Works Department, had also been completed, and a test was made of the new fire escapes, which had been constructed and attached to each end of the building. Slight alteration was found to be necessary in order to secure the free action of the ladders connecting the balconies. This being attended to the working of the escapes proved to be in every respect satisfactory, and the building is now furnished with excellent appliances to prevent injury from fire.

The annual examination of the classes was made by Mr. Platt. A copy of his report is attached :-

In accordance with the appointment of the Honourable Provincial Secretary, communicated through you, to conduct the examination of the literary classes of the Institution for the Deaf and Dumb at Belleville, and having arranged with Mr. Mathison the most convenient time for undertaking the work, I have the honour herewith to submit my report of the results.

I may take the opportunity to explain at the outset that, never having had a similar task assigned me in connection with the deaf and dumb, I found myself unable at first to estimate correctly the low plane of knowledge occupied by the pupils of the Junior Classes, though frequently told by the Superintendent and teachers, it was through actual experience that I fully realized the fact that the younger pupils, when first entering the Institution, know absolutely nothing. Their minds appear to be a perfect blank and they are unacquainted even with their own names. From this it becomes essential that an examiner shall confine himself, not only strictly to the course of instruction adopted, but also, in the Junior Classes especially, to the limited vocabulary of words given them by the teachers.

The first part of my work (after the Articulation Classes hereafter noted), was with the

#### FIRST YEAR CLASSES.

These are three in number, and are conducted by Mr. McKillop, Miss Maybee and Mr. Greene. Mr. McKillop's class numbered 12 pupils, ranging in age from 8 to 19, but all doing first year work, although two were in their fourth year of attendance at the Institution, and nearly all the rest had spent two years there. In fact the class, as a whole, is a dull one, and in spite of the ingenious devices of the teacher to give them new information, their progress is so unsatisfactory that the Superintendent has thought it best to place them apart from the brighter and more progressive pupils of the same grade.

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These were examined on the names of visible objects and parts of the body, with plurals, a few common adjectives, the expression of simple actions in words familiar to them, and counting. The writing of most of the pupils of this class, as well as that of the other classes generally, was very creditable and in many instances superior.

Miss Maybee, whom I had formerly met as a teacher-in-training at the Picton Model School, had a bright class of 15, who made good marks upon the subjects embraced in the first year's course, and will doubtless give a good account of themselves hereafter, if they continue in the Institution.

Mr. Greene had a class of 22 divided into two divisions. Of the 15 in the first division, 12 obtained over 90 per cent. of the marks awarded, and evinced a good deal of enthusiasm in their work. Seventeen of the pupils were in their first year of attendance.

#### SECOND YEAR.

The first of the classes was taught by Miss Bull, and contained 19 pupils, two of whom were ranked as a second division. The class was examined in "Names," "Incorporation of words in sentences," "Actions expressed in words," "Mental and Written Arithmetic and Writing." But of the arithmetic, which the teacher characterized, as different from what had been taught, a high percentage would have been made. As it was, the 17 in the first division averaged over 75 per cent. on all the subjects, proving clearly that the teaching has been thorough.

Miss White was teacher of the next class, numbering 18, which did not make quite so high a percentage, attributable in great part to the unavoidable absence of the teacher for several weeks on account of sickness. Most of the pupils were intelligent and evidently anxious to learn.

The next class was under the instruction of Mrs. Terrell who has been connected with the Institution since the opening. Her class, numbering 13, was in three divisions, and consisted nearly altogether of dull pupils who were taught apart from the regular classes, as in another instance, for the purpose of relieving them. A majority of the class had been four years at school, two had been seven, and one even ten years. The first division made over 75 per cent. in the examination.

#### THIRD YEAR.

Mr. Watson's was the first class examined in the third year course, which embraces a wider field of instruction than is open to the younger pupils. In addition to arithmetic, incorporation and writing, the classes were examined in "Artisans and the Articles they make," letter writing and geography. Mr. Watson had charge of 20 intelligent pupils, who made the creditable record of 70 per cent. on the course; most of them displayed a fair knowledge of English.

Miss Ostrom's was the next class examined. It also numbered 20 wide-awake pupils, whose average went up to 76 per cent. in the examination, and reflected much credit upon the thorough instruction imparted.

#### FOURTH YEAR.

The course prescribed for this year is still more extended, embracing more arithmetic, lessons on objects and wider knowledge of English.

The only class in this course numbered 20, and was in charge of Miss Templeton, formerly of the City Public School, and well known as a successful teacher. This class had the honour of advancing the average to 77 per cent.

In the fifth year course the class is taught by Mr. J. B. Ashley, formerly a successful Public School teacher, who seems rather to have gained than lost in enthusiasm. His class of 23 made over 76 per cent. in the examination, which embraced a still wider range of subjects.

In the sixth year subjects, the class of Mr. Deny's, numbering 19 pupils, also reached the 76 per cent. mark. In addition to the subjects covered by former years,

questions were given in Canadian History, with which pupils manifested a pretty thorough acquaintance.

The seventh and final year of the course was represented by the class of Mr. Coleman, containing 17 young ladies and gentlemen, who, not only in appearance, but even in attainments, would be no discredit to any of our high schools. This class, whose ages ranged from 12 to 19 years, exhibited very gratifying proficiency in the various exercises requiring a knowledge of the English language. They were also well versed in practical business arithmetic, and in geography and Canadian history, and what is very remarkable, agreed with the preceding classes in averaging 76 per cent. at the examination.

The members of this class will not return to the Institution, and it is satisfactory to know that its reputation will be well sustained by those who have been trained within its walls. They certainly appear well qualified to act their part with educated ladies and gentlemen.

#### ARTICULATION CLASSES.

The last to notice, although the first examined, are the classes in articulation taught by Miss Mathison. These were six in number, containing 35 in all, selected from the several classes of the Institution according to their aptitude to receive instruction in this branch of deaf-mute education. The course consists of a series of graded lessons with which the pupils in the class exhibited a thorough acquaintance. The teacher who, of necessity, conducted the examination, appears well qualified for her difficult position, and displayed much skill and tact in her methods.

After all, however, comparatively few will ever learn to speak naturally, and perhaps the greatest benefits to be derived from instructions in this branch will be the power of reading the lips.

#### GENERAL REMARKS.

Before closing my report, I desire to speak of the general good condition of the pupils during the entire course of examination. I never saw such uniform and unexceptional attention to work, amounting often to positive enthusiasm, as was displayed by all the classes. This, in my opinion, constituted the highest certificate of qualification of the teachers employed. In reference to these, I must express myself in unreserved commendation, and have to repeat an opinion already given, that it would be very difficult to find the equal of the teaching staff of the Institution.

I was glad to embrace the opportunity of attending the Sabbath instruction imparted to the children of the Institution. At 11 a.m. the Protestant pupils assembled in the chapel, when a general explanation of the Sabbath-school lesson was given by Mr. Greene, the teacher in charge for the day. At 3 p.m. a general meeting of the pupils was again addressed by Mr. Greene. His remarks related to the close of the session, the going home, and the conduct to be observed by the pupils leaving the Institution. The address, kindly interpreted for me by Mr. Mathison, held every eye, and seemed to elicit general sympathy and approval. I call Mr. Greene a natural orator. After the close of his address, the senior Protestant pupils remained for the Superintendent's Bible class, which occupied the next half hour. In the course of his exercises a number of answers were given in articulate words. At the close each pupil received a copy of a Sunday-school paper.

As to the class-rooms of the Institution, I may state that I found them all very attractive, and fully supplied with apparatus and pictures to illustrate the lessons taught. I would suggest, however, that in one case at least, a different arrangement of the seats be made, in order that the pupils may not be required to face the windows. I refer to the room occupied by Miss Ostrom's class. I think a change in Mr. Coleman's room would also be an improvement, as it would permit the light to enter at the pupils' left. I must not omit to mention the fine display of pencil and crayon drawings done by many of the pupils during the past session. Mr. Hadden, the pupil-teacher in charge of this department, deserves much credit for the success achieved in this line, and I think it would be well if further encouragement were given this work. I have no doubt that under such circumstances many of the pupils would develop into successful artists.

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I also had the pleasure of examining some fine specimens of fancy needle-work done by the girls, under the supervision of the Matron, Mrs. Spaight, assisted by Miss Bull.

In concluding this report, I must acknowledge the constant courtesy and kindness of Mr. Mathison, the able and very successful Superintendent of the Institute. But for his assistance, my work would have been much more difficult, and far less satisfactory than I trust it may be found. Mr. Mathison has all the knowledge concerning the classes that comes of constant personal supervision, and therefore is not only acquainted with the attainments of the pupils in a general way, but also knows what each individual pupil can do. I am convinced that his whole mind is on his work, and that his one study is to make the Institution as perfect as possible. He is emphatically the right man in the right place.

### MAINTENANCE EXPENDITURES.

The table given below shows the cost of maintaining the Institution during the two years ended 30th September, 1886, and the 30th September, 1887 :—

SERVICE.	YEAR ENDING 30TH SEPT., 1886.		YEAR ENDING 30TH SEPT., 1887.	
	Total Expenditure.	Annual cost per pupil.	Total Expenditure.	Annual cost per pupil.
	\$ c.	\$ c.	\$ c.	\$ c.
Medical Department .....	121 50	0 50	162 01	0 70
Food of all kinds .....	10,659 17	43 86	9,462 78	40 79
Bedding, clothing and shoes .....	1,208 11	4 97	706 74	3 05
Fuel .....	2,957 18	12 17	4,335 75	18 69
Light .....	1,340 58	5 52	1,178 60	5 08
Laundry, soap and cleaning .....	452 58	1 86	319 13	1 38
Books and apparatus .....	664 33	2 73	487 02	2 10
Printing, postage and stationery .....	708 67	2 92	756 71	3 27
Furniture and furnishings .....	741 77	3 05	419 16	1 81
Farm, feed and fodder .....	846 84	3 49	954 91	4 12
Repairs and alterations .....	1,709 22	7 03	1,145 36	4 94
Miscellaneous .....	1,025 36	4 22	838 64	3 62
Salaries and wages .....	18,594 40	76 52	18,918 20	81 55
Total .....	41,029 71	168 84	39,695 01	171 10

In the following pages will be found the reports of the Superintendent and the Physician, also tables containing the usual statistics relating to the pupils :—

REPORT OF THE SUPERINTENDENT OF THE ONTARIO INSTITUTION  
FOR THE DEAF AND DUMB.

R. CHRISTIE ESQ.,

BELLEVILLE, September 30th, 1887.

*Inspector of Prisons and Public Charities for the Province of Ontario :*

SIR,—I have the honour to present the seventeenth annual report of this Institution, and I do so with feelings of pleasure, inasmuch as the earnest labours of teachers and officers have been productive of good results during the year that has just closed.

I have no new departure in the way of imparting instruction to deaf children to announce, as we have pursued the methods which we have found to be most effective in the past. Our system is known as the *Combined* one, and by its use we are advancing side by side with the best institutions in America. The convention of instructors, which met at Berkeley, California, last year, came to the conclusion that the experience of many years in the instruction of the deaf has plainly shown that, among the members of this class of persons, great differences exist in mental and physical conditions and in capacity for improvement, making results easily possible in certain cases, which are actually unattainable in others, and that the system of instruction existing at present recommends itself for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf, while it allows diversity and independence of action, working at the same time in harmony, and aiming at the attainment of a common object. A thoughtful writer, who has studied the subject of the education of the deaf thoroughly, both theoretically and practically, says: "It is not very long since this class was considered incapable of moral or intellectual improvement, and consigned to a degree of existence little above the brute creation. The crude efforts made to improve their condition proved so entirely abortive of beneficial results that the wisest and most charitable instructors acquiesced in the unfavourable verdict. By degrees a system of instruction has been devised, whereby the meaning and use of words are made comprehensible to those who never heard the sound of the human voice nor never articulated an ordinary syllable. The process by which so great a vantage ground was reached was necessarily slow and labourious, being hedged about by formidable difficulties and limited to a narrow field of labour. To-day the results of this system are seen in the successful education of the deaf and the achievements of those who are benefited thereby. Deaf-mutes are made the social, almost the intellectual peers, of their more fortunate fellow-mortals. They understand the force and application of moral obligations, and are able to act an intelligent part in the performance of such duties as devolve upon them as rational beings. Many of them take high rank in the pursuits of the arts and sciences, and nearly all are useful and law-abiding citizens. This is a crowning glory of the noble educational work of the nineteenth century, although the system whereby such results have been reached was initiated in a former era. It is quite probable that now, with the development of special resources, there are people who err in an opposite extreme when drawing comparisons between the deaf and those blessed with the faculties of hearing and speech. They are becoming somewhat familiar with the theory of deaf mute education by reading and observation, and exercise an immature judgment in estimating the practical effects. The prime fact that a deaf-mute, when entering school, is almost, if not entirely, ignorant of the very rudiments of language, must be considered. To such a child the simplest word, in its relation to thought and action, is as much a mystery as the Conic Sections are to a savage Hottentot. Children in possession of all their faculties enter school at the age of seven or eight years with a knowledge of, and the ability to correctly use, an extensive vocabulary of the language they speak. They are familiar with nearly all the common actions of life, know the terms by which such actions are expressed, and can describe nearly everything they see or hear in simple words. This is an important

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advantage, and one that the public is not disposed to consider in a comprehensive sense. The deaf child must be taught the meaning of words and how to use them. Unable to understand the effect of sound, or any change in definition by a variety of pronunciation, the idioms and synonyms of the English language are a constant stumbling-block to such a pupil. Hence, in educating the deaf, care is taken to eliminate from lessons assigned all superfluous phrases or expressions, and to make every question as simple and practicable as possible. Teachers of the deaf recognize the importance of practicability and simplicity in their school-room work. They soon ascertain that their pupils cannot reason by induction, and that their progress must be slow and halting. Review work is imperative, and a reason must be assigned for every rule laid down for the guidance of the silent learners. Under the most favourable circumstances deaf students cannot command the use of an extensive vocabulary of words. They express themselves monotonously for the very reason that it is impossible for them to readily employ a variety of phrases. Their schooling is limited for reasons not necessary to define. From seven to ten years must suffice in preparing them for a proper discharge of the important duties of life. The limit in Ontario is seven years. Knowing this, and recognizing the difficulties to be encountered, teachers make every lesson answer a purpose and carefully avoid superfluous subjects. Language being the most important, every other subject is made subordinate to it. By means of a system that admits of individual facts, and that is founded on natural principles, an intelligent teacher leads his pupils from the simplest primary lessons to a stage of reasoning that give them free use of language and a correct knowledge of social and moral obligations. They are especially taught the nobility of labour and the pre-eminent value of honesty. To be considerate of the rights of others, civil and polite to associates, and deferentially obedient to those having authority are the auxiliaries of deaf-mute education. With them it is superlative that the heart as well as mind should be improved, and that the principles that underlie the religion of Christ be fully and carefully taught. Those unacquainted with the distinctive features of this work are unable to form just conclusions in the comparison of results. When a deaf child has been taught to use the simplest forms of our language correctly, and understand the processes of composition and description, its teacher boasts of results that to others may appear comparatively trivial and unimportant. It is the quality, rather than the quantity, of the work done that must be considered. The means by which such a child has been lifted from a state of mental and spiritual darkness into the radiance of intelligent and useful citizenship transcend the ordinary processes of instruction. Its knowledge may be circumscribed by a narrow circle, but it is the key that will unlock richer treasures and secure still greater delights in the unexplored regions of thought and action."

#### COLONIAL AND INDIAN EXHIBITION.

A number of our pupils received diplomas and medals from the Canadian section of the Colonial and Indian Exhibition held at South Kensington last year, for the excellence of their work. Copies of our reports and other pamphlets relating to our work were sent there, in noticing which Sir Charles Tupper, G.C.M.G., C.B., Executive Commissioner, in his report to the Dominion Parliament says:—"The illustrations of the mode adopted in Ontario of educating the deaf, dumb and blind, proved her to be unquestionably in advance of England in her methods of training those who are, from the nature of their afflictions, unable to profit by the ordinary means of education. The methods practised at the Ontario Institution for the Deaf and Dumb, at Belleville, are the most modern known, and surprised many who were unaware of the high physical and mental training of which deaf mutes are capable. The training of the combined scholastic and industrial systems and the gymnasium and games, show what can be done to deliver these afflicted ones from the sense of helplessness in which they must otherwise pass their lives."

#### THE REGULAR EXAMINATION.

The usual yearly examination as ordered by the Department took place in June, and was conducted by Mr. Platt, B.A., Inspector of Public Schools for Prince Edward

county. The work occupied over a week, and during that time he made a searching examination of every class. Mr. Platt had no previous experience in the examination of deaf mutes, but in my opinion this did not detract from his competency. Our mute children are supposed to be taught in such a manner as will enable them to answer questions given ordinarily to speaking children. We use various means to convey to them the meaning of words in the English language, and our system is not designed for mutes to meet mutes, but that our deaf and dumb children may be able to take their places with speaking persons. When they leave school, they will not have teachers and others acquainted with the sign language at all times within their reach to communicate with them, and they are expected, when a question is presented to them in a written form to be able to answer intelligently. How far we succeed in this direction is really the true test of the efficiency of the work done here. The people of the province grant liberally for the support of this Institution and they expect that good work shall be accomplished, and the outside examiner coming in, representing the people of the province, and giving such questions to the children as he may think are within the scope of the course of study prescribed, is fully capable of judging how well they are taught. Mr. Platt has already reported to you and from the copy sent to me, I am glad to know that our efforts have been fairly successful. We shall endeavour this year to make even greater progress than during the past. Prior to the departmental examination the teachers make a very exhaustive test of the work done during the year. It is all put on paper and usually occupies a week in each class. The papers are corrected and forwarded to the parents to show them the progress made by their children. That you may have a more correct idea of the scope of the teachers' examination, I append herewith copies of questions given to each of the seven grades. By them you will see that we take our children on about as far as speaking children are taught in the Common Schools.

#### TEACHERS' EXAMINATION QUESTIONS, 1887.

##### FOR FIRST GRADE PUPILS.

**FIRST PAPER.**—*Objects in the Class-room.*—Box, key, pen, door, book, desk, pin, knife, slate, pencil, stick, chair, watch, brush, window, floor, ceiling, wall, crayon, pointer, picture, banner, lock, knob, shelf, nail, bottle, basin, sponge, umbrella, egg, axe, ball, ring.

**SECOND PAPER.**—*Parts of the Body.*—Head, face, forehead, eye, eyebrow, ear, nose, cheek, lip, chin, jaw, neck, mouth, tooth, tongue, hair, whisker, beard, moustache, shoulder, chest, side, back, arm, hand, finger, thumb, nail, elbow, wrist, foot, toe, heel, knee.

**THIRD PAPER.**—*Names of Animals, Birds, etc.*—Cow, calf, kitten, dog, puppy, horse, colt, sheep, lamb, ass, pig, pony, lion, elephant, ox, rat, mouse, louse, deer, bear, cock, hen, chicken, goose, bee, fly, duck, turkey, owl, bird, snake, frog, fish.

**FOURTH PAPER.**—*Persons, Buildings, Furniture, etc.*—Man, woman, boy, girl, child, baby, gentleman, lady, negro, indian, house, barn, church, fence, bed, piano, sofa, bureau, mirror, rocking chair, cup, knife, fork, spoon, coat, vest, pantaloon, dress, apron, hat, shirt, collar, necktie, handkerchief, stockings, boots, button.

**FIFTH PAPER.**—*Natural Phenomena, divisions of Time, and Directions.*—Lightning, thunder, rain, snow, ice, wind, cloud, sky, sun, moon, star, air, fog, day, night, morning, forenoon, noon, afternoon, evening; North, South, West, East.

**SIXTH PAPER.**—*Write the Plural of the following Nouns.*—Horse, goose, dog, box, chair, watch, key, calf, desk, knife, sheep, door, negro, child, ox, rat, mouse, brush, fly, pen, stick, fish, deer, baby, tooth, picture, man, slate, lily, woman, louse, puppy, potato, ceiling, sheaf, ring, foot, church, shirt, coat, dish, gentleman, leaf, berry, window, ass, dress, turkey, bench, shelf, loaf, pony, apron, elephant, glass, lock, knob, tree.

**SEVENTH PAPER.**—*Supply Adjectives of Colours.*—A — book, a — horse, a — dress, a — sheep, a — bear, — grass, a — house, a — hat, a — dog.

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*Supply Adjectives.*— cow, — knife, — door, — bear, — lady, — baby, — apple, — bird, — leg, — boy, — indian, — negro, — elephant, — teeth, — pantaloons, — man, — dress, — glass, — water, — butter, — pointer, — tree, — snow, — woman, — child, — horse, — pig, — fire, — dresses, — girls, — stick.

EIGHTH PAPER.—Notation and numeration to 500.

NINTH PAPER.—*Language Actions performed by the Teacher and Pupils.*—(1) You ran, I walked, John sat, Flossy read, you ran to the door, I walked on the floor, John sat on a desk, Flossy read a book; (2) You ran to the door and opened it; (3) I walked on the floor, John sat on the large desk and Flossy read a book; (4) You took a book from your desk, gave it to Willie, and he put it on his small desk; (5) You took a pen, a box, and a hat from the large desk, put the hat on your head, gave the pen to Annie, she put it behind her ear, and you put the box in your coat pocket; (6) You took a crayon out of a box, broke it, put one piece down on the floor, threw one piece up to the ceiling, threw one piece at the wall, and threw the other piece out of the window; (7) Jean came into this room, bowed to you, gave a flower to you, you thanked him, looked at it, smelled it, Melissa took a glass from a window-sill, put the flower in it, placed the glass on the large desk, bade us good-bye and went out; (8) What is your name? Where do you live? How are you? How old are you? What is my name?

FOR SECOND GRADE PUPILS.

*Miscellaneous Language Questions:—*

1. What is your name?
2. Where do you live?
3. How old are you?
4. How long have you been at school?
5. How many brothers and sisters have you?
6. How many fingers and thumbs have you?
7. Who gave them to you?
8. Name the days of the week.
9. " months of the year.
10. " seasons "
11. " spring months.
12. " summer "
13. " autumn "
14. " winter "
15. How many days are there in a week?
16. " months " " year?
17. " seasons " " "
18. " months " " season?
19. " weeks " " month?
20. What day is this?
21. " of the week was yesterday?
22. " month "
23. " " is this?
24. What month is this?
25. " season "
26. " year "
27. How many hours are there in a day?
28. " weeks " year?
29. " days " "
30. Name the first day of the week.
31. " third season.
32. " second month of the year.
33. " fourth " "
34. " second summer month.

35. Has a wolf horns ?
36. Did you wash your teeth this morning ?
37. What are boots and shoes made of ?
38. Where do apples, plums and peaches grow ?
39. What is the flesh of a sheep called ?
40. " " cow "
41. With what is the roof of the Institution covered ?
42. " your father's house covered ?
43. " the Institution lighted ?
44. What lights the earth ?
45. Can you hear the sound of a drum ?
46. What is bread made of ?
47. " paper "
48. With what is the Institution heated ?
49. Where do strawberries, grapes and cucumbers grow ?
50. How many days are there in January ?
51. Which is the shortest month of the year ?
52. How many days are there in February ?
53. Where does the sun rise ?
54. " " set ?
55. How many leaves are on those trees ?
56. What time do you come to school ?
57. Who taught you last year ?
58. How many teachers are there in this Institution ?
59. When was this Institution built ?
60. What sort of a nose has an elephant ?
61. " house does Mr. Mathison live in ?
62. Have you a watch ?
63. How many great toes have you ?
64. Who will pray in the chapel to-morrow morning ?
65. Can you lift a lion ?
66. What can you lift ?
67. How are you ?
68. Where is your handkerchief ?
69. Is Mrs. Terrill a man ?
70. Is Tom Hill a girl ?
71. Where is the broom ?

SECOND PAPER.—(1) *Place suitable Adjectives before the following* :—Owl, cage, boat, nest, leaf, pipe, inkstand, umbrella, mouse, cellar, necktie, moustache, shoulder, bridge, church, cloud, omnibus, pavement, window, eagle, strawberry. (2) *Give the Color of the following* :—Brick, ink, cherry, apple, beam, grapes, bonnet, sash, sunshade, whiskers, cloak, guilt, brooch, shutters. (3.) *Write the Plural of the following* :—Ass, leaf, fox, fence, watch, box, buggy, bench, tongue, church, picture, dish, foot, fly, goose, child, butterfly, lady, gentleman, lily, man, puppy, shelf, cherry, family, berry, deer, mouse, candy, knife, sheep, glass, brooch, ox, potato, calf. (4.) *Exercise in Personal Pronouns* :—A boy was flying—kite ; the string broke and—lost—. Boys make—kites and—fly—in the air. A mother was carrying—little girl ; —let—fall, and—hurt—hand. George has studied—lesson ; —will write—on—slate.

THIRD PAPER.—Write the names of ten animals. Write the names of six kinds of birds. Write the names of seven kinds of fruit. Write the names of five kinds of vegetables. Write the names of twelve articles of furniture.

FOURTH PAPER.—*Incorporate the following* :—Weak, square, beautiful, narrow, ignorant, thirsty, vain, these, some, never, gold, cobweb, sleeve, lioness, envelope, belt, toothache, standing, heard, sews, wished, flew, cracks, overcoat, muff, a pair of rubbers, a

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suit of clothes, a piece of meat, a pail of milk, a cup of coffee, a cake of soap, a span of horses, a yoke of oxen.

FIFTH PAPER.—*Actions*.—(1) Noah Labelle opened the desk, took a box out of it, shut it, put the box on the desk, took a crayon out of it and broke it into four pieces, put one piece in his mouth, put one in his pants' pocket, gave another piece to Miss White, and he threw the other piece up at the ceiling. (2) Flora McMillan took a rag off the steam pipes, pulled the bench from under the desk, wiped it with the rag, sat on it, she shut her eyes, and opened them again. (3) William Olench took the keys and a lead-pencil off the desk, put the lead-pencil in his coat pocket, put the keys in another pocket, walked to the door, opened it, went out of this class-room, came in again, and he shut the door. (4) Mabel Ball took the broom from behind the radiator, swept the floor with it, took the dirt off the floor, walked to the window, opened it, threw the dirt out, and she shut the window.

SIXTH PAPER.—*Mental Arithmetic*.—

1. How many hind legs have a span of horses and a yoke of oxen?
2. How many fingers have 2 gentlemen and a lady?
3. How many months are there in 3 seasons?
4.  $9 - 5 + 7 - 3 + 4 - 6 + 2 - 1 + 6 =$
5. How many meals do you eat in 5 days?
6. A girl had 12 oranges, she ate 4, lost 3, bought 5 and gave her sister 7. How many had she then?
7. How many eyes have 3 ladies and 2 boys?
8. How many cents are there in three dollars?
9. What number is 3 less than 10?
10. There are 4 bones in the palm of the hand, 3 in each finger and 2 in the thumb. How many bones are in your right hand?
11. How many mittens are there in 3 pairs?
12.  $11 + 5 - 10 + 3 - 5 + 7 - 8 =$
13. How many legs have 3 chairs?
14. A girl has 8 books in her box, 5 on the table, and she is reading one. How many books has she?
15. How many toes have 2 girls?
16. A wheel had 12 spokes, but 3 of them got broken. How many spokes were left?
17. How many shoes have 2 spans of horses?
18. A girl paid 10 cents for 2 spools of thread, 7 cents for a cake of soap, 5 cents for a paper of needles and 3 cents for a thimble. How much did she pay for the thread, soap and thimble?
19. There were 13 birds on a tree, and 9 on the roof of the Institution; 15 flew away. How many were there then?
20. From \$2 take 73 cents.
21. In a box there are 46 balls and marbles: there are 22 balls. How many marbles are there?
22. A boy had 20 cents: he gave 7 cents for a slate, 5 cents for a copy-book and lost 3 cents. How many had he left?
23. How many horns have 5 cows?
24. How many thumbs have 3 gentlemen and 2 boys?
25. There are 4 pockets in a boy's coat, 3 in his vest and 2 in his pants. How many pockets are there in his suit of clothes?
26. Flora had 27 apples: she gave Agnes 9, lost 4 and ate 3. How many had she then.
27. A boy spent a quarter for a book, a dime for a slate, and 3 cents for pencils. How much did he pay for all?
28. John had 17 marbles: his brother gave him 10 and he lost 20 at play. How many had he then?
29. How many days are there in 2 weeks?

SEVENTH PAPER.—*Arithmetic* :

1. Add: 517026 + 41913 + 230482 + 41 + 406105 + 4314.
2. If I deposit \$157.84 in a bank on Monday, \$231.13 on Tuesday, \$520.42 on Wednesday, \$314.83 on Thursday, \$112.50 on Friday, and \$421.75 on Saturday, how much do I deposit in six days?
3. Maud paid for a pair of boots \$3.75, a dress \$24.51, a hat \$9.18, a shawl \$15.45, and a pair of gloves \$1.50. How much did she pay for all?
4. Express in words and add \$504.73, \$121.07, \$290.13, \$6,814.39.
5. Find the difference between 917856 and 43514.
6. A man had 217 cows, he killed 82, sold 115, bought 200, lost 14, and 53 died. How many had he then?
7. How much money is there in 4 \$1 bills, 3 \$2 bills, 4 \$5 bills, 3 half-dollars, 5 quarters, 5 dimes, and 4 five cent pieces?
8. A man had \$789.75 in his purse, and paid out of it a debt of \$207.84. How much had he left in his purse?
9. There are 397 eggs in one basket, 436 in another, 265 in another, 482 in another and 631 in another.
  - (a) What are the eggs in?
  - (b) How many eggs are in the 1st and 3rd baskets?
  - (c) How many baskets are there?
  - (d) How many eggs are in all the baskets?
  - (e) How many eggs are in the 2nd and 5th baskets?
10. A man bought a horse for \$225.00, a carriage for \$93.50, and a set of harness for \$75.25. He sold all so as to gain \$90. How much did he get for them?
11. From \$79,108.50 take \$52,644.35.
12. A woman went into a grocery and bought 5 lbs. of tea for \$4.25, 18 lbs. of sugar for \$1.40, 7 lbs. of raisins for 90 cents, and 4 dozen eggs for \$1.08; she gave the clerk \$5. How much does she owe him?
13. A man paid \$6.75 for a hat, \$32.50 for a suit of clothes, 75 cents for a cane, and \$10.40 for a pipe.
  - (a) How much did he pay for the hat and pipe?
  - (b) What did he buy?
  - (c) How much did he pay for the suit of clothes, cane and pipe?
  - (d) How much did he pay for all?

## FOR THIRD GRADE PUPILS.

FIRST PAPER.—*Mental Arithmetic* :

1. How many wheels have 4 carriages, 2 carts, and 3 wheel-barrows?
2. How many more days are there in this month?
3. How many shoes must 3 spans of horses have?
4. How many days are there in 3 weeks and 5 days?
5. How many hours are there in 2 days and a-half?
6. What will one dozen and a-half spools of thread cost at 5 cents each?
7. How many fingers have 3 boys and 8 girls?
8. What will 7 umbrellas cost at \$3.56 apiece?
9. In a school there are 51 pupils; there are 28 boys. How many girls are there?
10. How many more boys than girls?
11. A boy after spending 17 cents had 58 cents left. How much had he at first?
12. How many months are there in 12 years?
13. A girl had 28 oranges: she gave away 7, she lost 3, and ate the others. How many did she eat?
14. A lady paid 25 cents for a comb, 6 cents for a ball of cotton, and three-quarters of a dollar for a book. How much did she have left out of a \$10 bill?
15. How much did she spend?
16. A drover bought 3 sheep at \$4 each and 2 pigs at \$3.50 apiece. How much did he pay for all?

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17. How many quarters are there in \$5?
18. If a man can earn \$2.50 a day, how much can he earn in 2 weeks, omitting Sundays?
19. How many meals will 5 men eat in 4 days?
20. How many thumbs have a dozen pairs of mittens?
21. If there are 12 spokes in a wheel, how many spokes in the wheels of 2 carriages?
22. How many days in February and June?
23. A lady bought 6 lbs. of beef at 11 cents per lb.; she gave the butcher a \$2 bill. How much change should he give back to her?
24. If a man earns \$12 a month and spends \$7 a month, how much can he save in a year?
25. A hunter saw 23 wild ducks; he shot them all but 5. How many did he shoot?
26. How many hind feet have 3 horses, 4 cows and 2 sheep?
27.  $16 - 9 - 5 \times 3 + 7 - 9 \times 5 - 3 =$
28.  $51 - 6 - 4 - 3 - 6 - 7 - 4 - 8 =$
29.  $35 - 12 - 6 - 9 \times 4 - 8 - 10 \times 6 =$
30.  $5 + 8 + 7 - 6 - 3 - 6 \times 5 - 8 + 4 =$

SECOND PAPER.—*State Arithmetic* :

1. In an orchard there are 13 rows of apple trees, there are 15 trees in each row, and 3,260 apples on each tree. How many apples are there on all the trees?
- 2 (a) A lady bought 7 yards of ribbon at 50c. per yard, 5 handkerchiefs for \$7.00, 2 hats at \$6.50 apiece, a pair of boots for \$5.75, and 3 yards of calico at 13c. per yard. How much did she have left out of 8 ten dollar bills.
- (b) What did she buy?
- (c) How much more did she pay for a yard of ribbon than for a yard of calico?
- (d) How many hats did she buy?
- (e) How much less did she pay for the boots than for the handkerchiefs?
3. If 35 bushels of oats can be raised on one acre, how much can be raised on 79 acres?
4. (a) A farmer bought 78 cows at \$23 each, and sold them for \$27.50 apiece. Did he gain or lose, and how much?
- (b) How much did he gain on one cow?
- (c) How many cows did he sell?
- (d) How much did he pay for 9 cows?
5. How many days are there in 769 years?
6. A man can earn \$5.78 a day, and it costs him \$17.68 a week to support his family. How much can he save in 2 years?
7. A tailor had 763 yards of cloth; he cut off six suits, each containing 5 yards, and sold the remainder for \$2.75 a yard. How much money did he receive?
8. A farmer had 5 dozen sheep; he killed 7, 3 ran away and he could not find them, 9 died, and he sold the others at \$5.63 apiece. How much did he receive for those he sold?
9. A grocer bought 63 tubs of butter, each weighing 58 lbs., at 25c. per lb., and sold it for 21c. per lb.
- (a) How much did he lose on all?
- (b) How many pounds of butter did he sell?
- (c) How much did 8 tubs weigh?
- (d) How much did he lose on 1 lb.?
10. What will 7 dozen and a-half book-cases cost at \$46.54 each?

THIRD PAPER.—*Miscellaneous Questions* :

1. What day of the month is this?
2. Have you a pair of skates?
3. What is a cord of wood?
4. What shape is the bell in this room?
5. How long did you stay in school yesterday?

6. How many thumbs have you on each hand ?
7. Why can you not lift a piano ?
8. Name three articles in a bed-room.
9. Would you like to have a new pair of rubbers ?
10. Where would you buy them ?
11. How much do you think they would cost ?
12. Did a dentist ever extract any of your teeth ?
13. Can a fish breathe out of the water ?
14. What colour are ripe pumpkins ?
15. How many days do you come to school every week ?
16. Name the ninth and eleventh months.
17. Are you learning a trade ?
18. Is your father a minister or a physician ?
19. Is the large desk as high as the gas-pipe ?
20. How many legs has the large desk ?
21. Are your fingers all the same length ?
22. Can you knit ?
23. Who is on duty this week ?
24. What can you buy at the post-office ?
25. Do people buy letters ?
26. Name three things you could buy in a grocery.
27. Where would you buy a pair of skates ?
28. What is a clock used for ?
29. How long since you left home ?
30. Of what is maple-sugar made ?
31. Would you like a lump of sugar ?
32. Name the resident officers of the Institution.
33. Name the non-resident teachers.
34. Who teaches the highest class in this Institution ?
35. Who wrote in Mr. Mathison's office before Mr. Smith came here ?
36. When do people carry umbrellas and wear rubber coats ?
37. Name the last month of autumn and the first month of spring.
38. Of what is porridge made ?
39. Do you like porridge and milk ?
40. Did you ever pick up potatoes ?
41. How long do you stay in school in the forenoon ?
42. At what time do you come to school in the morning ?
43. Would you like to be promoted next September ?
44. How many teachers are there in this room ?
45. Is Mr. Ashley deaf and dumb ?
46. What is buttermilk ?
47. How does a woman prepare apples for a pie ?
48. How many toes have you on both feet ?

FOURTH PAPER.—*Artisans.*

1. Who make rolling-pins ?
2. What are they used for ?
3. With what does a farmer mow hay ?
4. Can he cut hay as fast with a scythe as with a mowing-machine ?
5. Name four trades for boys ?
6. Who uses a plough, a plane, a trowel, a press-board, an anvil, and a sieve ?
7. Who put tires on wheels ?
8. What does a carpenter do ?
9. Does he make overcoats ?
10. Who make them ?
11. With what does a blacksmith hold hot irons ?

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FIFTH PAPER

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12. Who make bread and buns?
13. In what do they bake them?
14. Who uses a hod?
15. What does he carry in it?
16. Where does he carry it?
17. Who make boots, pants, carriages, saddles, churns, bedsteads, and bonnets?
18. What is a slaughter-house?
19. Who make book-cases, and what are they used for?
20. Who make boilers?
21. What are they used for?
22. What are ham, mutton, venison, and lard?
23. Of what are baskets made?
24. Who generally make them?
25. What does a gardener do?
26. Who is the gardener here?
27. What does a policeman do?
28. What is a man who carves statues out of stone called?
29. What tools does he use?
30. Who build chimneys?
31. What do millers do?
32. What is bran used for?
33. How many pounds in a barrel of flour?
34. Who is the baker here?
35. Of what is bread made?
36. What is a tailor's iron called?
37. Who make slippers?
38. What are they used for?
39. Name some tools used by a carpenter?
40. Who is the carpenter at this Institution?
41. Who makes sofas?
42. What are they used for?
43. When does a farmer sow grain?
44. When does he reap?
45. What is a farm?
46. Of what are the leaves of books made?
47. What does a printer do?
48. What are pens, ink, paper, etc., called?
49. Who sell watches, bracelets and rings?
50. Where do ladies wear bracelets?
51. What is a fleece of wool?
52. What is yarn?
53. Of what are the soles and heels of boots made?
54. What is sole leather?
55. How many heels have a pair of boots?

FIFTH PAPER.—*Geography* :

1. What shape is the earth?
2. What is a continent?
3. On which continent do we live?
4. Is an ocean fresh or salt water?
5. What ocean lies east of Africa?
6. Name the smallest ocean?
7. What is a desert?
8. Where is the largest desert in the world?
9. Is the land around this Institution barren or fertile?
10. What direction is Asia from Europe?



11. Is a mountain as high as a hill?
12. How many hills do we go down going to the city?
13. What is a river?
14. Name one emptying into the Bay of Quinté.
15. What direction is the Bay of Quinté from this Institution?
16. Is a town as large as a city?
17. What town west of the Institution?
18. Give two other names for a swamp and two for a tributary.
19. Is a channel as wide as a strait?
20. Define:—canal, delta, prairie, promontory, peninsula, plateau, island, city, cataract, isthmus, forest.

SIXTH PAPER.—*Tenses and Incorporation of Verbs, Adjectives, and Phrases :*

1. A man ——— a hole in the ground with a spade yesterday afternoon. The boys ——— hands with their friends next summer. A farmer ——— corn in a field last summer. A woman ——— a stove with a brush and it ———. I ——— pleased to see Robert skating in the rink yesterday afternoon. We ——— on paper with pens and ink. A man ——— a sheep with a pair of shears in a few days. Steam ——— from hot water. A laundress ——— clothes, ——— them and ——— them on a line to dry last Monday. We ——— our clothes in our trunks before we go home. A lady hears a bird ——— in the woods. This season ——— spring, last season ——— winter, and next season ——— summer. We ——— to the exhibition last September. A girl ——— a pin off the floor this forenoon. Strong boys ——— snow off the sidewalk in winter with snow-shovels. A tailoress ——— button-holes with twist. A tailor ——— his needle and ——— a knot in his thread before he ———. A blacksmith ——— four spans of horses in one afternoon. A woman ——— water in a tea-kettle on a hot stove. A farmer ——— grain with a fanning mill.

Incorporate : Show, showing, showed, resembles, covers, buys, buy, dismiss, wipes, pushing, buttoned, knelt, sweeps, sitting, write, teach, flying, drove, sleeping, awoke, caught, cutting, sent.

*Incorporation of Adjectives :*

2. Better, best, higher, more beautiful, most beautiful, worse, cleaner, cleanest, newest, most useful, taller, heavier, most intelligent, happy, more studious, most stupid, thirsty, hungry, more polite, longer, kindest.

*Incorporation of Phrases :*

3. A few years ago, in a few days, next month, this afternoon, next Saturday, some of it, after breakfast, last winter, a cup of tea, each other, other fruit, cuts off, cuts out, worn out, day before, day after.

SEVENTH PAPER.—(1) Ask me thirty-four questions. (2) Write the Lord's Prayer. (3) Describe that picture of a kitchen.

FOR FOURTH GRADE PUPILS.

FIRST PART.—*Mental Arithmetic :*

1.  $7 \times 9 - 8 + 5 - 6 + 4 - 9 + 7 - 5 + 6 - 8 + 9 - 5 + 7 - 3 =$
2. How many months in nine years and a-half?
3. There are 80 nuts and apples in a basket : 53 of them are nuts. How many less apples than nuts?
4. A field contains 60 animals : 9 of them are horses, there are twice as many cows as horses, and the rest are sheep. How many sheep?
5. Harry has 74 marbles and John has three times as many, minus 8. How many have both?

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SECOND PART

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6. If a man earns a dollar a day and spends three-quarters, how much can he save in a fortnight?
7. Willie was born in 1868 and James 7 years after. How old is James?
8. Find the product of the sum and difference of 15 and 9.
9. By selling a cow for \$45 a man gained \$8. What did she cost?
10. Willie paid 8 cents for a top, twice as much for a ball, and for a hoop as much as for both top and ball. He sold them all for half a dollar. Find his gain or loss?
11. What must be added to 17 to make 63?
12. How many meals have you eaten this month?
13. How many Mondays in a week?
14. James goes east four hours, at the rate of 9 miles per hour, and John in the opposite direction for 6 hours, travelling 8 miles an hour.
- How far apart are they?
  - How long did each travel?
  - How far did John go?
15. A lady bought 8 yards of ribbon at 13 cents per yard and a pair of gloves for half a dollar. She gave the clerk \$2. who gave her 30 cents change.
- Was that right?
  - How much change should he have given her?
  - How much did she spend?
16. A man had 27 pigs, he sold 8 of them for 32 dollars, 9 at \$6 each and the remainder for \$5 apiece. How much did he get for them all?
17. A gentleman gave five cents to each of his six children, and his wife as much as three children. How much did all receive?
18. Harry caught three dozen and a-half fish. He sold 15, threw away 10 because they were small, and gave the rest to his mother. How many did she receive?
19. James is five years younger than Charles; Harry is four years older than James; Charles is 12 years of age?
- Find the sum of their ages?
  - How old is Harry?
  - What is James' age?
20. A grocer bought three rolls of butter, each weighing 4 lbs., at 20 cents per lb., and sold it for a dollar a roll.
- Find his gain or loss?
  - How many pounds did he buy?
  - What did one roll cost?

SECOND PAPER.—*Slàte Arithmetic* :

1. Express 406, 698, 725, 1349, 999, and this year in Roman Numerals, and CMXLV., DCXLIX., CDXOIV., DCCCLVI., MCCLXIII., in figures.
2. If a man earns \$18 per week and spends \$14 monthly for board, a quarter a week for washing, \$60 a year for clothes and \$2.50 a month for other things, how much can he save in a year?
- How much does he earn in a year?
  - How much does he spend in a year?
  - What does he pay monthly for washing?
3. Four masons, three bricklayers and five carpenters are engaged in building a house. Each of the first receives, \$2.75 a day, each of the second, \$2.25, and each of the third, a dollar and a-half. The first worked five days, the second a fortnight, and the third three weeks.
- Find the amount of wages paid.
  - How much did one mason, two bricklayers, and three carpenters earn in two days?
  - How much did they all earn in one day?

4. There are 695 rows of potatoes in a field, each row contains 98 hills and each hill 13 potatoes.

- How many potatoes in the entire field?
- How many hills in the field?
- How many potatoes in eight rows?
- How many hills in five rows?

5. A grocer bought four chests of tea, the first containing 68 lbs. at 25 cents per lb., the second 9 lbs. more than the first at 27 cents per lb., the third as much as both first and second at 29 cents per lb., and the fourth the same as the first at 30 cents per lb. He sold the whole at 35 cents per lb.

- Find his gain?
- What did all cost?
- How much did he get for all?
- How many pounds did he buy?
- How many chests?

6. If a railway train goes 23 miles an hour, how far will it go in a fortnight?

7. A farmer sold a score and a-half of sheep at \$8.25 each, three quarters of beef, each weighing 87 lbs. at 3 cents per lb., two dozen and a-half fowls, at a quarter each, and nine bags of potatoes, each bag holding two bushels at 65 cents bushel. The man who bought them all gave him \$325 and he gave him \$18 change.

- Was that right?
- How much change should he have given him?
- How much did he receive for all?
- How many pounds of beef did he sell?

### THIRD PAPER.—*Geography* :

- Define an ocean and name the largest.
- What continent is this and what oceans lie east and north of it?
- How many countries in it, and name them?
- Name three divisions of land and four of water.
- What is a river, and mention one?
- What are a cataract, creek and delta?
- Give the boundaries of Canada.
- When was the Dominion of Canada formed? How many provinces in it at first, and name them?
- What is the most important province in the Dominion and give its capital?
- Mention the maritime provinces.
- How many cities in Ontario, and name those east of here?
- Mention the great lakes.
- Which are the deepest and shallowest?
- What river is their outlet?
- Which of them lies nearest here?
- Which lies entirely in the United States?
- Mention the counties on Lake Erie.
- How are Lake Superior and Lake Huron connected?
- What county is this, and name those east of it?
- Which is the most south-western county in Ontario?
- What and where are Goderich, Peel, Thames, Port Hope, Niagara, Bruce, Ottawa and Manitoba?
- Mention a city and a town east of here.
- What direction is St. Thomas from Toronto?
- Through what counties would you pass in going from here to Kingston?

### FOURTH PAPER

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### FIFTH PAPER

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FOURTH PAPER.—*Incorporation and Elliptical Sentences :*

In a little while, since, three weeks ago, none, anything, theirs, two of them, softly, examination, has been caught, to forgive, will answer, accident, might, meant, allows, pretend, drowning, has chosen, who, in which, funny, refuse, between, and to invite.

1. A girl \_\_\_\_\_ a pocket \_\_\_\_\_ she put her knife.
2. An elephant walks \_\_\_\_\_ but a cat walks \_\_\_\_\_.
3. Sheep are \_\_\_\_\_ white.
4. When you \_\_\_\_\_ a letter you must \_\_\_\_\_ it.
5. A little girl fell down stairs but \_\_\_\_\_.
6. \_\_\_\_\_ and he was very sorry.
7. Albert and Charles \_\_\_\_\_ playing by the water last night. Little Nellie ran to \_\_\_\_\_ and said \_\_\_\_\_ wanted to get into the boat and sail \_\_\_\_\_ the water. The boys thought it would \_\_\_\_\_ fun to have a sail and \_\_\_\_\_ told Nellie to help \_\_\_\_\_ push off the boat \_\_\_\_\_ the water. Then \_\_\_\_\_ all got into the boat and the boys \_\_\_\_\_ very happy. Nellie \_\_\_\_\_ afraid and began to cry. The boys laughed at \_\_\_\_\_ and said \_\_\_\_\_ would not take her \_\_\_\_\_ the shore. Nellie's mother heard her \_\_\_\_\_ and \_\_\_\_\_ came down to the water. Robert jumped \_\_\_\_\_ the boat and struck \_\_\_\_\_ foot \_\_\_\_\_ a stone. Charles pushed the boat \_\_\_\_\_ the shore and lifted Nellie out, but \_\_\_\_\_ did not fasten the boat and \_\_\_\_\_ drifted away. When the boys went home they \_\_\_\_\_ wet and cold, and \_\_\_\_\_ mother sent \_\_\_\_\_ to bed. They \_\_\_\_\_ not take the boat to-morrow.

## GRAMMATICAL EXERCISES.

FIFTH PAPER.—*Change to the Present Tense :*

1. Willie rose early.
2. Annie bought some candies and ate them.
3. John and James were talking to each other and their teacher punished them.

*To the Perfect Tense :*

4. He writes his lesson and shows it to his mother.
5. She undresses herself and goes to bed.
6. He does his work very quickly.

*To the Future Tense :*

7. We had only one visitor here yesterday.
8. John sent a letter to his mother a few days ago.
9. Joseph Channon was sick last week.

*Into the Plural :*

10. He tells me that I look tired.
11. She refuses to obey her mother, who says that she must come into the house.
12. A man takes off his hat and gloves and puts them on the table.

*Into the Singular :*

13. They fall down stairs but do not hurt themselves.
14. We are always very much pleased when our teachers praise us.
15. When they have eaten their dinner they will play for a little while before coming to school.

*Change into the Passive Voice :*

1. A dog often chases a pig and bites it.
2. We do not eat the flesh of the wolf.
3. A girl has bought a new hat and she will wear it next Sunday.
4. The Niagara River connects Lake Erie and Lake Ontario.
5. We have often seen lions at shows.

6. We will see our friends in a few months.
7. The ostrich can break a horse's leg.
8. The sun heats and lights the earth.
9. Either Mr. Johnson or Dr. Carlyle will examine you very soon.
10. A man sold a horse and received \$100 for it.
11. A girl found two needles lying on the floor.
12. God made the world in six days.
13. A careful boy does not lose his pencil.
14. A man saw a hawk flying in the air and shot it.
15. Jessie has written her papers very nicely.
16. Willie brought a basket of apples into the house and gave them to his mother.

SIXTH PAPER.—*Languages* :

1. Who teaches you now and who was your teacher last year ?
2. How are you getting along ?
3. How often do you write home ?
4. How often does Christmas come ?
5. How long are you in school every morning ? every afternoon ?
6. How far is it from here to Toronto ?
7. How are sugar, milk, butter, wood, coal, grain, and hay sold ?
8. How much does a pound of meat cost ?
9. When did you leave home, and when will you return ?
10. When did you hear from home last ?
11. Are any of your brothers or sisters deaf and dumb ?
12. What will the month after next be ?
13. In what season are Christmas, Good Friday, Queen's Birthday, and Thanksgiving ?
14. When are the days the longest and shortest ?
15. Which day of the week do you prefer ?
16. Have you ever seen an elephant ?
17. What time do you go to bed ? get up ? come to school in the afternoon ?
18. Why do you come to school ?
19. How many senses are there, and name them ?
20. Which are you without ?
21. Who said grace at dinner yesterday ?
22. Mention four kinds of vegetables, three kinds of fruit, and two metals.
23. Which is the most valuable metal ? the most useful one ?
24. What are animals, birds, and fish covered with ?
25. What are a number of people, sheep, dogs, flies, and fish called ?
26. What are animals which go in herds or flocks called ?
27. Define a quadruped, and name two.
28. Name the largest quadruped, bird and fish, and tell where each is found.
29. What is a domestic animal, and name one ?
30. Name a beast of burden, and tell why it is so called.
31. What kind of birds can swim ?
32. What is a beast of prey, and name one ?
33. What kind of hoofs have a horse and cow ?
34. What is a ruminant animal, and name one ?
35. Mention an animal which lives on animal food ; one living on vegetable food ; one on both.
36. What is a horse's mode of defence ? dog's ?
37. How do birds raise their young ?
38. What animal is called the "king of beasts," and why ?
39. What are veal, leather, suet, ivory, venison and mutton ?
40. Name an animal having paws, one having tusks, and one with a beard.

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## FIRST PAPER

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41. What is carrion, and name some birds which eat it ?
42. What are the fox, bear and hog chiefly noted for ?
43. Name three fur-bearing animals.
44. What are the young of the horse, cow, dog, sheep, tiger, goat and deer called ?
45. What animal and bird live in desert countries ?
46. What does the dog do when angry ? when hurt ? when pleased ?
47. What animal resembles the cat ?
48. Mention an insect and a reptile.
49. What animal resembles man ?
50. Where do the most beautiful birds live ?

SEVENTH PAPER.—*Composition*.—(1) Horse, dog, sheep, and bear. (2) Description of what was done last Saturday. (3) Letter.

#### FOR FIFTH GRADE PUPILS.

FIRST PAPER.—*Grammatical Exercises* :

1. Write the Plural form of *wheat, calf, buggy, one, money, woman, leaf, match, scissors, loaf, snow, valley, brush, dust and volcano*.

2. Write the Possessive and Objective forms of *I, he, James, who, it, she, they, you and thou*.

3. Write a sentence in the *Present Active, Past Active, Future Active, Present Progressive, Past Progressive* and *Future Progressive*.

4. Change *who* into *whose* and *whom* in the following sentences :—

I heard that the man *who* sold me the hens broke his leg yesterday.

John met a soldier *who* showed him his sword and gun.

That is the gentleman *who* loaned me the money.

I will write a letter to the man *who* gave me his photograph.

Are you the person *who* wrote a letter to me last year ?

I am the boy *who* broke his slate.

We are the pupils *who* study our hard lessons.

I will never forget the man *who* gave me the pretty dog.

5. Write the following sentences with *and* :

You teach twenty-three pupils *who* are in your class.

Some boys *who* were playing near the water saw a large snake under the fence.

I wrote a long letter to the man *who* lives in Toronto.

The people *who* live in Japan are called Japanese.

We are obedient to our teachers *who* try to make use wise and good.

I met many men and women *who* were going to church.

6. Write the following sentences with *who* :

I met a small boy in the street, *and* he was crying.

John wrote a nice letter *and* sent it to his friend.

My father works on his farm *and* produces grain, vegetables, fruit, etc.

Some people are wicked, *and* do not serve God faithfully.

My sister is pretty, *and* she loves me dearly.

The men cut the wood *and* carried it into the house.

7. Change the following from *Active* to *Passive* :

My brother gave me a box of candies, which I sent to my sister. She took them home and showed them to the children, but she did not sell the candies to them. I like sweet things, and sometimes I buy maple sugar and eat it. We spend a good deal of money for such things, and we often forget our duty. I will write about sugar to-morrow, and perhaps somebody will send me some.

## SECOND PAPER.—Language :

1. Incorporate *until, since, except, expect, such as, succeeded, expenses, thoroughly, sincerely, anxious, unless, submits, gone, condition, afterwards, inhabit, durable and disobedient.*

2. Write the Synonyms of the following words, and incorporate all into sentences:—*Prefer, shortly, plenty, want, labour, saw, happened, resolved and disappeared.*

3. False syntax—Correct the following:—You *told* that the grain *am* growing *good* in the field, *and* the flowers *does not growing so good* in the garden. I have *saw* the grain *what are* behind the barn, but I did not *saw* the flowers, because I *has* been away. The farmer *done* his work before he *go* home, and he *said* me *for* to get some wood to the fire. He *do* not give me *nothing for work* in the field, and when I *will* go home *and* I will *told* my father, *whom will wrote* a letter to the farmer for *who* I worked.

4. Elliptical Sentences:—Some men were—the trees—grow in the field—see us, because we were—behind the bushes. They—cutting the trees—axes, and they—them to the house—fuel. The men—work in the forest are—lumbermen, but I—to be a farmer. I—no trade now, —I will learn a trade—I become a man. If I—to improve I will—, and—I can earn a—of money,—which I can—many nice things—myself, and—for my friends. I—to work hard—I am a man,—lazy people—earn money.

5. Express the following in Colloquial form:—We call the country near the North Pole “the far north.” It is a cold, barren country, where only a few stunted trees and bushes grow. Ice and snow cover the surface of the earth all the time, and few wild beasts can live there. The people who inhabit the “far north” are called Eskimos. They resemble the Indians, but they are shorter and more stupid. They subsist by fishing and hunting. They hunt the polar bear and seal. The reindeer lives in “the far north,” and it is very useful to the Eskimos, who harness it to sledges and drive it over the ice and snow. They also eat its flesh for food and drink its milk. The reindeer is a very hardy animal, and lives on moss, shrubs and a little grass. The Eskimos make clothes from the skins of the white bear, seal and reindeer, and their huts are made from snow and ice. We could not live in “the far north,” because it is too cold.

## THIRD PAPER.—Composition :

1. Write a short Business Letter.
2. “ Letter of Friendship.
3. Write about Animals.

## FOURTH PAPER.—Miscellaneous Questions :

1. What and who are you ?
2. How old are you, and when were you born ?
3. What day of the week, of the month and of the year is this ?
4. Why do you study, and what have you been studying in this class ?
5. Describe a calm, a breeze, a gale and a hurricane, cyclone or tornado ?
6. What is an uncle, aunt, cousin, nephew, niece, brother-in-law and sister-in-law ?
7. Describe rain, snow, hail, ice, dew, frost, clouds, and fog.
8. What is farming, and what else is it sometimes called ?
9. What are farmers, and what is the land they cultivate called ?
10. How many acres are there generally in a farm, and how much is it worth ?
11. What do farmers produce ?
12. When are the days longest and shortest ?
13. How does the farmer sell his grain, hay, butter, fruit, milk, and eggs ?
14. How much is a bushel of wheat, apples, potatoes, and barley worth ?
15. How much is a ton of hay, a pound of butter, a quart of milk, and a dozen of eggs worth ?
16. How do we buy and sell wood ?
17. How does the farmer make fields, and what does he build fences with ?
18. Describe rails and poles, and tell how long they are.

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## FIFTH PAPER

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19. How does a farmer thresh his grain?
20. What are the fields called where hay grows, and how and when does the farmer cut hay?
21. Describe a forest, grove, sugar-bush, and orchard.
22. Which do you think is the most useful fruit, and why?
23. How do we get sap from the maple tree, and how do we make sugar from it?
24. What else is sugar made from?
25. Name some hard and soft wood, and tell how much a cord of each is worth?
26. How long, high, and wide is a cord?
27. How many lbs. are there in a ton, a barrel of flour, a barrel of pork, and a bag of flour?
28. How much is a lb. of sugar, tea, and coffee worth?
29. How do we buy and sell coal, and how much is a ton of hard and soft coal worth?
30. How do we buy and sell land?
31. What are tea and coffee made from?
32. Name some of the different kinds of sailing vessels.
33. How many masts or spars have sloops?
34. What is a yacht?
35. What do vessels carry, and of what does the freight on the great lakes generally consist?
36. Describe a railway, a train, a station, and a car.
37. How do men vote?
38. From what are whiskey, beer, wine, and cider made?
39. What is a beverage, and what should boys and girls drink?
40. In what seasons are Christmas, Easter Sunday, vacation, and your birthday?

FIFTH PAPER.—*Natural History, etc.*

1. What is a creature; and name some?
2. Describe a quadruped and a biped.
3. What are beasts of burden, beasts of prey, and birds of prey?
4. Of what does farm stock consist?
5. Name some thoroughbred horses, cattle, and sheep.
6. Name some domestic and water fowls.
7. What bird cannot fly, and why?
8. Which bird can see at night, and which one is called "the king of birds"?
9. Name some beasts and birds of prey.
10. Name some salt-water and fresh-water fish.
11. Who catch fish, and how?
12. Name some of the largest fish caught in fresh water.
13. Into how many parts is a family or swarm of bees divided, and what are they called?
14. Which bees do all the work, and what do they do?
15. Of what does the honeycomb consist, and what do we call it?
16. Can the drones sting, and why?
17. Name some of the most common flowers and tell which one you prefer.
18. What are the people who cultivate flowers called, and who is the florist at this Institution?
19. Describe the crane and tell where it seeks its food.
20. What birds can be taught to talk; and what two are noted for sweet song?
21. Name some of the largest and smallest birds?
22. Where is the reindeer found, and to whom is it very useful?
23. What deer is the most common in this part of Canada?
24. What are the male, female, and young deer called?
25. What kind of an animal is the beaver, and why?
26. How do beavers cut down trees?
27. What is a rodent, and name some?



28. Where does the white bear prefer to live, and how large is it?
29. Who are fond of the flesh of the white bear?
30. What is the white bear also called?
31. Name some of the most common metals.
32. Describe ore, a mine, miners, cast-iron, wrought-iron, and steel.
33. Name some things made from cast-iron, wrought-iron, and steel.
34. Which are the most useful and most valuable metals, and why?
35. Name some things made from gold, silver, and tin.
36. Name some noxious insects.
37. Where do the midge and potato bug lay their eggs?
38. Where did the potato bug come from, and when did it first appear in Canada?
39. How do we generally destroy potato bugs?
40. How many legs and wings has a bee?

SIXTH PAPER.—*Geography* :

1. What is our country called?
2. Of what is it composed?
3. Where is it, and how is it bounded?
4. What does it produce?
5. What is the population now?
6. Name the political and commercial capitals, and tell where they are.
7. Name the provinces and districts in Canada.
8. Which is the most important province, and why?
9. In what part of Canada is Ontario?
10. Name the Maritime Provinces.
11. Name the insular and inland provinces.
12. Why are they called insular and inland provinces?
13. Name the largest rivers in Canada, and tell where they empty.
14. How many mountain ranges are there in Canada; name them, and tell where they are?
15. Name the cities in Canada.
16. Where are Toronto, Halifax, and Winnipeg?
17. What separates Canada from the United States?
18. Name the principal railways in Canada, and tell where they extend from and to.
19. Which is the longest railway in Canada, and how long is it?
20. If you went from Halifax to Owen Sound on the cars, what railways would you pass over.
21. If you went from Port Arthur to Montreal on a boat, what waters would you pass through?
22. Where are the Bay of Quinté and the Bay of Fundy, and for what are they noted?
23. Name the largest rivers in Ontario, Quebec, New Brunswick, Manitoba, British Columbia, and the North-West Territories.
24. Where are the Thousand Islands, and for what are they noted?
25. Where are Point Pelee, Manitoulin, Wolfe, Christian, and Michipicotan Islands?
26. In what part of Lake Superior is White-Fish Bay?
27. What is a capital, and name six?
28. Into what do the Madawaska, St. John, Thames, St. Maurice, Red, Fraser, Grand, Assinaboine, French, Saskatchewan, Trent, and Mackenzie Rivers empty?
29. What is a county town, and name ten?
30. What is a canal, and name four in Ontario?
31. What do they connect?
32. What island is a part of Nova Scotia, and what separates it from Nova Scotia?
33. What does the Strait of Northumberland separate?
34. Is Newfoundland part of the Dominion of Canada?
35. Where do the people of Newfoundland principally reside, and how do they subsist?
36. Name some lakes in Ontario.

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37. What rivers are the outlets of Lakes Simcoe, Erie, Nipissing and Ontario?
38. Name the largest lakes in the North-west.
39. What and where is the capital of British Columbia?
40. Define the basin of a river, the source of a river, and the mouth of a river.
41. In what counties are Palmerston, Galt, Milton, Windsor, Pembroke, Walkerton, Bracebridge, Barrie and Cayuga?
42. What two large islands belong to British Columbia?
43. How is the surface of the land in British Columbia, Manitoba, and Ontario?
44. Name the great lakes that border on Ontario.
45. Where are Burlington and James Bays?
46. What connects New Brunswick and Nova Scotia?
47. Name the principal islands in the St. Lawrence belonging to Quebec?
48. When was the Dominion of Canada formed?

SEVENTH PAPER.—*Slate Arithmetic* :

1. A man bought  $4\frac{1}{2}$  dozen sheep at \$6.50 each. For how much must he sell them to gain \$81?

2. Write in words : 809, 5,006, 8,040, 650.

3. Write in figures : *Thirty-nine thousand and ten ; six millions, twenty-three thousand, five hundred and one.*

4. A farmer bought some land for which he paid \$1,500 in cash, sold three span of horses at \$120 per head, and 8 cows at  $\frac{1}{4}$  as much per head, and gave his note for \$570. If he paid \$30 per acre,

- (1) How many acres did he buy?
- (2) How much did all cost?

5. Fifteen men each took to market 8 loads of grain. In each load there were 30 bags, and each bag contained  $2\frac{1}{2}$  bush. They sold all at 65 cents per bush.

- (1) How many bushels did they sell?
- (2) How many bushels did each sell?
- (3) How much did they get for all?
- (4) How much did each man get?

6. A man bought some butter at 15 cents per lb., which cost \$6. He sold it at  $17\frac{1}{2}$  cents per lb.

- (1) How many lbs. did he buy?
- (2) How much did he get for all?
- (3) Did he gain or lose?
- (4) How much did he gain per lb?

7. I had  $6\frac{1}{2}$  dozen hens which cost 50 cents each. I sold  $\frac{5}{8}$  of them at a profit of 5 cents each, and the rest at a loss of 5 cents each.

- (1) How many hens did I have?
- (2) How much did they cost?
- (3) How many did I sell?
- (4) How many had I left?
- (5) How much did I get for all?
- (6) Did I gain or lose?

8. A man agreed to work 15 weeks for a farmer at \$1.50 per day, and to pay 75 cents every day he played. He worked 70 days, and the farmer paid him \$75 in cash, and sold him  $24\frac{3}{4}$  lbs. of butter at 20 cents a lb. With the balance the man bought 50 fish at 5 cents per lb.

- (1) How much did he earn?
- (2) How much did he pay for playing?
- (3) How much did he receive?

3 (D.D.)

- (4) How much did the farmer pay him?
- (5) What was the balance?
- (6) How many lbs. of fish did he buy?
- (7) How much did each fish weigh?

9. A farmer bought three farms of equal size at \$45 per acre, for which he paid \$12,150. He sold  $\frac{2}{3}$  of the land at a profit of \$10 per acre, and the rest at a loss of \$5 per acre.

- (1) How many acres did he buy?
- (2) How many acres were there in each farm?
- (3) How many acres did he sell at a profit?
- (4) How many acres did he sell at a loss?
- (5) How much did he get for all?
- (6) How much did he get per acre?

10. A drover bought 26 horses at \$90 each. He pastured them for 5 months at 50 cents a month for each horse. Then he sold all for \$2,855.

- (1) How much did all cost?
- (2) How much did he pay for pasture?
- (3) How much did he pay for all?
- (4) How much did he gain on all?
- (5) How much did he gain on each?

#### EIGHTH PAPER.—*Mental Arithmetic* :

1. What is the difference between 6 times 9, minus 4, and 6 times 7, plus 4?
2. How many fives are there in 80?
3. If 4 lbs. of sugar cost 36 cents, how much will 15 lbs. cost?
4. John sold 84 eggs at 15 cents a dozen. How many dozen did he sell, and how much did he get?
5. How many halves, thirds and fourths are there in 36?
6. I paid \$1.64 for 4 lbs. of coffee. How much must I pay for 10 lbs.?
7. A farmer had 2 $\frac{1}{2}$  dozen sheep, and sold  $\frac{2}{3}$  of them. How many did he sell, and how many had he left?
8. I was born 8 years before my brother, who is 35 years old. When were we both born?
9. If Tom was 15 years old 5 years ago, how old will he be in 1898?
10. A man sold 2 score and 10 hens at 40 cents each, and with the money bought cheese at 10 cents a lb. How many lbs. did he buy?
11. Two ships sailed in the same direction for 18 hours, one going 10 $\frac{1}{2}$  and the other 12 miles an hour. How far were they apart?
12. If I divide 8 dozen pears equally among 6 boys, how many will each boy get?
13. Tom is  $\frac{2}{3}$  as old as John, who is  $\frac{1}{2}$  as old as Bob, and Henry, who is 48, is 8 years older than Bob. How old is each?
14. Two men walked in opposite directions for ten hours, one going 3 $\frac{1}{2}$  and the other 4 miles an hour. How far were they apart?
15. A man had \$18 and spent  $\frac{2}{3}$  of it. How many yards of cotton at 12 cents per yard can he buy with the balance?
16. If I pay \$6 for some meat at 12 cents per lb., how many lbs. can I buy?

#### FOR SIXTH GRADE PUPILS.

#### FIRST PAPER.—*Geography* :

1. What is geography?
2. What do you mean by the earth?
3. How many motions has it? Name them?
4. Who made the earth? How long ago? Of what did He make it?

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5. By what is the earth heated?
6. What do you call the knowledge of the sun, moon and stars?
7. Whether is there more water or land on the earth's surface?
8. Why is it good there should be more water?
9. What do you call the people who live on this continent? Those who belong to Asia?
10. What country, province, county, institution, is this?
11. Give me a general idea of the Dominion.
12. How long has Canada been under British rule?
13. Will you tell me what and where are the following: Victoria, Canso, Batoche, Lachine, Intercolonial, Grand, Rosseau, Hillsborough?
14. Name the Maritime Provinces, stating what each is noted for?
15. Tell what the following are, where found and to what use each is put: coal, salt, gold, oil, cod?
16. What do you know of the climate, soil, scenery of Ontario? Has British Columbia the same climate as we have? Are the inhabitants similarly engaged?
17. How can we get to British Columbia?
18. What is the population of Canada? Area?
19. Name some of the things we export? Import?
20. Is geography a useful knowledge? Show that it is.
21. Why have I asked so many questions?

SECOND PAPER.—*Natural History:*

1. What is Natural History?
2. What do you call the science which treats of plants? Of minerals?
3. Into how many kingdoms are all bodies divided?
4. What do you call those bodies which have life? No life?
5. Name the most valuable metal? The most useful? The lightest?
6. What are the four elements?
7. Which is the largest animal and what is it particularly fond of?
8. Name the largest bird, and state what it will sometimes eat?
9. Name the smallest bird, fish, animal?
10. What animal sleeps with its eyes open?
11. What is an amphibious animal, a carnivorous animal? Name one of each?
12. What do you call one that eats all kinds of food?
13. What domestic animal is remarkable for its cleanliness?
14. Name the most sagacious animals?
15. What noise does the cow make? The hen? goose? duck? owl? pigeon? horse?  
pig?
16. What do you call the young of a lion? Of an eagle? Of a fox? Of a hen?  
Of a swan? Of a goose? Of a pea-hen?
17. How do animals guide themselves?
18. Does man guide himself in the same way?
19. How many senses have men generally? Name them?
20. Do you possess all these? Name those you lack?
21. With what organs do people generally speak?
22. How do you speak?
23. How many languages are there in the world? Which is the first language of  
which we have any knowledge? What was the language of Adam?
24. What language is taught here? How many words does it embrace?
25. Name the birds that can be taught to speak.
26. What domestic animals destroy rats and mice?
27. What are the crimes of which cats are most guilty?
28. Name the various parts of the ox, stating to which use each is applied.
29. What domestic fowls are very fond of the water?
30. Can the hen swim? Why not?

31. Who made the different animals, and for whose use?  
 32. What do the works of nature reveal?  
 33. What is the noblest work of God, and how can he show his gratitude to his Creator?

THIRD PAPER.—*Mental Arithmetic:*

1.  $16+29+37+45-23+4+12=?$
2.  $3 \times 5 \times 4 \times 6 \times 4 \div 9=?$
3. If 9 men can reap a field in 5 days, how many will be required to do it in 3?
4. A man had nine sheep: he bought four times as many plus 1 and then sold 16. What is the balance worth at \$5 apiece?
5. At the rate of 5 for 35c., what will a dozen and a-half lemons cost?
6. I paid 75c. for a book and slate, the former costing 17c. more than the latter. What did I pay for each?
7. If a boy speaks twice in 5 minutes, how often will he speak in an hour and a-half?
8. Peter, the messenger, on an average, goes to town three times a day, excepting Sunday: supposing the distance to be 1 m. 2 fur., how many miles does he travel in a week?
9. Suppose I used half a ream of foolscap paper, which is worth 10c. a quire, and each pupil spent 2 cents' worth of ink, how much is my examination going to cost the Government?
10. Add 5 to 13 and you will have John's age 3 years ago, when was he born?
11. A newsboy bought 6 papers at 2c. each and 9 others at 3c. each. He sold them at a uniform price and gained altogether 21c. How much did he receive for each paper?
12. How many yards in 72 inches?
13. What will half a bushel of potatoes cost at 15c. a peck?
14. How many miles in 2,240 rods?
15. What will a pint of syrup cost at 32c. a gallon?

FOURTH PAPER.—*Written Arithmetic:*

1. A farmer sold 300 bushels of wheat at \$2.00 and 1,600 bushels of corn for \$750. With the proceeds he bought 20 head of sheep at \$3.00 each, one pair of oxen for \$90 and 25 acres of land. What was the land worth per acre?
2. A coal merchant purchased coal for \$965. He sold 160 tons at \$5.00 a ton and the remainder at \$3.00 a ton. How many tons were bought?
3. What will be the cost of making a fence 3 m. 2 fur. 15 rods, at 15c. a yard?
4. A and B start to walk from Belleville. A goes east for 6 hours and walks 3 m. 5 fur. 16 rods per hour. B goes west for 5 hours and walks 2 m. 3 fur. 17 rods an hour.
  - (a) How far apart are they?
  - (b) If both walked in the same direction what would then be the distance between them?
5. What will 29 bus. 47 lbs. of barley cost at 97c. a bushel?

FIFTH PAPER—*Incorporation and Compositions:*

1. Rather — together — late — yet — then — notwithstanding — ever — so that — anybody — every one — usually — merely — considerably — especially — scarcely — frightfully — more than — the least — men who — of whom — by which — at whose — attention — attentive — attend — attentively — delightful — delighted.

2. Letter to Mr. Mathison.

3. Among the subjects of composition given were the following, which the pupils were also required to colloquialize :

- |                                   |                              |
|-----------------------------------|------------------------------|
| (1) Vacation.                     | (18) Belleville.             |
| (2) The Institution.              | (19) The Queen.              |
| (3) The Four Seasons.             | (20) The War of 1812.        |
| (4) Canada.                       | (21) (Nat. Hist.) The Horse. |
| (5) The Fair.                     | (22) " The Cow.              |
| (6) Money.                        | (23) " The Sheep.            |
| (7) Eating.                       | (24) " The Pig.              |
| (8) Play.                         | (25) " The Dog.              |
| (9) Work.                         | (26) " The Cat.              |
| (10) Farming.                     | (27) " Birds.                |
| (11) Smoking.                     | (28) " The Rabbit.           |
| (12) The Indians.                 | (29) " The Goat.             |
| (13) Fire and Water.              | (30) " The Lion.             |
| (14) The Speaking and Speechless. | (31) " The Tiger.            |
| (15) Language.                    | (32) " Man.                  |
| (16) The Three Kingdoms.          | (33) " The Elephant.         |
| (17) Our Studies.                 | (34) " Fish.                 |

FIFTH PAPER.—*Canadian History* :

1. What is History, how do you like it and how long have you been learning it ?
2. What was your first lesson upon ?
3. Who was Columbus, and by what country was he sent on his voyage of discovery ?
4. When did he make his first trip, how many ships did he take with him and what were they called ?
5. Tell briefly what you know of the discovery of Canada.
6. Tell me something about each of the following cities: Quebec, Montreal, Kingston, Toronto, London, Ottawa.
7. Mention how often, when and by whom Quebec has been besieged.
8. How often was it taken ? By whom ?
9. Explain the following terms : Seigneurial tenure, freehold tenure, treaty, Premier, Clergy Reserves, Family Compact, Cabinet Minister, Session, prorogued, adjourned, dissolved.
10. Tell briefly what you know of Brock, Tecumseh, Dearborn, Lundy's Lane, Mrs. Secord.
11. Name some of the chief events between 1816 and 1836.
12. What caused the rebellion of 1837 ? Tell how it resulted.
13. When was Confederation formed, and how many Provinces did it comprise at first ?
14. Name the Governors of Canada since Confederation.
15. By whom is the Governor-General appointed, and for how long ?
16. Who is Queen Victoria, how long as she been reigning, and what are the people going to do this year ?
17. Why is Her Majesty so respected ?
18. What sad event had the year 1885 to deplore ?
19. What was the cause of this rebellion ?
20. Tell where the first and last conflicts occurred, between what commanders, and how each resulted.
21. Are we fighting now ? Why should we be loyal subjects ?
22. Do you like your country ? Give reason.
23. To whom should we be thankful for the blessings of peace, health and prosperity

## FOR SEVENTH GRADE PUPILS.

FIRST PAPER—*Mental Arithmetic*:

1. A railway train left Belleville at 7 o'clock a.m. How far from Belleville would it be at 6 p.m. running at the rate of 25 miles an hour?
2. John's grandfather will be three score and ten years old in 6 years. In what year was he born?
3. Harry spent  $\frac{1}{4}$  of his money on Monday,  $\frac{1}{6}$  on Tuesday, and had 14c. left. How much had he at first?
4. At a certain election where 468 votes were cast, the successful candidate got a majority of 150. How many votes did he receive?
5. What is the value of 15 lbs. 12 oz. of butter at 20c. a pound?
6. Joe can do a work in 6 hours, Tom can do the same work in 8 hours, and James in 12 hours. In what time could they do it if they all worked together?
7. How much will milk cost at 5c. a day from May 21st to August 17th?
8. What is the difference in the cost of 4 dozen eggs at  $12\frac{1}{2}$ c. a dozen and  $1\frac{1}{4}$ c. apiece?
9. What will be the cost of digging a cellar 10 ft. long, 9 ft. wide and 6 ft. deep at 32c. a cubic yard?
10. Twelve shanty-men have provisions for 60 days, but two of the men do not go. How long will the provisions last the rest?
11. What is the value of 4 bus. 40 lbs. of wheat at 90c. a bushel?
12. How many boards, 10 ft. long by 6 inches wide, will be required for the floor of a room 24 ft. long by 20 ft. wide?
13. How many pickets 3 inches wide and set 3 inches apart will be required to enclose a lot 90 ft. long by 60 ft. wide?
14. A man owned  $\frac{3}{5}$  of an acre lot in Toronto and sold  $\frac{1}{5}$  of his share for \$1,800. What was the value of the lot?
15. If  $\frac{2}{3}$  of a boat is worth \$28, what will  $\frac{1}{4}$  of it be worth?
16. How much money is there in a one-dollar bill, three 50-cent pieces, 5 25-cent pieces, 6 10-cent pieces, and 7 5-cent pieces?
17. What will 3 gals. 3 qts. 1 pt. of seeds cost at 4c. a half-pint?
18. A battalion of volunteers marched from Swift Current, N.W.T., to Battleford in 7 days—marching 10 hours daily, at the rate of  $2\frac{1}{2}$  miles an hour. What is the distance?

SECOND PAPER.—*Slate Arithmetic*:

1. At the rate of  $3\frac{3}{4}$  lbs. of cheese for  $28\frac{1}{2}$ c., how many lbs. can be bought for 90c.?
2. How many boards, 8 feet long by 8 inches wide, will be required to build a sidewalk 160 rods long and 5 feet wide; and what will the lumber cost at \$8.50 per 1,000 square feet?
3. Find the amount of \$292 from May 17 to September 19 at  $6\frac{1}{2}\%$ .
4. A woman sold  $12\frac{1}{2}$  dozen eggs at  $12\frac{1}{2}$ c. a dozen, and with the money she bought 15 lbs of sugar at  $6\frac{1}{4}$ c. a pound. How much money had she left?
5. A sum of money amounting to \$2,500 was divided among a widow, son and daughter in such a way that the widow received \$500 more than the son and daughter together, and the son got 4 times as much as the daughter. What was the share of each?
6. If 30 cubic feet of air is sufficient to sustain the life of one person for one hour, how long would a teacher and class of 19 pupils live in an air-tight room 40 feet long by 20 feet wide and 12 feet high?
7. A boy spent  $\frac{5}{11}$  of his money to go to a circus,  $\frac{1}{11}$  of the remainder for lemonade,  $\frac{2}{11}$  of what he then had to see a side show, and had 15c left. How much had he at first?
8. If, when wheat sells at 90c. a bushel, a 4-pound loaf of bread is worth 10c., what should a 3-pound loaf be worth when wheat has advanced 45c. in value?
9. A cistern has 3 pipes: The first will fill it in 1 hour, the second in  $1\frac{1}{3}$  hours, and the third will empty it in two hours and 40 minutes. In what time will the cistern, if empty, be filled, if all three pipes run at the same time?

10. Find the total cost of the following : Cutting a pile of wood 80 feet long, 6 feet high and 4 feet wide, at 60c. a cord. Digging a cellar 44 feet long, 30 feet wide, and 8 feet deep, at 18c. a cubic yard. Sawing 6,800 shingles at 40c. a 1,000. Plastering the walls and ceiling of a room 24 feet long, 16 feet wide, and 10 feet high, at 15c. a square yard. Furnishing a carpet  $\frac{3}{4}$  yard wide for the above room, at 90c. a yard.

THIRD PAPER.—*Incorporation :*

1. Both — and.
2. Either — or.
3. Neither — nor.
4. Whether — or.
5. If — then.
6. Though — yet.
7. So — that.
8. So — as.
9. As — so.
10. Such as.
11. Just as.
12. Will — if.
13. Will not — unless.
14. Was going to (do something) but.
15. Having eaten his dinner.
16. A new one.
17. Nowhere else.
18. Would have been — if — not —.

FOURTH PAPER.—*Change of form without altering the meaning :*

1. A stool with three legs.
2. A soldier with one arm.
3. A boy with a good temper.
4. A kind-hearted woman.
5. A barn with two stories.
6. A ruler two feet long.
7. A piece of coin worth five cents.
8. A colt three years old.
9. A sweet-smelling flower.
10. A wagon for one horse.
11. A vial that holds six ounces.
12. He is still in good health.
13. His conduct was very good.
14. He behaved badly.
15. The rain caught her.
16. He was scratched by a cat.
17. Ada's head ached.
18. John's boot had a hole in it.
19. He is progressing satisfactorily.
20. A dentist is going to fill two of Emma's teeth
21. Riding on a horse's back.

FIFTH PAPER.—*Ellipses to be supplied :*

1. I — not — to see boys — an old man.
2. A man — his son to — or he would — the train.
3. Robert's — is on the 20th of next —, and — he will — 14 — of —.
4. John — Henry — that — he — talking to, and he — it — his uncle.
5. — I was in Toronto — summer, I — on Mr. Christie, — I — sorry to — that he — not — home.



6. — as a man was — a steamboat, — missed his — and — into the —. Some men — to him, — they failed.

7. One —, — a lion was — on — ground, a mouse — over — face. The — woke, and, — up, he — the mouse, and — very angry. He — his paw — the — to kill —. The mouse — and —: "Please — not — me, and — will — you some day." The lion — the mouse — away. He — that a — mouse — not — a — lion. A — days —, while the lion was — through the —, he was — in — net — some hunters and — to the ground — strong ropes. The mouse, — the lion roar, — to him and — the — with — teeth. The lion — out — the — and — free. The mouse —: "You — that I — not — you, — now you — that a — mouse — help a — lion." This fable — us — to despise small —.

SIXTH PAPER.—*False Spelling and Syntax :*

1. One of the pupils are going home to-morrow.
2. Mr. Greene and one of his children is here.
3. Sam went a-fishing but caught twenty fish.
4. While Tom was chopping wood carelessly and he cut his foot.
5. Robert has been making a pair of boots in three days, and it is not finished yet.
6. Gen. Middleton, commander of the troops in the North-west, and defeated the rebels.
7. The St. Lawrence, which is flowing in a north-west direction, and emptying into the gulf of the same.
8. A thief was caught by a policeman and cast him in prison.
9. Mr. Waston called a boy who sent him to the shoe shop.
10. A cook fired some ham and eggs in a pan.
11. I asked my father if I might work on farm, and he says I might do.
12. Massachusetts is in the north-eastern of the United States, and is the capital of Boston.
13. The Niagara river is separated from Canada by New York State.
14. The cause of the Duke of Richmond, was that he died from the bite of a tame fox.
15. Queen Victoria's birth was born in 1818; his father was the Duke of Kent, and his eldest son is the Prince of Wales whom she will succeed as King of England.

16. Dear Father :

I am gladly to inform you that I am well, and I hope you are all in the same at home. I read in the paper that our neighbour, Mrs. Smith, got in trouble because her husband's death, and she has to earn herself. I am sorry for him. I have no news to inform you.

Your affectionately father,

PETER.

SEVENTH PAPER.—*Changing from Colloquial to Narrative Form :*

1. JOHN.—"How old are you, and where do you live?"  
TOM.—"I am sixteen years old, and I live in Toronto."  
JOHN.—"How long have you been at school?"  
TOM.—"I have been at school five years."  
JOHN.—"Do you think you will return another session?"  
TOM.—"I will if I can."
2. Last Tuesday Mary said, "Ada, I received a letter from my mother yesterday, and I will answer it to-morrow."
3. Two weeks ago John said: "David, I thought of going to Toronto this week, but I shall put it off till next week."

4. Dear Mother :

I received your kind letter yesterday, and was glad to hear that you were all well at home. The session is drawing to a close, and our examinations are near. How are my pigeons getting along?

Your affectionate son,

GEORGE.

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5. HENRY (in a dry-goods store).—"I want to look at some goods for a suit of clothes."

MERCHANT.—"What kind would you like?"

HENRY.—"I would prefer a dark tweed."

MERCHANT (showing several pieces).—"Will any of these suit you?"

HENRY (examining the pieces and selecting one).—"How much is this a yard?"

MERCHANT.—"That is 95c. a yard; will you take a suit off that?"

HENRY.—"Yes; how many yards will it take to make me a suit?"

MERCHANT.—"It will take eight yards. Do you wish us to make it, or will you have it made at home?"

HENRY.—"I want you to cut it out; but I will take it home to be made."

MERCHANT.—"All right; please step this way and have your measure taken."

HENRY (his measure being taken and his suit cut out).—"How much is my bill?"

MERCHANT.—"Ten dollars for all."

HENRY (paying him, taking his parcel and going).—"Good morning."

MERCHANT.—"Good-bye; call again."

#### EIGHTH PAPER.—*Note and Letter Writing.*

*Composition.*—Write sentences or short stories illustrating the following subjects :

1. Tidiness.
2. Politeness.
3. Honesty Rewarded.
4. Laziness Reproved.
5. Disobedience Punished.
6. Returning Good for Evil.

*Write notes or short letters :*

1. To the doctor, saying that your father is sick and wants him to visit him.
2. To your teacher, asking him to excuse you for not knowing your lesson on account of sickness.
3. To a friend acknowledging the receipt of something.
4. To a friend congratulating him on her or his birthday.
5. Apologizing for bad conduct.
6. Accepting an invitation.

*Change the form of the following so as to contain the words written below :*

1. John ate his dinner and went out. *After, When, Having.*
2. Sarah was not well but she went to school. *Although, Nevertheless, Notwithstanding.*
3. Mary was sick and did not go to a party. *So, As, Being, Prevented, Was the cause of.*

#### NINTH PAPER.—*Commercial Forms :*

1. A person (any name) bought of Brignall & Thompson, Belleville, March 12th, 1887, the following :

4½ yds. Table Cloth @ 50c.; 39¼ yds. Cotton @ 8¼c. : 1 doz. Spools @ 3c. each; 1 box Paper Collars, 18c.; 7 yds. Grey Flannel @ 38c.; 1 pr. Mitts, 25c.; 2 Silk Handkerchiefs @ 75c.; 3½ yds. Shirting @ 13c.; 1 pr. Blankets, \$2.75; 2½ yds. Towelling @ 35c.; 10 yds. Print @ 12½c.; 1 remnant Wincey for 50c.; 1½ doz. Buttons @ 20c.; 4¾ yds. Flannel @ 20c.; 1½ yds. Ticking @ 25c.; 1 pr. Socks, 45; 1 pr. do. 50c.; 1 Guernsey, 40c.; 1 Jersey, \$2.40; 6½ yds. Brocade @ 25c.; 1¾ yds. Velveteen @ 30c.; 1½ yds. Lining @ 16c.; 12 yds. Factory Cotton @ 8¾c.; 1 pr. Gloves, \$1.25; 7 yds. Flannel @ 50c. On the above account \$5 was paid Jan. 15th; \$7.25 Feb. 3rd; \$4 March 12th; and the balance April 6th. Make out the account.

2. S. T. Greene bought a bicycle from D. J. McKillop on the 12th March for \$80. He paid 7-10 of the money down, and the balance a fortnight afterwards. Write a receipt on account, and a receipt in full.

3. Last Christmas Joe Cook borrowed \$2 from David Dark. Write a due bill.  
4. I borrowed \$30 from J. B. Ashley on last Dominion Day. Write a note at 90 days.

TENTH PAPER.—*Miscellaneous Exercises—Changing the Voice :*

1. The chair was removed by a servant.
2. The story amused me very much.
3. I was not recognized by him at first.
4. A policeman arrested a thief and took him to the lock-up.
5. While a horse was being shod, he kicked the blacksmith.
6. The limb of a tree fell on Henry and injured him.
7. If John had not been jerked out of the way of a runaway horse by his brother, it would have run over him and perhaps killed him.

*Changing the Tense.*

1. We lay on the grass.
2. The hen laid an egg daily.
3. My partner laid his hat on the table.
4. He rose at six o'clock.
5. The horses lie down to rest.
6. The men rise early.
7. Farmers raised grain.
8. The dough rises before it is baked.
9. The Moira River rises rapidly.

*Questions written for the following Answers :*

1. To get an education.
2. I received one last week, and they are all well.
3. By falling from the roof of a barn, and it happened yesterday.
4. Yes, I have seen one, and it has a cunning and cruel nature.
5. It was Miss Smith, of Kingston.
6. I like the former best.
7. Because he didn't have a thorough knowledge of his trade.
8. Hon. O. Mowat.
9. Sir John Macdonald.
10. On the 24th of May.
11. The difference is that the former chews the cud and gives milk, and the latter is a beast of burden.

*Incomplete Sentences :*

1. A farmer puts a yoke on a cow to .....
2. If it does not rain .....
3. When May went home last vacation, .....
4. Yesterday, while John was playing .....
5. When a bad boy stole money, he ran away because .....
6. Mary asked Ada if she was going .....
7. .... but it did not fit.
8. .... to look for it.
9. .... because he did not do his work right.
10. .... but he would do it some other day.
11. .... and many lives were lost.
12. .... and he said : " No, I thank you."

ELEVENTH PAPER.—*Geography :*

1. Name the principal American cities that lie on the border of Canada and the great lakes, and tell what state each is in.
2. In descending the Mississippi river, mention the states you would pass on the right bank and on the left; also the chief river ports.

3. Name eight (8) of the largest cities in the United States; tell where each is situated and for what noted.

4. Mention the exports of the United States, the countries to which they are sent, and the imports they get in return.

5. Write a note on the West Indies telling (1) where they are; (2) why so called; (3) how divided; (4) where they belong, and (5) chief exports.

6. Name the Central American States; tell what their forms of Government are and the chief occupations of the people.

7. Name the countries of South America, their capitals, and tell what they are noted for.

8. What constitute (1) the British Empire, (2) the British Isles, (3) Great Britain?

9. State the difference between a colony and a dependency, and give an example of each in North America.

10. Name 8 cities in England, 4 in Scotland, and 4 in Ireland; tell where each is situated and for what noted.

11. From what countries do we get the following: Tea, coffee, sugar, rice, coal, iron, molasses, vanilla, coral, mahogany, silver, cotton, coal oil, gold, tropical fruits, silk, arrow-root, and guano?

12. Through what waters would vessels pass in sailing as follows:

(1) From Chicago to Liverpool.

(2) From Philadelphia to London.

(3) From Queenston to Glasgow.

**TWELFTH PAPER.—Canadian History:**

1. Write short notes on the rules of the Duke of Richmond, the Earl of Durham, and Lord Sydenham.

2. Mention some of the chief events in Canadian history from 1860 to the present time.

3. Write a composition on the first and second Riel rebellions.

4. Write a note on the Dominion, stating when and by what Act it was formed, of what the Government consists, of what Parliament consists, how the members of the House of Commons are appointed, and of what the Government of Ontario consists?

5. Tell what you know of the Reciprocity Treaty of 1854, and the present dispute between Canada and the United States concerning the Fisheries.

6. Give the names of some of the most prominent men in Canada, and tell who they are.

**ADDRESS TO THE QUEEN.**

This being the Jubilee Year of Her Most Gracious Majesty, Queen Victoria, the children in the Institution forwarded, through the Governor-General, the following address, which was duly acknowledged:—

*To our Most Gracious Sovereign, Victoria, Queen of the United Kingdom of Great Britain and Ireland, and of the Colonies and Dependencies thereof, Empress of India, etc.:*

AUGUST MAJESTY.—Permit two hundred and thirty "children of silence," with filial affection, to lay at your feet the homage of their profound respect and dutiful regard. Though their ears be stopped, they are not strangers to your noble qualities, and while their lips may utter no sound, their youthful hearts beat in unison with the millions of your other loyal subjects, who in this year of grace send forth joyous praise that she who rules so well has been preserved to them. Majesty! believe us, there may be more great, more honored, more blessed; but more true, none. We are attached and devoted to your august person, because to the character of a great and distinguished monarch you give, not only every virtue ennobling woman, but also those traits that adorn true Christian life. Majesty! we believe our young Dominion is a cherished jewel in your glorious crown. It is a land of happiness and of peace. Ontario is its choicest parterre, and our Institution at Belleville its sweetest flower. We competed in drawing, etc., at the Colonial Exhibition, and the trophies we carried off made us proud of our efforts. We feel thankful that so much is being done for us, and that, through education, we are made to share in many of

the privileges enjoyed by our more favored fellow-beings, and to appreciate the source from which these flow.

In conclusion, Noble Sovereign, we pray the Supreme Ruler to accord Your Majesty yet many days of health, of peace and of joy. We also ask that His Royal Highness the Prince of Wales, and all the members of the Royal Family may be spared to you and your people.

We now beg, Most Gracious Queen, to subscribe ourselves your humble and devoted subjects.

#### THE MUTE CHILDREN OF ONTARIO.

##### AN INJUSTICE AND AN INJURY.

I must repeat what has been said in former reports about the gross injustice and lasting injury to pupils by parents who have so little regard for the ordinary rules of an educational institution. For trivial reasons they keep their children at home for one or more sessions, and then return them to school with the expectation that they will receive the full benefit of the instruction imparted. Such conduct results in serious injury to any pupils, and especially so to deaf-mutes, whose associations and habits tend to indifference and forgetfulness. In order to accomplish what the system of instruction adopted in this and similar institutions aims at, it is absolutely necessary that pupils receive the full benefit of an unbroken course. Not only are teachers inconvenienced and put to extra labour, but the children are discouraged and humiliated by a necessary retrograde classification. This interference with the work of the Institution has become quite a grievance, and parents should be informed of the wrong done by such means. I have made inquiry and find that in most cases the pupils are kept at home for very trivial reasons. If assistance is needed in any respect, it is good economy for parents to pay for hired help rather than deprive their children of the advantages a regular course of study affords. The majority, we are pleased to say, recognize this fact, and sacrifice considerable sometimes in order to meet the requirements of the Institution.

##### NEGLECTING AN IMPORTANT DUTY.

Repeated efforts have been made, since the opening of the Institution seventeen years ago, to collect all deaf-mute children of proper age in the Province for instruction. With this object in view, communication has been had with persons in nearly every settled municipality who were in a position to assist, and circulars setting forth the object and rules of the Institution have been freely distributed. Good results can be reported, but still there are deaf children growing up in ignorance, and totally unfit for the responsibilities of life. This may seem strange, in view of the provisions so liberally made by the Province for the education of this class. I can only attribute it to an indifference that is almost criminal on the part of the parents or guardians. It cannot be because sufficient information has not been disseminated. The most remote sections of the Province have been reached by agencies best calculated to accomplish the purpose designed. We are yearly receiving pupils who are too old to be benefited by the system of instruction adopted as they should be, and would have been if entered at an earlier age. It is quite impossible for a pupil entering when between fifteen and twenty years of age, to remain at the Institution long enough to pass through half the grades or classes, even if superior capabilities are possessed. It is much more difficult at that age to make such impressions on the mind as show the best results in subsequent life. When nine or ten years of age, a child of ordinarily active mind is easily directed into the modes of thought and action that lead to the most satisfactory development of the intellectual faculties. This is the proper time, then, for deaf-mutes to begin their schooling, and all responsible persons should govern themselves accordingly. Pecuniary considerations should not interfere with so important an obligation, especially as the Government has so generously provided for the free education and maintenance of all children whose parents or guardians are willing to subscribe to specified terms. Poverty, therefore, can be no justifiable plea for a non-compliance with such grave parental duties. An inability to pay the subscribed fees need not debar the unfortunate children of the inestimable boon of an education, such as this Institution is prepared to furnish. It would be a wise conclusion to remove all charges and make the charity entirely free.

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 NUMBER OF PUPILS IN EACH CLASS.
 

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The system of instruction adopted in all schools for the deaf, and which experience has proved to be a necessity, precludes class work to any extent. The defects under which pupils labour render individual attention absolutely necessary. When a uniform effort is made, each slate must be read separately and errors carefully and minutely explained. This system very reasonably entails a good deal of monotonous labour on the part of the teacher, and hence a large class becomes a burden and a hindrance to the proper discharge of school duties. It is almost, if not entirely, impossible for a teacher to do full justice to twenty or more pupils under such a system. The time required for reading and correcting exercises must curtail the attention given to each subject, and consequently inferior work is done. In the United States the necessity for small classes in institutions for deaf-mutes has been generally recognized. There are now few that permit more than fifteen or sixteen in a class, and in many institutions the number does not exceed twelve or fourteen. Such an arrangement is found to work much more satisfactorily, as it gives the teacher more time to devote to individual members of the class, and to explanations or illustrations which are required in teaching any subject. In this Institution nearly all the classes have more than twenty pupils, and consider ourselves seriously handicapped in the competition for success. I would, therefore, recommend such changes in the literary classification as will remove the grievance to which I have referred. In order to secure the best results from the work done each session our classes should not contain more than sixteen pupils. With the present staff of teachers this arrangement cannot be made, as the number of pupils in attendance does not generally fall below 240. I trust the Government will favourably consider this recommendation, and at as early a date as possible make such changes as will place us in the same position as other and similar institutions in this respect.

## FRAUDS AND IMPOSITIONS.

The afflicted are always credulous and easily persuaded that advertised nostrums possess healing virtues. Unprincipled persons take advantage of this credulity and solicitude to impose upon this class worthless medicines and inventions. The deaf are conscious of the disadvantages under which they labour, and are anxious to improve their hearing if it is possible to do so. They read the advertisements of quacks, and believe the testimonials published as genuine acknowledgments of cures effected. Money that they need for the support of themselves and families is spent in purchasing ear-drums, audiphones, dentaphones, and other fraudulent contrivances that are of no benefit, but rather an injury. It may be that comparatively few deaf persons, whose affliction is temporary or superficial, are benefited in a measure by some of these advertised antidotes, but a large majority receive no benefit whatever from such aids. I would, therefore, advise all concerned to be cautious how they spend money for such things, as in nine cases out of ten no value will be received for the expenditure. Presumptuous characters, by means of glowing advertisements in the papers and a free use of printers' ink generally, induce a good many deaf-mutes to part with their hard-earned dollars for what turns out to be a cruel farce or worthless compound. Children born deaf, or who lose their hearing at an early age by fevers and other diseases, are seldom cured by any means. When skilful and experienced physicians, who make a specialty of diseases of the organs of hearing, refuse to guarantee a cure and even refuse to experiment, it is not likely that "travelling doctors" or quack medicine vendors will be able to put them to shame. The interest I feel in whatever concerns the deaf, with whom I am so intimately and interestedly associated, induces me to sound the friendly warning, with the hope that it may save some from the impositions so generally practised.

## INDUSTRIAL DEPARTMENT.

The work in the Industrial Department goes on the same as in the past. On the boys' side, the shoe-shop gives employment to about thirty boys. The foreman reports the conduct of the lads there as most exemplary and with one exception they have all

worked industriously and willingly. The work turned out has been good, and the improvement made by the boys in learning the trade encouraging. The boys in the carpenter-shop have not had the variety of work that I could have wished, but under the instruction of the foreman have been taught the use of tools and the ways of making many useful articles. A great many of the repairs about the Institution have been made by the boys in this shop. On the female side, the girls have been instructed in tailoring, dressmaking, plain sewing, fancy work, etc., and nearly all have made progress.

#### CHANGES OF OFFICERS AND TEACHERS.

Mr. James Watson, for fifteen years teacher in the Institution, resigned his position in September to accept the principalship of a school for the Deaf in Washington Territory. Miss K. H. White, teacher, on account of ill-health resigned after two years' faithful service. Mr. D. M. Beaton and Mrs. M. Josephine MacGillis, teachers of experience in Public School work, were chosen to fill the vacancies and have entered upon their work. Mrs. M. Spaight, Matron, closed her connection with the Institution on the 1st September, as she intended getting married. She was twelve years in the service, for three of which she was Matron at the Institution for the Blind at Brantford. She was a thoroughly capable officer, and the pupils testified their regard for her by sending her a handsome wedding present. Miss Jean C. Robinson succeeded her and gives promise of being efficient in every way.

#### NEWSPAPERS RECEIVED.

We are under renewed obligations to the proprietors of the following papers for copies of their publications:—

NAME.	Where Published.	NAME.	Where Published.
Evening Times	Hamilton.	Northumberland Enterprise	Colborne.
Economist	Shelburne.	Norfolk Reformer	Simcoe.
Express	Colborne.	Enterprise	Arthur.
Daily Advertiser	London.	Ensign	Brantion.
Daily Free Press	Winnipeg.	Courier	Perth.
Daily News	Kingston.	Advertiser	Petrolia.
Free Press	Acton.	Chronicle	Beeton.
Guardian	Uxbridge.	Sentinel-Review	Woodstock.
Mercury	Renfrew.	Courier	Embro.
Western Despatch	Strathroy.	Independent	Bobcaygeon.
Chronicle	Ingersoll.	Mutes' Journal	Omaha, Neb.
Monitor	Brockville.	Deaf Mute Mirror	Flint, Mich.
Weekly Mercury	Guelph.	Goodson Gazette	Staunton, Va.
Examiner	Peterborough.	Kentucky Deaf Mute	Danville, Ky.
Gazette	Almonte.	Index	Colorado Sp'ngs, Col.
Observer	Pembroke.	Star	Olatua, Kan.
Post	Thorold.	Companion	Fairbank, Minn.
Spectator	Hamilton.	Deaf Mute Advance	Jacksonville, Ill.
Niagara Review	Niagara.	Deaf Mute Ranger	Austin, Texas.
Reporter	Kingsville.	Deaf Mute Times	Dalavan, Wis.
Banner	Dundas.	Vis-a-Vis	Columbus, Ohio.
Enterprise	Collingwood.	Maryland Bulletin	Frederick City, Md.
Guide and News	Port Hope.	Tablet	Romey, West Va.
Independent Forester	London.	Deaf Mute Record	Fulton, Mo.
Frank Leslie's Ill. Newspaper	New York.	Deaf Mute Hawkeye	Council Bluffs, Ia.
Dominion Churchman	Toronto.	Optic	Little Rock, Ark.
Courier	Trenton.	Daily Paper for Our Little People	Rochester, N.Y.
North Hastings Review	Madoc.	Register	Rome, N.Y.
Trent Valley Advocate	Trenton.	Journal	New York, N.Y.
Rural Canadian	Toronto.	Our Little World	Philadelphia.
Standard	Markdale.	Catholic Sentinel	Portland, Oregon.
Tribune	Dessaronto.	Missouri Deaf Record	Fulton, Mo.
Telegraph	Palmerston.	Wisconsin Times	Dalavan, Wis.
Herald	Carleton Place.	Juvenile Ranger	Austin, Tex.
Echo	London.		
The News	Berkeley, Col., U.S.		

The Dominion Churchman, supplied by Rev. J. W. Burke.

The Catholic, supplied by Mr. J. J. Peake, Portland, Oregon, U.S.

## MISCELLANEOUS.

During the past year the general health of pupils and officers was very good, but owing to exceptional circumstances we had five deaths, the particulars of which no doubt will be reported by the physician. The health so far this term has been all that could be desired.

The pupils came back promptly on September 14th, and the regular work of the term commenced on the following Tuesday.

The conduct of the pupils during the past term was all that could be expected, and very little punishment was found necessary. They try to keep out of trouble and endeavour to be good for good's sake.

During the vacation new hard-wood floors were laid in the large dormitories on the girls' side and some of the hall-ways. General repairs were made all through the building. New floors are required in some places on the boys' side.

Fire-escapes, erected at the ends of the main building, supply a felt want. They are ornamental and if occasion requires, will I have no doubt, be found very useful. Our present protection against fire is nearly everything that could be wished for.

So that the girl pupils may have the means of taking walking recreation without going outside the grounds, I would recommend the building of a wide sidewalk along the side of the western fence.

The balance of the wooden bedsteads on the boys' side ought to be replaced with iron ones. The iron bedsteads recently put in adds very much to the appearance of the dormitories.

A new oven is required for the bakery. The refrigerator needs a thorough overhauling, and the extension of the chimney from the boiler furnace is a matter of necessity.

Owing to the number of pupils now here and the increased number that will likely have to be provided for in the near future, it might be well to take into consideration the propriety of erecting additional buildings for their accommodation. The putting up of a school building with class-rooms on the ground floor, with a large chapel and assembly room in the second storey, would meet our possible requirements for years to come. Our present chapel is too small, dark and badly ventilated.

Notwithstanding the very dry season, the yield from the farm and garden was only a little below the average except in potatoes. It will be necessary for us to purchase five hundred or six hundred bushels of potatoes to supply our wants during the winter.

On invitation of the Directors, the pupils were allowed the privilege of attending the Bay of Quinté District show free of charge.

In accordance with the invitation extended by the Honourable the Provincial Secretary, a convention of former pupils of the Institute is to be held here during the ensuing summer. From all I can learn the attendance is likely to embrace the greater number of those who have passed through the Institution and are now living in the province. It will be necessary to make some provision for their maintenance and entertainment, and with that end in view I will ask for a small appropriation for that purpose.

We are under obligations to the following clerical gentleman for aid, counsel, and visits during the year: Rev. J. W. Burke, Rev. J. H. George, Rev. J. J. Baker, Rev. Mr. Leroyd, Right Rev. Monseigneur Farrelley, Rev. Father O'Gorman, Rev. Wm. McLean, and Rev. Mr. Browning.

Our thanks are due to the Grand Trunk, Canada Pacific, Northern and North-Western Railway Companies, and their obliging officials, for favours and concessions to our pupils going to and from their homes.

I am indebted to the officers, teachers, and employees generally, for their hearty co-operation in the work of the Institution.

I append herewith the statistical tables required.

Hoping our Institution may still prove a vast benefit to the children of silence, and looking for the blessing of our Father in Heaven,

I have the honor to be, Sir,

Your obedient servant,

R. MATHISON,

Superintendent.

## (a) NATIONALITY OF PARENTS.

NAME.	No.	NAME.	No.
Canada .....	120	Germany .....	10
Ireland .....	28	United States .....	1
Scotland .....	42	Unknown .....	27
England .....	35		
Italy .....	1	Total .....	264

## (b) RELIGION OF PARENTS.

NAME.	No.	NAME.	No.
Presbyterians .....	75	Evangelical German .....	1
Methodists .....	69	Memnonite .....	2
Church of England .....	55	United Brethren .....	1
Roman Catholics .....	30	Church of Christ .....	1
Baptists .....	19	Unknown .....	1
Bible Christians .....	5		
Lutherans .....	5	Total .....	264

## (c) OCCUPATION OF PARENTS.

OCCUPATION.	No.	OCCUPATION.	No.
Agents .....	2	Bricklayer .....	1
Axe-makers .....	2	Boarding-house keeper .....	1
Baker .....	1	Carder .....	1
Blacksmiths .....	8	Carpenters .....	12
Book-keepers .....	2	Clerks .....	2
Brewer .....	1	Conductors .....	2
Butcher .....	1	Carrier .....	1

Carters.  
Cheese-m  
Cooper.  
Contract  
Charwo  
Car insp  
Dress-m  
Druggis  
Enginee  
Express  
Farmer  
Grocer  
Harnes  
Hotel-k  
Lumber  
Labour  
Livery  
Machin  
Mason  
Mercha  
Mould

6 ...  
7 ...  
8 ...  
9 ...  
10 ...  
11 ...  
12 ...  
13 ...  
14 ...

## (c) OCCUPATION OF PARENTS.—Continued.

OCCUPATION.	No.	OCCUPATION.	No.
Carters.....	2	Miller.....	1
Cheese-maker.....	1	Millwright.....	1
Cooper.....	1	Painters.....	3
Contractor.....	1	Pedler.....	1
Charwoman.....	1	Plate-driller.....	1
Car inspector.....	1	Plasterers.....	2
Dress-makers.....	2	Saddler.....	1
Druggist.....	1	Sailor.....	1
Engineers.....	5	Seamstress.....	1
Expressmen.....	2	Stage-driver.....	1
Farmers.....	109	Shoemakers.....	4
Grocer.....	1	Switchman.....	1
Harness-makers.....	2	Tailor.....	1
Hotel-keepers.....	2	Teacher.....	1
Lumbermen.....	2	Teamster.....	1
Labourers.....	47	Turner.....	1
Livery proprietors.....	2	Watch-maker.....	1
Machinists.....	2	Waggon-maker.....	1
Masons.....	2	Unknown.....	11
Merchants.....	5		
Moulder.....	1	Total.....	264

## (d) AGE OF PUPILS.

AGE.	No.	AGE.	No.	AGE.	No.
6.....	2	15.....	28	24.....	1
7.....	12	16.....	31	25.....	1
8.....	14	17.....	16	26.....	1
9.....	16	18.....	8	27.....	1
10.....	18	19.....	10	40.....	1
11.....	20	20.....	5	Unknown.....	3
12.....	18	21.....	3		
13.....	20	22.....	2		
14.....	30	23.....	3	Total.....	264



## (e) COUNTIES FROM WHICH PUPILS ADMITTED DURING THE YEAR CAME.

COUNTIES.	No.	COUNTIES.	No.
Brant .....	6	Norfolk .....	4
Bruce .....	13	Northumberland .....	4
Carleton .....	11	Ontario .....	5
Dufferin .....	1	Oxford .....	7
Durham .....	4	Peel .....	2
Elgin .....	10	Perth .....	10
Essex .....	8	Peterborough .....	1
Frontenac .....	5	Prescott & Russell .....	7
Grey .....	4	Prince Edward .....	1
Haldimand .....	1	Renfrew .....	7
Halton .....	2	Simcoe .....	10
Hastings .....	12	Stormont, Dundas and Glengarry .....	13
Huron .....	15	Victoria .....	3
Kent .....	6	Waterloo .....	6
Lambton .....	10	Welland .....	2
Lanark .....	3	Wellington .....	10
Leeds and Grenville .....	11	Wentworth .....	9
Lennox and Addington .....	2	York .....	21
Lincoln .....	1	Nipissing District .....	1
Middlesex .....	9		
Muskoka .....	7	Total .....	264

## (f) TOTAL NUMBER OF PUPILS IN ATTENDANCE FOR THE SESSION 1886-7.

Males .....	151
Females .....	113
Total .....	264

(g) NUM

From Octo

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Algoma I

Brant ...

Bruce ...

Carleton

Dufferin

Durham

Elgin ...

Essex ...

Frontena

## (g) NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE OPENING OF THE INSTITUTION.

			Male.	Female.	Total.
	From October 20th, 1870, to September 30th, 1871.....		64	36	100
	" 1st, 1871, " 1872.....		97	52	149
4	" 1872, " 1873.....		130	63	193
4	" 1873, " 1874.....		145	76	221
5	" 1874, " 1875.....		155	83	238
7	" 1875, " 1876.....		160	96	256
2	" 1876, " 1877.....		167	104	271
10	" 1877, " 1878.....		166	111*	277
1	" 1878, " 1879.....		164	105	269
7	" 1879, " 1880.....		162	119	281
1	" 1880, " 1881.....		164	132	296
7	" 1881, " 1882.....		165	138	303
10	" 1882, " 1883.....		158	135	293
13	" 1883, " 1884.....		156	130	286
3	" 1884, " 1885.....		168	116	284
6	" 1885, " 1886.....		161	112	273
2	" 1886, " 1887.....		151	113	264

## (A) COUNTIES FROM WHICH THE TOTAL NUMBER OF PUPILS WERE RECEIVED.

COUNTIES.	Male.	Female.	Total.	COUNTIES.	Male.	Female.	Total.
Algoma District.....	2	.....	2	Grey.....	20	12	32
Brant.....	16	5	21	Haldimand.....	5	1	6
Bruce.....	16	8	24	Halton.....	3	4	7
Carleton.....	17	8	25	Hastings.....	20	13	33
Dufferin.....	2	.....	2	Huron.....	25	22	47
Durham.....	12	7	19	Kent.....	13	8	21
Elgin.....	8	9	17	Lambton.....	14	6	20
Essex.....	5	12	17	Lanark.....	8	2	10
Frontenac.....	9	6	15	Leeds.....	9	4	13

## (h) COUNTIES FROM WHICH THE TOTAL NUMBER OF PUPILS, ETC.—Continued.

COUNTIES.	Male.	Female.	Total.	COUNTIES.	Male.	Female.	Total.
Grenville.....	4	1	5	Simcoe.....	15	14	29
Lennox.....	3	3	6	Stormont.....	6	4	10
Addington.....	1	1	2	Dundas.....	5	3	8
Lincoln.....	3	3	6	Glengarry.....	4	1	5
Middlesex.....	25	15	40	Victoria.....	3	4	7
Norfolk.....	10	6	16	Waterloo.....	10	11	21
Northumberland.....	6	10	16	Welland.....	5	4	9
Ontario.....	15	7	22	Wellington.....	16	14	30
Oxford.....	11	6	17	Wentworth.....	21	6	27
Peel.....	5	3	8	York.....	26	26	52
Perth.....	21	13	34	Muskoka District.....	5	6	11
Peterborough.....	10	2	12	Nipissing District.....	1		1
Prescott.....	4	1	5	Parry Sound District... ..	1	1	2
Russell.....	5	4	9	New Brunswick.....	2		2
Prince Edward.....	3	1	4				
Renfrew.....	8	7	15	Total.....			762

## (i) OCCUPATION OF PARENTS OF PUPILS ADMITTED SINCE THE OPENING OF THE INSTITUTION.

OCCUPATION.	No.	OCCUPATION.	No.
Accountant.....	1	Book-keepers.....	4
Agents.....	4	Brakesman.....	1
Axe-makers.....	2	Brewers.....	2
Baggageman.....	1	Bricklayers.....	2
Bakers.....	3	Brick-maker.....	1
Barrister.....	1	Butchers.....	2
Blacksmiths.....	17	Carters.....	2
Boarding-house keeper.....	1	Cab-driver.....	1
Boiler-maker.....	1	Cabinet-makers.....	2

Captain of  
 Carder ...  
 Car Inspect  
 Carpenters  
 Carriage-m  
 Cheese-mal  
 Civil Servi  
 Clerks ...  
 Conductors  
 Cigar-mak  
 Coopers ...  
 Carriers ...  
 Char-wom  
 Dealer in  
 Draymen.  
 Dress-mak  
 Engineers  
 Engineers,  
 Farmers...  
 Fire Insur  
 Fishermen  
 Gaoler ...  
 Gunsmith  
 Harness-m  
 Iron-found  
 Keeper of  
 Labourers  
 Livery pr  
 Machinist  
 Lumberm

## (i) OCCUPATION OF PARENTS OF PUPILS, ETC.—Continued.

Total.	OCCUPATION.	No.	OCCUPATION.	No.
29	Captain of Schooner .....	1	Malster .....	1
10	Carder .....	1	Marble-cutters .....	2
8	Car Inspector .....	1	Masons .....	4
5	Carpenters .....	25	Manufacturers agricultural implements..	2
7	Carriage-makers .....	5	Mechanic .....	1
21	Cheese-maker .....	1	Merchants .....	15
9	Civil Service .....	1	Millers .....	3
30	Clerks .....	4	Millwrights .....	2
27	Conductors, railway .....	2	Miner .....	1
52	Cigar-maker .....	1	Minister .....	1
11	Coopers .....	4	Moulders .....	2
1	Curriers .....	4	Non-commissioned officer .....	1
2	Char-woman .....	1	Nursery .....	1
2	Dealer in hides .....	1	Painters .....	9
	Draymen .....	8	Stage-driver .....	1
762	Dress-makers .....	3	Pedler .....	1
	Engineers .....	3	Shoe-makers .....	2
	Engineers, railway .....	3	Switchman .....	1
	Farmers .....	335	Tailors .....	6
	Fire Insurance Inspector .....	1	Tavern-keepers .....	9
	Fishermen .....	3	Teachers .....	6
	Gaoler .....	1	Teamsters .....	4
	Gunsmith .....	1	Traders .....	2
	Harness-maker .....	1	Weaver .....	1
4	Iron-founder .....	1	Watch-maker .....	1
1	Keeper of Park .....	1	Waggon-maker .....	2
2	Labourers .....	137	Unknown .....	78
2	Livery proprietors .....	3		
1	Machinists .....	2	Total .....	762
2	Lumbermen .....	5		

## (j) AGES OF PUPILS ADMITTED SINCE THE OPENING OF THE INSTITUTION.

AGES.	No.	AGES.	No.
4.....	1	19.....	21
6.....	21	20.....	13
7.....	91	21.....	9
8.....	86	22.....	10
9.....	82	23.....	5
10.....	52	24.....	5
11.....	60	25.....	6
12.....	54	26.....	4
13.....	45	27.....	3
14.....	36	30.....	1
15.....	50	36.....	1
16.....	32	Unknown.....	13
17.....	33		
18.....	28	Total.....	762

## (k) CAUSES OF DEAFNESS.

CAUSES.	No.	CAUSES.	No.
Abscess.....	2	Fever, brain.....	20
Accident.....	3	“ intermittent.....	2
Affection of the ears.....	2	“ scarlet.....	53
Burn.....	1	“ spinal.....	17
Canker.....	1	“ malarial.....	1
Cerebro spinal meningitis.....	20	“ typhus.....	5
Cholera.....	1	“ typhoid.....	7
Cold.....	34	“ undefined.....	19
Congenital.....	299	Fits.....	8
Congestion of the brain.....	6	Gathering of the ears.....	1
Diphtheria.....	1	“ “ head.....	4
Dysentery.....	1	Inflammation of the brain.....	8
Falls.....	17	“ “ ears.....	2
Fever, bilious.....	4	“ “ lungs.....	2

Inflammati

“

Measles...

Mumps...

Paralytic s

Rickets..

Scabs....

Scald....

Scald head

Shocks..

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Under 1 y

Between 1

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“ 4

“ 5

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## (k) CAUSES OF DEAFNESS.—Continued.

No.	CAUSES.	No.	CAUSES.	No.
21	Inflammation of pulmonary organs .....	2	Sickness undefined.....	24
13	"    spinal marrow.....	1	Spinal disease.....	41
9	Measles .....	19	Swelling on the neck .....	1
10	Mumps.....	4	Teething.....	6
5	Paralytic stroke .....	1	Water on the brain .....	5
5	Ricketts .....	1	Whooping cough .....	8
6	Scabs .....	1	Worms .....	3
4	Scald .....	1	Causes unknown or undefined.....	96
3	Scald heads.....	3		
1	Shocks .....	4	Total .....	762

## (l) DATE OF DEAFNESS AFTER BIRTH.

No.	—	No.	—	No.
	Under 1 year of age.....	57	Between 10 and 11 years .....	5
	Between 1 and 2 years .....	79	"    11 " 12 " .....	2
	"    2 " 3 " .....	78	"    12 " 13 " .....	1
	"    3 " 4 " .....	50	"    13 " 14 " .....	4
	"    4 " 5 " .....	30	"    14 " 15 " .....	2
	"    5 " 6 " .....	23	Unknown at what age they lost their hearing, but not born deaf .....	101
	"    6 " 7 " .....	8	Congenital mutes.....	302
	"    7 " 8 " .....	9		
	"    8 " 9 " .....	3	Total .....	762
	"    9 " 10 " .....	8		

## (m) RELATIONSHIP OF PARENTS.

1st cousins .....	52
2nd " .....	12
3rd " .....	8
Distantly related.....	17
Not related.....	650
Unknown .....	23
Total .....	762

## (n) NUMBER OF DEAF MUTES IN FAMILIES REPRESENTED.

1 family contained 5 mutes.....	5
3 families " 4 " .....	12
10 " " 3 " .....	30
53 " " 2 " .....	106
609 " " 1 " .....	609
Total.....	762

## (o) COUNTIES FROM WHICH THE PUPILS IN RESIDENCE DURING THE YEAR UP TO 30TH SEPTEMBER, 1887, WERE ORIGINALLY RECEIVED.

COUNTIES.	Male.	Female.	Total.	COUNTIES.	Male.	Female.	Total.
Brant .....	5	1	6	Ontario .....	2	3	5
Bruce.....	8	5	13	Oxford .....	6	1	7
Carlton .....	6	5	11	Peel .....	1	1	2
Durham .....	2	2	4	Perth .....	4	6	10
Dufferin .....	1	.....	1	Peterborough .....	1	.....	1
Elgin .....	5	5	10	Prescott & Russell.....	4	4	8
Essex .....	4	4	8	Prince Edward .....	1	.....	1
Frontenac .....	3	2	5	Renfrew .....	3	3	6
Grey .....	3	1	4	Simcoe .....	4	6	10
Haldimand .....	1	.....	1	Stormont, Dundas and Glengarry.....	7	6	13
Halton .....	2	.....	2	Victoria.....	1	2	3
Hastings .....	6	5	11	Waterloo .....	2	4	6
Huron .....	7	8	15	Welland .....	1	1	2
Kent .....	4	2	6	Wellington .....	4	6	10
Lambton.....	4	5	9	Wentworth.....	7	2	9
Lanark .....	3	.....	3	York .....	12	9	21
Leeds and Grenville .....	8	2	10	Muskoka District .....	4	5	9
Lennox and Addington .....	.....	2	2	Nipissing District .....	1	.....	1
Lincoln .....	1	.....	1	Algoma District .....	.....	1	1
Middlesex .....	6	3	9				
Norfolk .....	4	.....	4				
Northumberland .....	3	1	4	Total.....	151	113	264

R.  
A.  
J.  
J.EP.  
S.  
J.  
D.  
D.M  
MI.  
V.  
M.  
J.  
M.  
V.  
M.  
T.

## GOVERNMENT INSPECTOR :

R. CHRISTIE.

## OFFICERS OF THE INSTITUTION :

R. MATHISON .....	<i>Superintendent.</i>
A. LIVINGSTON .....	<i>Bursar.</i>
J. B. MURPHY, M.D. ....	<i>Physician.</i>
JEAN C. ROBINSON .....	<i>Matron.</i>

## TEACHERS :

D. R. COLEMAN, M.A. ....	<i>Supervising Teacher.</i>
P. DENYS.	MRS. J. G. TERRILL.
S. T. GREENE, B.A.	MISS S. TEMPLETON.
J. B. ASHLEY.	MISS M. M. OSTROM.
D. J. MCKILLOP.	MRS. M. J. MCGILLIS.
D. M. BEATON.	MISS MARY BULL.
	MISS FLORENCE MAYBEE.
MISS ANNIE MATHISON .....	<i>Teacher of Articulation.</i>

MISS FLORENCE MAYBEE AND MISS MARY BULL .....	<i>Instructresses in Ornamental and Fancy Work.</i>
MRS. M. J. MCGILLIS .....	<i>Teacher of Drawing.</i>

I. G. SMITH .....	<i>Clerk and Storekeeper.</i>
WM. DOUGLASS .....	<i>Supervisor of Boys.</i>
MISS A. GALLAGHER .....	<i>Instructress of Sewing.</i>
J. MIDDLEMAS .....	<i>Engineer.</i>
M. O'DONOHUE .....	<i>Master Carpenter.</i>
WM. NURSE .....	<i>Master Shoemaker.</i>
MICHAEL O'MEARA .....	<i>Farmer.</i>
THOMAS WILLS .....	<i>Gardener.</i>

LIST OF PUPILS in the Ontario Institution for the Education of the Deaf and Dumb for the year ending September 30th, 1887, with the Post Office Address :

COUNTIES.	P. O. ADDRESS.
<i>Algoma District—</i>	
Ward, Annie .....	Rat Portage.
<i>Brant—</i>	
Foulds, Sarah .....	Brantford.
McKenzie, Robert M. ....	New Durham.
McPherson, Robert .....	Brantford.
Simmons, Marshall .....	New Durham.
Smith, Arch. V. ....	Brantford.
Douglass, John A. ....	Onondaga.
<i>Bruce—</i>	
Burr, Annetta .....	Park Head.
Channon, Albert E. ....	Dyer's Bay.
Channon, Joseph M. ....	do
Grant, Ellen .....	Holyrood.
Gregg, Wm. J. S. ....	Port Elgin.
Morgan, Jos. E. ....	Kincardine.
McKenzie, Kenneth .....	Glamis.
McRitchie, Prudence .....	Maple Hill.
Pickard, Edward .....	Paisley.
Speer, Francis E. ....	Tara.
Zingg, Eva A. ....	Hanover.
Yack, Gustave .....	Cargill.
Luddy, David S. ....	Walkerton.
<i>Carleton—</i>	
Armstrong, Levi .....	South March.
Baizana, Jean .....	Ottawa.
Hedgins, Michael L. ....	Diamond.
Montgomery, Harriet .....	Richmond.
McEwen, Rachel .....	Marsonby.
Morrand, Samuel .....	Ottawa.
Skeffington, Margaret .....	do
Jamieson, Eva J. ....	do
Lett, Stephen .....	Carp.
Cassidy, Angus .....	Ottawa.
Lamadeleine, M. L. J. ....	do
<i>Dufferin—</i>	
Brown, James .....	Reading.
<i>Durham—</i>	
Ballagh, Winnie .....	Starkville.
McCulloch, John A. ....	Enfield.
Brown, John W. ....	Enniskillen.
Justus, Mary A. ....	Bethany.

## COUNTIES.

## P. O. ADDRESS.

*Elgin*—

Blue, Duncan .....	Dutton.
Couse, Jennie .....	Fingal.
Dewar, Aggie .....	St. Thomas.
Henderson, Jonathan .....	Talbotville.
Hesner, Jacob .....	Rodney.
James, Ada M. ....	St. Thomas.
McIntyre, Dougald .....	Fingal.
McIntyre, Duncan .....	do
McMillan, Flora .....	Dutton.
Phillimore, Margaret .....	Alymer.

*Essex*—

Ball, Ernest E. ....	Windsor.
Ball, Mabel .....	do
Campbell, Susan .....	do
Jodoin, Noah .....	do
Robson, Joseph .....	Leamington.
Sepner, Albert E. ....	Windsor.
Lafferty, Matilda .....	do
Eames, Ina F. ....	do

*Frontenac*—

Glench, Wm. H. ....	Wolfe Island.
Crozier, Frederick W. ....	Fermoy.
Miller, Mary J. ....	McLaren's Mills.
Roushorn, George H. ....	Perth Road.
Spooner, Agnes E. ....	Glenburnie.

*Grey*—

Andrews, Maud C. ....	Owen Sound.
Calvert, Francis A. ....	Horning's Mills.
Middleton, Thomas .....	do
Carson, Hugh R. ....	Meaford.

*Haldimand*—

Bradshaw, Thomas .....	Jarvis.
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*Halton*—

Gillam, Christopher .....	Bronté.
Hinton, John .....	Kilbride.

*Hastings*—

Drum, Matilda .....	Coehill.
King, John .....	New Carlow.
King, Robert M. ....	New Carlow.
Swanson, Alexander .....	Belleville.
Holton, Charles Mc .....	do
Irvine, Eva G. ....	do
Irvine, Mary E. ....	do
Young, John C. ....	Madoc.
Donal, Martha .....	St. Ola.
Beatty, Donella E. ....	Melrose.
Keiser, Alfred B. ....	Belleville.



COUNTIES.	P. O. ADDRESS.
<i>Huron—</i>	
Agnew, Ellen .....	Blake.
Black, Newton .....	Dungannon.
Engle, George .....	Cranbrook.
Hayward, Mary A. ....	Clinton.
Henderson, James .....	Ethel.
Hoggard, Hepzibeth .....	Londesborough.
Krause, Henrietta .....	Crediton.
McCulloch, Mary E. ....	Leadbury.
Pettypiece, Lovilla .....	Wingham.
Pettypiece, Mary .....	do
Sparling, Arthur .....	Kirkton.
Sparling, Wm. H. ....	do
Smalldon, John Wm. ....	Cranbrook.
Wood, Nelson .....	Exeter.
Thompson, Mabel W. ....	Dungannon.
<i>Kent—</i>	
Campbell, Marion .....	Chatham.
Crosby, Eliza A. ....	do
Fisher, John F. ....	do
McKay, Alexander .....	do
Thompson, Wm. M. ....	Thamesville.
Bloom, Duncan .....	do
<i>Lambton—</i>	
Hadden, James .....	Moore.
Lucas, Henrietta .....	Mandamin.
Mitchell, Mary B. ....	Sarnia.
McFarland, Aggie .....	Forest.
Steel, Edith .....	Point Edward.
Steel, Mabel .....	do
Summers, Thos. W. ....	Sarnia.
Turrill, David .....	Florence.
Wark, Walter A. ....	Sarnia.
<i>Lanark—</i>	
Brain, Levi .....	Carlton Place.
Lockhart, Alfred .....	Almonte.
Thackaberry, Wm. A. ....	Carlton Place.
<i>Leeds and Grenville—</i>	
Beane, Ernest E. ....	Prescott.
Earl, John .....	Glen Buell.
Howison, Albert E. ....	Brockville.
Murray, Matthew .....	North Augusta.
Rape, Cecelia .....	Lansdowne.
Hunt, Francis .....	Rockport.
Todd, Thomas .....	Whitehurst.
Todd, Richard .....	do
Newton, Joseph .....	Portland.
Newton, Agnes .....	do

## COUNTIES.

## P. O. ADDRESS.

*Lennox and Addington—*

Bradshaw, Agnes .....	Selby.
Campbell, Mary A. ....	Flinton.

*Lincoln—*

Wallace, Wm. ....	Merritton.
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*Middlesex—*

Baker, Melissa .....	Newbury.
Cowan, Alfred H. ....	London.
Dark, David A. B. ....	London East.
Evans, Emma .....	London.
Fleming, Minnie .....	do
Gould, Wm. H. ....	do
Green, Thomas M. ....	do
McCallum, Neil .....	Gladstone.
Thompson, Simpson .....	London East.

*Muskoka District—*

Dickson, George A. ....	Pembroke.
Fletcher, Wm. N. ....	Housey's Rapids.
Francis, Alice .....	Huntsville.
Hunter, George .....	Burk's Falls.
Hanes, Emily .....	Allansville.
McDowell, Mary .....	Stoneleigh.
Morrison, Dolly .....	Reay.
Ross, James .....	Bracebridge.
Weeks, Eva E. ....	Magnettawan.

*Nipissing District—*

Joice, Robert .....	Sturgeon Falls.
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*Norfolk—*

Kelly, George A. ....	Glen Meyer.
Bowby, Oulver B. ....	Simcoe.
McIsaac, John A. ....	Delhi.
Lewis, Levi .....	Vanessa.

*Northumberland—*

Lyon, Arthur .....	Campbellford.
McArdle, Isaiah .....	Bewdley.
White, Juliet .....	do
Wright, Thomas .....	Newcomb's Mills.

*Ontario—*

Gilbert, Margaret .....	Germania.
James, Eliza L. ....	Oshawa.
Munro, Jesse M. ....	Ashburn.
Stewart, George .....	Oshawa.
McRae, Murdoch .....	Pindale.

## COUNTIES.

## P. O. ADDRESS.

*Oxford—*

Brown, James M. ....	Woodstock.
Chantler, James .....	do
Chantler, John .....	do
Chute, Edwin .....	Hickson.
Whealy, Henry S. ....	Woodstock.
Chantler, Thomas .....	do
McKay, Wm. ....	do

*Peel—*

Beattie, Samuel .....	Norval.
Knight, Naoma .....	Caledon.

*Perth—*

Fuller, Margaret .....	Mitchell.
Kennedy, Margaret .....	do
Moore, Claudia C. ....	Sebringville.
McLaren, Thomas .....	St. Mary's.
Rice, Charlotte .....	Fullerton.
Trachsel, John .....	Shakespeare.
Wolf, Barbara, .....	Gowanstown.
Fuller, Arthur S. ....	Stratford.
Pringle, Hugh A. ....	Staffa.
Cumming, Lily .....	Stratford.

*Peterborough—*

Isbister, John A. ....	Lakefield.
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*Prescott and Russell—*

Herrington, Isabella .....	Russell.
Herrington, Rachel .....	do
Labelle, Noah .....	do
Leblance, Moses .....	Pendleton.
Sicard, Moses .....	Clarence.
Borthwick, Margaret .....	Ottawa.
Russell, Janet .....	Renfrew.
Delaney, James .....	Sarsfield.

*Prince Edward—*

Davis, Charles N. ....	Solmesville.
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*Renfrew—*

Meilantz, Charles .....	Pembroke.
Mick, Jessie .....	Micksburg.
McPhee, Gertrude .....	Palmer Rapids.
Frazer, Albert E. ....	Pembroke.
Lewis, Caroline .....	Pembroke.
Moore, Wm. H. ....	Deux Riviere.

COUNTIES.	P. O. ADDRESS.
<i>Simcoe—</i>	
Avarell, Sarah	Newton Robinson.
Corbiere, Eli	Barrie.
Crosbie, Agnes M.	Lisle.
Johnson, Joseph N.	Barrie.
Lennox, David J.	Phelpston.
Munro, Mary	Midhurst.
Norman, Hannah	Alliston.
O'Neil, Mary	Collingwood.
Rodgers, John	Midland.
Robinson, Maggie T.	Pentang.
<i>Stormont, Dundas and Glengarry—</i>	
Baker, Laura M.	Woodlands.
Faubert, Joseph	St. Isidore de Prescott.
Gagne, Elzear	Cornwall.
Hanes, Christie	Chesterville.
Hanson, Robert	Morrisburg.
Hence, Henry A.	Glen Walter.
Marchand, Edward	Morrisburg.
McDonald, Flora	St. Raphael.
McDonald, Hugh A.	Harrison's Corners.
McDonald, Ronald	do
Vallance, Christina	Woodlands.
Vallance, Isabella	do
Wylie, George	Vancamp's Mills.
<i>Victoria—</i>	
Reeve, George	Lindsay.
Robinson, Lueffa	Bobcaygeon.
Garden, Elsie	do
<i>Waterloo—</i>	
Nahrgang, Louisa	New Hamburg.
Nahrgang, Mary	do
Thompson, Albert E.	Galt.
Turnbull, Agnes	do
Windemberg, Allan	New Dundee.
Gardiner, Florence A.	Berlin.
<i>Weiland—</i>	
Lentz, Henry	Snyder.
Lentz, Catharine	do
<i>Wellington—</i>	
Bridgeford, Geo. T.	Harriston.
Farrell, Margaret	Salem.
Halliday, Emily	Harriston.
Kahler, Louis	Palmerston.
Mallet, Josephine	Teviotdale.
Munro, Albert G.	Palmerston.
Scott, Matthew	do
Watt, Margaret	Guelph.
Watt, Wm. Robert	do
Brown, Jessie Mc.	Mount Forest.

COUNTIES.	P. O. ADDRESS.
<i>Wentworth—</i>	
Braithwaite, John A. ....	Carluke.
Bryce, Wm. ....	Hamilton.
Clark, Robert W. ....	do
Goodbrand, James ....	Ancaster.
Nolan, Elizabeth ....	Hamilton.
Pettit, Syrian H. ....	Stoney Creek.
Stenebaugh, Wm. W. ....	Weir.
Macphail, Annie L. ....	Hamilton.
Hackbusch, Ernest. ....	do
<i>York—</i>	
Gates, Jonathan ....	Coleman.
Burk, Jennie ....	Toronto.
Hill, Thomas ....	do
Hunt, Sarah ....	do
McGregor, Flora ....	do
White, Henry ....	do
Ladley, Alice ....	do
Hutchinson, Margaret ....	do
Allan, Frank ....	do
Hard, Bessie ....	do
Carr, Alexander ....	Parkdale.
Gray, William E. ....	Toronto.
Muckle, Grace ....	do
Muckle, Elizabeth ....	do
O'Roarke, Wm. ....	Parkdale.
Clark, Arthur E. ....	Aurora.
McGillivray, Neil ....	Purpleville.
McGillivray, Mary A. ....	do
Riddle, Fred ....	Box Grove.
Cook, Joseph ....	Lemonville.
Shepherd, Anival ....	Toronto.

R. CHRIST

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## REPORT OF THE PHYSICIAN OF THE INSTITUTION.

BELLEVILLE, October 1st, 1887.

R. CHRISTIE, ESQ.,

*Inspector of Prisons and Public Charities, Ontario.*

SIR,—In the presentation of my report for the year just closed, it is a matter of sincere regret that the marvellous freedom from mortality which our Institution has for some years enjoyed was not repeated last term; but though the number is the highest in my term of office, it is a small percentage when the physical character of the pupils is taken into consideration. Following are the names of those who died, with the cause of death signified in each case.

Arthur W. Sparling, a bright child aged eleven years, was attacked with inflammatory croup on the morning of September 30th, and died after 30 hours' illness on October 1st, the beginning of the official year.

Hugh Pringle, aged fourteen years, about two years previously, had an attack of inflammatory rheumatism which affected his heart, symptoms of a sub-acute attack manifested themselves on November 6th, when he was immediately removed to the hospital and every possible care and attention bestowed on him. From its inception the serious nature of his malady caused grave fears as to the result. He began to improve slightly on the 10th day, but on the 13th day died suddenly, death evidently resulting from the formation of heart clot.

Eva Weeks, a delicate child seven years of age, was attacked with pneumonia of the right lung on November 10th. The inflammation rapidly involved the whole lung, and subsequently attacked the left as well, with death as a result on the fifteenth day.

Thomas Todd also succumbed to pneumonia on the 7th of May, having been ill eight days.

The last fatal case was that of George Engle, aged sixteen, who, for two or three days previous to calling my attention to his case on the 23rd of April, had been suffering from a small boil or pimple at the outer angle of the right eye to which he paid little attention. On examining him I found the upper eye-lid inflamed and erysipelatous. He was at once sent to the hospital. The redness and inflammation, resisting the ordinary treatment for erysipelas, spread rapidly over the forehead and face, and extended into the cellular tissue, first of the right and subsequently to the left orbit. The infiltration of the orbital tissue pressed both eyes forward twixt the now swollen lids and gave a terrible appearance to the face. As recommended by Noyes, an incision parallel to the wall of the orbit and above each eye was made as soon as the tension became great, and though he and all writers on disease of the eye unite in asserting that the prognosis is necessarily serious and most frequently fatal, with the aid of poultices the operation resulted in a gradual disappearance of the inflammation, and we had grounds to hope for his recovery as he continued to improve for several days, taking food and resting well. However, the formation of an abscess at the base of the brain now became manifested and we were forced to yield all hope of saving the poor fellow, who died on June 1st.

I may mention that the parents of each were notified immediately that any danger manifested itself, and in every case (except in that of the boy Sparling, whose illness was too short to allow of his mother's arrival), some member of the family was present and assisted in the nursing.

In addition to the above there were several other cases of serious sickness which caused us anxiety. One case of pneumonia, that of A. E. Howison, was particularly severe, but by good care and judicious nursing he recovered.



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The health and comfort of the pupils have, as in the past, been the chief care of all connected with the Institution. The sanitary arrangements are in satisfactory order and thorough cleanliness is rigidly enforced in every department. Strict attention is paid to the quality of the food supplied to the pupils who, as a rule, begin to improve physically as well as otherwise soon after their return.

I have the honour to be, Sir,  
Your obedient servant,

J. B. MURPHY, M.D.  
Physician.